



Feniscowles Primary School

Striving for Excellence

How do our toys and games compare to those of children in the 1960's?

Module Overview - Year 1 Autumn Term

Enquiry: <i>How do our toys and games compare with those of children in the 1960s?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<div><ul style="list-style-type: none">Some of the ways in which historians divide up timeWhy dividing up time into periods helps in the study of HistoryHow to construct a simple timeline of significant events in British historySome of the important events which occurred during the decade of the 1960sHow to construct a timeline of the main events of the 1960sWhy some of these events were of great significanceWhich were the most popular games and toys of the 1960sHow these toys and games compare with popular toys and games todaySome of the reasons for the similarities and differences they observeHow the invention of Tim Berners-Lee in 1989 led to a great change in toys and gamesWhat the term ‘continuity and change’ means in historySome of the significant memories and experiences of adults alive today who lived through the 1960s</div> <div><p>National Curriculum Coverage</p><ul style="list-style-type: none">changes within living memory – where appropriate, these should be used to reveal aspects of change in national lifethe lives of significant individuals in the past who have contributed to national and international achievements</div>	<div><ul style="list-style-type: none">PhotographsMusicToysGamesFilmsOral historiesTelevision shows</div> <div><p>Disciplinary thinking skills the pupils will use to understand what they know</p><table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr><tr><td>Empathise</td><td>Placing yourself in another’s position to better understand their motives, decisions and actions</td></tr></table></div> <div><p>SEND</p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	Empathise	Placing yourself in another’s position to better understand their motives, decisions and actions	<div><p>Pupils making a good level of progress will:</p><ul style="list-style-type: none">Identify and describe some of the ways in which historians divide up timeSuggest reasons why dividing up time into periods helps in the study of HistoryConstruct and describe a simple timeline of significant events in British historyDescribe some of the important events which occurred during the decade of the 1960sConstruct and describe a timeline of the main events of the 1960sSuggest reasons why some of these events were of great significanceIdentify, observe and describe the most popular games and toys of the 1960sCompare and contrast these toys and games with popular toys and games of todaySuggest reasons for the similarities and differences observedDescribe what Tim Berners-Lee invented in 1989Explain why this invention led to a great change in toys and gamesDescribe what the term ‘continuity and change’ means in historyDescribe some of the significant memories and experiences of adults that they have interviewed about their experiences of the 1960s</div> <div><p>Pupils working at greater depth will also:</p><ul style="list-style-type: none">Describe and explain some other ways in which the invention of the internet, wi-fi and ‘smart connectivity’ has changed people’s lives since the 1960s</div> <div><p>Prior Learning</p><p>Earlier in Key Stage 1 pupils:</p><ul style="list-style-type: none">Studied people and events that lived and occurred in prehistoric periods (BC) e.g., Ancient Egypt and AD e.g., Pompeii and the First World WarLearned why some people and events in history are considered more important or significant than others – e.g., Marie Curie and the First World War</div> <div><p>In Nursery and Reception pupils:</p><ul style="list-style-type: none">Created their own personal timeline for their lives so farWere introduced to people in stories about the past who did important things and are remembered todayExamined and talked about images of familiar situations in the pastExamined artefacts from the past commenting on similarities and differences to modern day equivalentsHeard and discussed accounts of the past involving people, places and events through storytelling and role playWere supported to organise events using basic chronologyRecognised that things happened before they were born</div>
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