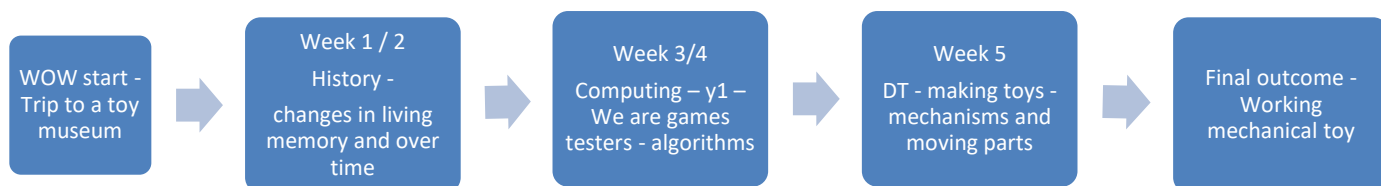


## Year 1 / 2 - History / Computing based unit - Toys! (5 weeks)



**Overview of unit:** Children learn about toys throughout time and how they have changed. This is linked to looking a range of sources about the past and developing a knowledge of chronology. They use programming to create on screen games and also create a moving 'toy'.

### History skills

Ongoing history skills	Specific skills for this unit
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Know where events fit within a chronological framework - Label time lines with words or phrases such as: a long time ago, recently, when my parents/carers were children. Use dates where appropriate.</li> <li>• Place artefacts in order on a time line and Label with words or phrases such as: past, present, older and newer, using dates where appropriate (years, decades and centuries to describe the passing of time)</li> <li>• Use different sources of evidence (<b>artefacts and pictures</b>) to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• Show an understanding of the concepts of <b>war and peace</b> (ie. how toys changed during times of war and peace)</li> </ul>	
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Every civilisation at any time in history made toys for children to play with.</li> <li>• Some toys have always been around but just look different now, such as dolls.</li> <li>• The way toys have changed over the centuries shows what materials people had to work with, such as stone, wood, clay, iron or plastic.</li> <li>• You can tell what era a toy came from by looking at what it was made from.</li> <li>• One of the oldest toys found in Britain is around 2,000 years old.</li> <li>• You can visit a museum and look at the exhibits of old toys.</li> <li>• moving toys can have wheels and hinges instead of batteries.</li> <li>• Teddy bears were made in the early 1900s, and are named after Teddy Roosevelt, an American president.</li> </ul>	<p><b><u>Vocab</u></b></p> <p><b>Artefact</b></p> <p><b>War and peace</b></p> <p><b>Chronological</b></p> <p><b>Previous knowledge - Changes in living memory (Me and my family), famous inventors (Cracking ideas), History of the sea-side</b></p>

<b>Computing skills – Year 1 We are games testers</b>	<b>DT skills</b>
<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul> <p>Basic skills to be covered alongside:</p> <ul style="list-style-type: none"> <li>• Can log onto the network using their username – year 1</li> <li>• Can right click using the mouse – year 1</li> <li>• Can open and close down software using the start menu and shortcuts on the desktop – year 1</li> <li>• Know what information is conveyed by some of the icons used in computer software – year 1</li> </ul>	<p><b>Explore how they can be made stronger, stiffer and more stable.</b>  <b>Explore and use mechanisms (levers, sliders, wheels and axels).</b></p> <p><b>Design</b>  Purposeful, functional, appealing products based on a design criteria.  Generate, develop, model and communicate ideas through talking drawing, templates, ICT (where appropriate).</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical takes (cutting, shaping, joining and finishing)  Select from and use a wide range of <b>construction</b> materials and components.</p> <p><b>Evaluate</b>  Explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.</p>
<p><u><b>Vocab</b></u>  <i>Game, programme, predict, algorithm</i></p> <p><i>Previous knowledge – (ELG) Completes a simple program on a computer.</i></p>	<p><u><b>Vocab</b></u>  <i>Mechanism, Construction, Product</i></p> <p><i>Previous knowledge – Bird feeders – levers &amp; sliders</i></p>