

History

Knowledge, Skills and Progression



KS1: Toys

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Use images of toys over the last 60 years and place them into correct chronological order.</p> <p>Add children, parents and grandparents to this timeline. Recognise and understand what we mean by <i>'three generations'</i></p> <p>Use language such as. <i>'They used to be like...'</i>, <i>'When my Nan was a girl'</i> : some might manage <i>'60 years ago'</i>.</p>	<p>Children develop an understanding of the terms same and different and begin to use them as they sort a variety of toys</p> <p>They start to distinguish old and new</p> <p>Children are able to sort by colour, shape and material. They start to generate their own questions starting 'Is it...' using adjectives as well as nouns</p> <p>Children investigate toys suitable for a range of ages so that they start to develop their understanding of time within a familiar family setting.</p> <p>Y1 pupils can recognise how toys change as children grow older</p> <p>Y2 pupils can describe how toys change as children grow older</p> <p>Pupils sort given toys (carefully matched examples of the same toy) into old and new using hoops on the floor. Develop the idea by then introducing old toys for which there is no modern equivalent and ask pupils the question, How do you know this is old?</p> <p>Pupils carry out a simple survey of their grandparents' favourite toys and present this graphically using IT software.</p> <p>Examine examples of toys from different generations, sequence and describe changes</p>	<p>What are our toys like today?</p> <p>What are other people's toys like?</p> <p>How can we tell these toys are old?</p> <p>What were our grandparents' toys like and how do we know?</p>	<p>Today, modern, new, present, now, 21st Century, century, past, then, before, after, old, older, 20th Century, oldest, newest, Victorian, future,</p>
<p>Learning outcomes All children should be able to:</p> <ul style="list-style-type: none"> Children develop an understanding of the terms same and different and begin to use them. They start to distinguish old and new; they can identify past and present using toys They start to generate their own questions starting 'Is it...' using adjectives as well as nouns. Y1 pupils can recognise how toys change as children grow older; Y2 pupils can describe how toys change as children grow older Y2 pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too; Y1 children could give two reasons orally Pupils are able to describe changes across two generations; Y1 describe changes orally They can use appropriate language such as. 'They used to be like', 'When my Nan was a girl': Y2 would say 60 years ago. Children are able to carry out a simple survey, interviewing grandparents and posing relevant questions. 		<p>More able challenged with additional questions/tasks</p> <ul style="list-style-type: none"> For the more able pupils introduce more vocabulary of time. How old would the child be who used this? What would come next for an older child? Pupils set up a museum with objects and matching captions and then invite parents to come to the museum with pupils acting as interpreters. <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers Collaborative activities to support peer-learning and inclusion Use of visuals, film, drama to support contextual understanding Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design TA support used to question and develop children's conceptual understanding of concepts and encourage independence 	

- **Y2 can explain** why a toy is old using at least 3 criteria; they can confidently communicate their understanding of old toys and who would have played with them. **Y1 are beginning to give reasons orally**