Knowledge Overview: The Substantive and Disciplinary knowledge that our pupils will learn in each History unit

Golden Thread - Technological Advancements

Local Link – Learning about the toys and experiences within their own family

History Unit: How have toys changed?	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Lesson Content	**What is your favourite toy?**	**Did your parents and grandparents play with the same toys as you?**	**What were toys like in the past?**	**What is similar and different about toys now and in the past?**	**How have teddy bears changed over time?**	**How have toys changed?**
Substantive Knowledge	**To know which is our favourite toy and why.**	**To know what toys our parents and grandparents played with.**	**To know what toys were like up to 100 years ago.**	**To know how to compare toys from the past with modern toys.**	**To know how teddy bears have changed through time.**	**To know how toys have changed over time.**
Disciplinary Knowledge and Historical Enquiry	Discuss a favourite toy and explain why using the sentence stem 'This is my favourite toy because...' Recall our own past experiences when discussing a favourite toy such as 'My Grandma gave me this teddy' or 'I got this toy on my first birthday.' Use words relating to time (old, new, now, long ago, then, before, after) when discussing their own experiences and favourite toy.	Ask questions in order to find out more about toys in the past such as 'What did they play with?' and 'What materials were used?' Compare the toys form the past to modern day toys and identify the similarities and differences between them. Identify any toys from the past that children still play with today such as footballs, skipping ropes or bats and balls.	Sort and sequence artefacts (toys) from the different time periods 1920, 1950 to 1960, 1980 and present day. Use words relating to the passing of time (past, present, old, modern, within living memory, beyond living memory). Ask and answer questions about artefacts.	Examine examples of different toys from the past and modern toys based on their appearance, mechanism, the material that it is made from. Identify similarities between toys from the past (1920s) and the present such as their appearance, mechanism, the material that it is made from. Identify differences between toys from the past (1920s) and the present such as their appearance, mechanism, the material that it is made from	Identify changes between teddy bears from now and 100 years ago such as their appearance (eyes, hump, outfits, had stitching or machine stitching), weight, mechanism or electrical devices used in them, the material that it is made from (mohair, felt, straw). Identify similarities between teddy bears from now and 100 years such as their appearance (arms, legs, head, facial features, fur, moveable limbs).	Identify toys that children play with in the present day such as games consoles, tablets, teddy bears, action figures. Identify toys that children played with from 100 years ago, 1950s through to the 1980s such as toy cars, bat and ball, yo-yo, skipping rope, football such as their appearance, mechanism, the material that it is made from. Describe ways in which some toys have changed over time such as their appearance, mechanism, the material that it is made from. Understand that technical advancements have allowed toys to change and become more electronic.
Key Vocabulary and communication development opportunities	remember memory special now toy play	parent grandparent children remember living memory past present toy play	artefacts century decade evidence historian living memory modern past present sequence source timeline	past present similar different living memory modern wooden metal plastic	past present similar different living memory modern mohair	past present living memory change toy old modern
	Group and partner discussion regarding favourite toys.	Asking adults and peers questic about the past.	Asking adults and peers questions and answering about artefacts (toys).	Group and partner discussion regarding similarities and differences in toys.	Group and partner discussion regarding similarities and differences.	Group and partner discussion when describing how toys have changed.
Prior Knowledge	**What prior knowledge will help the pupils to be successful in this unit?** In the Early Years the children will have discussed past and present events and changes in their own lives, the lives of members of their own family. Children will have explored and compared items and objects from the past (within the role-play area). Children will have used simple timelines to order daily routines. In Year 1 the children will have studied 'How am I making history?' in which they developed their sense of time by looking at their personal history over the past ten years, used timelines to develop a sense of the past 100 years. Children will have explored what a timeline is (a timeline shows the order in which things have happened) and what they have you used a timeline for (show events in personal family history, e.g. when born and other key events like going to school, birth of siblings).					

History - How have toys changed?

Golden Thread/Key Concept – Technological Advancement

1920s



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1960s



1980s



Now



What is similar?
What is different?



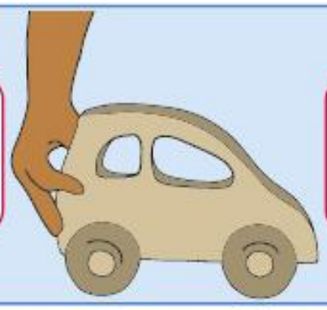
INTERFOTO / Alamy Stock Photo



Toys from the past



Made from wood or metal.



Moved by hand.



Made by hand.

Toys from present times



Made from plastic.



Use batteries to move, light up or make noises.



Made by machine.