

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>KDG/YR – developing an understanding of and using the vocabulary of past and present. Understanding how they have changed since they were born.</p> <p>Experience of playing with various toys at school and at home.</p>	<p>Past means before today, present means now. An artefact is a man-made object that is of particular cultural, historical or archaeological interest. Plastic is a material that can change its shape. Many things are made of plastic because making them the right shape is easy. Wood is the hard substance found in the trunk and branches of trees and shrubs. Cloth is woven or felted fabric made from wool, cotton or manmade fibres.</p> <p>Toys have changed over the years in the way they looked and what they were made from. Even the same toys, such as dolls, look different today than those from ancient Rome.</p> <p>Toys from the past were often made of wood, were mechanical or moved by hand. They were often made by hand. Toys from today are made from a variety of materials including plastic, some use batteries and many are made by machines.</p>	<p>History Y1 T1b – History of light (knowledge of past and present, things changing over time). History Y2 T2 - Local history (Charlton Kings now and then) History Y2 T3 – How seaside areas have changed over time.</p>
Disciplinary knowledge	<p>DM - Begin to make sense of their own life-story and family's history; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past.</p> <p>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>How can we find out about how toys have changed over time?</p> <ul style="list-style-type: none"> - <u>Handling evidence</u>: Historians learn about the past by interpreting sources which can be written, video/audio, images, artefacts or oral history <p>How have toys changed over time? How are the toys I play with today different from the toys my parents and grandparents played with when they were 5?</p> <ul style="list-style-type: none"> - <u>Change and continuity</u>: Describe changes that have happened over time - <u>Chronology</u>: Use vocabulary like now, before now, a long time before now, past and present to describe time periods - <u>Chronology</u>: State whether a source shows life in the past or in the present (sorting toys into 'from the past' and 'from the present' with reasons for opinions) - <u>Similarity & difference</u>: Consider how my life is different and similar to people who lived in the past 	<p>Y1 Chronology: Sequence artefacts/events from distinctly different periods of time Y2 Handling evidence: Primary sources are sources that were created by someone who experienced the event first hand. Secondary sources are about primary sources Y2 Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history Y2 Chronology: Sequence artefacts/events closer together in time - check with a reference book Y2 Similarity & difference: Similarities and differences exist between two individuals who lived in the past</p>
Key Drivers	<p>Culture and Diversity - which helps pupils to develop enquiring minds about the wider world Toys from around the world. Books – Kipper's Toybox by Mick Inkpen; Lost in the Toy Museum by David Lucas.</p> <p>Environment and Community - which helps to instil in our pupils a respect for our environment and for our local and wider communities Environment – learning about sustainable toys that have less of an impact on the environment during manufacture, hold a toy swap for old/forgotten about toys so they can be loved by someone else and not go to waste. Community – ask parent/grandparents/other members of the local community to bring in photos/artefacts to discuss with the children, create a toy museum at the end of the topic and invite people in to explore the museum.</p> <p>Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners. Ideas for choice and challenge – playing with toys from the past/replicas of, working together to order toys to make a class timeline, sketching relevant toys and exploring how they work.</p> <p>Learning to learn - which helps pupils to concentrate and focus and build resilience as learners Investigating how toys from the past/replicas of toys from the past work, designing their own toy/game based on what they've learnt about toys over time – to develop the skills of testing, evaluating and improving which apply to many other areas of learning</p>		

