



History Learning Journey - Toys Key Question- How and why have toys changed over time?		Year 1 AutumnTerm 1	
Theme Overview		Project Outcomes	
In this history unit, the children will be exploring changes beyond living memory by investigating how toys have changed since Victorian times. They will handle real Victorian toys and compare and contrast them to toys from the present day.		To create a class museum, with labels, which show toys from the past and toys from the present	
Educational Visits to support learning : Milestones Museum, Basingstoke			
Skills Focus	Key vocabulary	Books to read within lessons	Timeline of Events
Main Skills Focus: <ul style="list-style-type: none"> To know how the people and events they study fit into a chronological framework To look at evidence from the past and talk about what it shows To understand the differences and similarities between the past and the present To use language relating to the passing of time Linked Skills Focus: <ul style="list-style-type: none"> Can talk about 'the past' and 'now.' Understand what a timeline is and how it is used 	Key vocabulary Toys, past, present, Victorian, wood, metal, plastic, electronic, wind up, handmade		Toys from Victorian Era to present day
	Lesson 1 LI: To explore toys from today Children will be taught the term 'the present,' using the class timeline to help. Children will talk about their favourite toys at home and will get an opportunity to handle present day toys, verbalising what they are made from and how they move.	Lesson 2 LI: To explore toys from the past Children will sort the toys into old and new. They will then be taught the two different definitions of 'old,' one being that we call things old when they are used or broken, but old in a historical sense means from 'the past.'	Lesson 3 LI: To know the similarities and differences between toys from the past and toys from the present Children will learn that toys from the past we often handmade, largely made from wood, metal or china and were not electronic. They will look at some historical sources, mainly photographs of

<p>The intent behind teaching history skills at Mrs Bland's Infant School.</p> <ul style="list-style-type: none"> • To ignite children's curiosity and enthusiasm about the past • To develop knowledge about the past • To ask perceptive questions, think critically and weigh evidence • To understand and talk about similarities and differences between the past and present 		<p>Children will then be given the opportunity to resort the toys into two categories labelled 'toys from the past' and 'toys from the present.'</p>	<p>Victorian toys, and contrast them to toys today.</p>
	<p>Lesson 4 LI: To show their understanding of toys from the past</p> <p>The children will recap the main similarities and differences between toys today and toys from the past. They will sort photos of toys into those from the past and those from the present, giving reasons.</p>	<p>Lesson 5 LI: To show their understanding of toys from the past</p> <p>Read 'Lost in the Museum' by David Lucas. Have a museum curator come in (someone in role) with a suitcase full of toys for their exhibition at the museum. The labels are lost. Can the class create a class museum showcasing Toys from the Past and Toys from the Present?</p>	