



Medium-term plan

Year group: 1	Term: autumn/spring
Topic/unit: changes within living memory: toys.	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> Children will understand that toys have changed over even a relatively short period, mainly in terms of materials used to make them/technology for powering/driving them. Children will see that their parents/grandparents generations played active games or participated in more outdoor activities than today. More difficult to grasp will be the idea that in the past most children had far fewer toys than children today. 	<ul style="list-style-type: none"> Children talk about <i>old</i> toys not having batteries or on/off switches. They may talk about brighter colours or plastic as opposed to metal/ wood items. Children can talk about family members/ an adult visitor explaining that they played ball, skipping or chase games outside a lot and did not have electronic toys.
Disciplinary knowledge (use HIAS AREs)	
<ul style="list-style-type: none"> Chronology – creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past, eg old/new, then/now. Change and continuity – can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Historical enquiry – can talk about similarities and differences between two or more historical sources using simple historical terms. 	<ul style="list-style-type: none"> Can order up to three or four similar toys correctly by age using terms such as older, before, after, etc. Can explain that many toys today are made of plastic, but in the past more items were made of wood or metal. (Although this is now changing.) Explains that some adults said they played outside more than children today. Can identify differences between similar toys from different eras, eg in terms of materials, wear, power source.
Key question to drive the enquiry to promote children’s progress: how have toys changed since my parents/grandparents were children?	
Knowledge specific vocabulary <ul style="list-style-type: none"> Before/after. Old/new. Then/now. Battered. Scratched. Dull/bright. Indoor/outdoor. Metal. Plastic. Tin/tin plate. Wood. Battery powered. Clockwork. Electric. Pull-along. Wind-up. 	Promoting SMSC <ul style="list-style-type: none"> Spiritual: Moral: Social: group working, collaboration. Cultural: change to indoor play/computer games detrimental to health/wellbeing.
Cross-curricular links	
Resources	
<ul style="list-style-type: none"> Toys, games and pastimes loan box from the History Curriculum Centre. Invite adults to visit – to discuss the toys they had/games they played, when they were children. 	