


SUBJECT MEDIUM TERM PLANNING – History

Year Group: 1	TERM: Autumn	Theme: Were my Grandparents' toys better than mine?
National Curriculum: Pupils should be taught about changes within living memory <ul style="list-style-type: none"> • 		
Context: - Maths links – understanding before and after, past and present, passage of time Link to article 31: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Article 31 I have the right to relax and play.  </div> Display article on worksheets and flipcharts Link to RE- special gifts	Concepts: chronology/significance/similarity and difference	Vocabulary: Tier 2: then, now, before, past, present, timeline, change, different, similar Tier 3: parent, grandparent, toy, childhood, object, material
Prior Knowledge: EYFS – personal timelines, looking at historical artefacts, past and present		Future Knowledge: Spring term – Great Fire of London and Titanic
End points /by the end of this unit pupils will... <ul style="list-style-type: none"> • Understand the meaning of 'past' and 'present' in their own childhoods and the childhoods of the parents and grandparents • Widen their understanding of chronology to include timelines, objects and significant events within the childhoods of parents and grandparents • Notice the similarities and differences between different times, objects and events • Understand their grandparents' childhoods as being further in the past and that a lot has changed between their grandparents' childhoods and their own 		

Lesson Number 1

Key learning: To develop an understanding of past and present

Concepts: Chronology, significance, similarity and difference

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:

This should what the children should be able to do by the end of the lesson

I can talk about my favourite toy

I can ask and answer questions about toys from the present

I can understand that the toys I play with now are not the same toys as I played with as a baby

Suggested resources:

Children bring in their own toy from the present

Introduction – we're opening the year 1 toy shop! What sort of questions might you want to know about each other's toys.

Direct teaching - Talk about why toys are important to us – Link to article 31. How are they toys we have now different to toys we played with as a baby?

Activity – in small groups children show others their toy and talk about what they like about it. Children ask them questions about it and look at each others.

Key questions:

What are the toys made from?

What can they do?

Do we think our parents played with these toys too?

Record as a learning journal or individual pictures in book of child with their toy and a quote from them.

Challenge: What materials do you need to make your toy? Does it use batteries or electricity? Do you know why this makes it different from toys in the past?

Adaptive teaching for SEND:

Vocabulary: Toy, past, present, compare, materials

Lesson Number 2

Key learning: To use sources to ask and answer questions

Concepts: Chronology, similarity and difference

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction – today we are going to explore toys about the past and ask/answer questions about them
Direct teaching – Discuss what children already know about toys from the past.

Success Criteria:
This should what the children should be able to do by the end of the lesson

I can ask about objects from the past

I can make inferences about objects using clues from my own knowledge or experiences

I can talk about objects from the past

I can understand that the toys of my grandparents childhood are different because it was a long time ago.

Suggested resources:
Objects or photographs of toys from grandparents/parents generation – different toys/materials/uses/ages

Activity – in small groups children look at pictures or objects of toys from their grandparents/parents generation (so roughly the past 70 years). Children answer simple inference questions about them for example is this for a baby or a child? Would a girl or a boy played with this? Is this similar to any toys we have today?)

Challenge: I can make my own simple inferences about the toys.

Adaptive teaching for SEND:

Vocabulary: Toy, past, present, compare, materials

Lesson Number 3
Grandparent visit

Key learning: To develop an understanding of the past within living memory

Concepts: Chronology, similarity and difference, within living memory

Lesson structure: Introduction, direct teaching, activities, key questions

Grandparent visit to school - Ask a grandparent to visit the class to talk about what toys were like when they were younger, and about how their lives were similar and different to the childrens'.

Success Criteria:
This should what the children should be able to do by the end of the lesson
I ask questions about the past

Suggested resources:

Challenge: What materials do you need to make your toy? Does it use batteries or electricity? Do you know why this makes it different from toys in the past?

Adaptive teaching for SEND:

Vocabulary: Toy, past, present, compare.

Lesson Number 4

Key learning: To develop an understanding of past and present

Concepts: Chronology, similarity and difference

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:
This should what the children should be able to do by the end of the lesson

I can sort objects into past and present
I can explain why an object belongs in the past or present sorting hoop
I can explain the different between the past and present

Suggested resources:
Children bring in their own toy from the present

Introduction – recap of toys from today and toys from the past. Link to grandparent visit.
Direct teaching – Different between past and present. Present is the time we are living in now, past is any time before now including the time before they were born.
Activity – sort toys from past and present. Could be done in sorting hoops or in recorded form for the books using pictures.
Key questions:
Compare the objects – what are they made from, how fun are they, how do they work?

Challenge: I can make my own suggestions about other objects that belong in each sorting hoop.
Adaptive teaching for SEND: If recording formally in books, give SEN children real objects to sort in hoops where possible.

Vocabulary: Toy, past, present, compare, materials

Lesson Number 5

Key learning: To develop an understanding of the passing of time
Timeline lesson

Concepts: Chronology, similarity and difference, within living memory

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction – Introduce a timeline. Say how it shows the passing of time going back into the past.
Direct teaching/activity – we can put objects onto a timeline to show us how long ago they were used.
Build a timeline together and put some of the toys that you have looked at onto the timeline to see how long ago they were used. Add childrens/grandparents/parents lives to the timeline so they can see who played with each toy.

Success Criteria:

I understand that timeline shows the passing of time
I can place my own life and the lives of my parents and grandparents on a time line
I can add some toys to the timeline

Suggested resources:

Children bring in their own toy from the present

Key questions:

How long ago was this toy played with?

Who would have played with it?

Notes on timelines – use the first lesson of titanic topic as a guide. Timelines should be to scale and green for within living memory, blue for beyond. They need an arrow at the end to show that time continues back. Timelines can be on the whiteboard, build with cubes or strips of paper or any other creative way you can think of!

Record as a learning journal.

Challenge:

Adaptive teaching for SEND:

Vocabulary: Chronology, past, present, timelines

Lesson Number 6

Key learning: To compare my grandparents' toys with mine

Concepts: Chronology, similarity and difference

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:

I can use the vocabulary 'then' 'before' 'in the past' to talk about and write about my grandparents' childhoods
I can respond to the question 'Were my Grandparents' toys more fun than mine?'
I can explain my opinion and give reasons

Suggested resources:

Introduction – Re-introduce the question 'were my grandparents' toys better than mine' .
Direct teaching/activity – Look again at pictures/objects that show grandparents toys and toys today.
Discuss together the similarities and differences, which toys the children like and which ones they want to play with.
Activity – children write sentences about toys in their grandparents' time and today using vocab such as *then, before, in the past, now, today* etc They answer the question 'Were my grandparents' toys better than mine'?

Key questions:

Which toys do you like? Why?

What toys did your grandparents play with?

What toys do you play with?

Were my grandparents toys better than mine?

Challenge:

Adaptive teaching for SEND: Oral recording, word mats, use pictures to sort

Vocabulary: Past, present, compare, before, then, now