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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.   |  | | --- | | KS1 – History  Changes 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- Chronology  Link the passage of time with a variety of indicators  ELG – Communicating  Use 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. |

**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? |