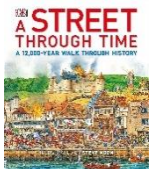
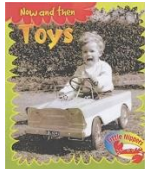


Year One: History								
Enquiry Question:								
How do our toys compare to the past?								
About this unit								
Children will begin by visiting a museum to help them understand what one looks like so they are able to prepare their own throughout the unit. They will share and describe their own toys before ordering pictures of toys from the past. The children will also be learning about the how the local area has changed and talking to local people about their lives in Grove.								
National Curriculum Objectives	'Sticky' Knowledge & Skills	'Big Six' Vocabulary						
Changes within living memory, revealing aspects of change in national life. Significant historical events, people and places in their own locality.	<ol style="list-style-type: none"> 1. I know what a museum is. 2. I know how toys have changed over time. 3. I can use artefacts to understand changes in the past. 4. I can order toys in chronological order. 5. I can ask questions to find out about the past. 	<table border="1"> <tr> <td>museum</td> <td>past</td> <td>timeline</td> </tr> <tr> <td>artefact</td> <td>present</td> <td>changes</td> </tr> </table>	museum	past	timeline	artefact	present	changes
museum	past	timeline						
artefact	present	changes						
Prior Learning	Key Questions	Future Learning						
<p>Reception: Children will have learnt about the chronology of their school year and plotted it on a timeline in the classroom.</p>	<p>Lesson:</p> <ol style="list-style-type: none"> 1. What is a museum? Why do we have them? 2. Do you think your parents had a toy like you? Why/why not? 3. Which toys are oldest? Which are newest? Why do you think that? 6. How are our toys different from our parents' and grandparents' toys? 9. What can we learn from artefacts? 9. Which picture of Grove is more recent? How do you know? 	<p>Year Two: Children will begin to compare old and modern London and discuss how it has changed because of the Great Fire.</p> <p>Year Three: Children will build on their ability to compare past and present in KS1 by studying how the Romans shaped parts of modern-day Britain, as well as studying changes from the Stone Age to the Iron Age.</p> <p>Year Six: Children will study Wantage Town Centre in more detail to show why the town has changed due to the arrival of migrants to Britain.</p>						
Key Texts	Assessment Opportunities	Unit Outcome						
 	<p>Children can:</p> <ul style="list-style-type: none"> ✓ Use words and phrases such as; now, yesterday, last week, recently, when I was younger, a long time ago, before I was born, when my parents were young. ✓ Put a few events, photos or objects in order of when they happened. 	<p>Children will prepare and create a museum for parents and grandparents, based on their learning of modern and old toys.</p>						

Learning Sequence	1	2	3	4	5	6	7	8	9	10	11	12
	Chronology and Vocabulary	Share own toys	Describe own toy	Order children's toy chronologically	Explore parent and grandparent's toys	Compare new and old toys	Interview visitors about life in Grove	Recall information from visitors	Order photos of Grove chronologically	Order objects for Museum	Label objects for Museum	Presenting our thoughts and findings