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|  Squirrels Class Medium Term Planning for **History Autumn Term 2022** |
| **Topic: Toys****Toys in History*** Comparing toys of past and present
* Sequence toys on a timeline
 | Class trip to Brampton Museum this term will complement this topic and immerse them in historical toys and lifestyles.  |

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| **Lesson 1 - Link it.****What toys do we have?**Exploring toys from the present and photos of toys within our living memory.What toys did we used to play with? What is our favourite present day toy? | **Lesson 2 – Learn it****Exploration of toys from the past.**Explore artefacts and/or photos of toys from the past. Compare to present days toys.  | **Lesson 3 – Learn it****Looking at toys from specific eras.**Explore artefacts/photos of toys from specific eras. Compare to present day toys.  | **Lesson 4 – Check it****Sorting toys.**Sort toys by their age (past/present or specific era). | **Lesson 5 – Show it****Sorting toys chronologically**Sort toys by past and present. Order chronologically on a timeline.  | **Lesson 6 - Know it**Brampton Museum Trip -Toys Through Time Workshop |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| EYFS - Reception – Understanding the world Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.Begin to make sense of their own life-story and family’s history.EYFS - ELG – Understanding the world / Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.

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| KS1 – HistoryChanges within living memory. Where appropriate, these should be used to reveal aspects of change in national life.A sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.  |

 | ELG - Investigating and Interpreting* Listen and respond to familiar stories about the past.
* Answer simple questions about historical artefacts and buildings.
* Communicate some obvious distinctions between past and present experiences.
* Identify if personal events and objects belong in the past or present.

ELG - World history* Talk about past and present events in their own life and family members.

Recognise and make comments about familiar people in pictures of the more distant past.ELG- ChronologyLink the passage of time with a variety of indicatorsELG – CommunicatingUse everyday language related to time.Y1/2 - Investigating and Interpreting* Observe or handle evidence to ask questions and find answers to questions about the past.
* Use simple vocabulary relating the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’.
* Ask questions such as: What was it like for people? What happened? How long ago?
* Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.Y1/2 – Chronology* Place events and artefacts in order on a time line.
* Label time lines with words or phrases such as: past, present, older and newer.
* Recount changes that have occurred in their own lives.
* Use dates where appropriate.

Y1/2 – Communicating* Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Exploration of toys of present day. Exploration of photos of toys they may have played with in the past (baby toys/walkers/etc.) | Exploration of toys from the past – photos and artefacts. Looking at toys from specific eras. | Sorting toys by their age, past/present or specific era. | Sequencing toys chronologically using a timeline.  | Match toys to their owners and/or era. Past or present? |