

**What I should already know :** There are different types of toys that move in different ways. Names of common materials and what they look and feel like. The chronology of my family history and that people who are older than me, were born before me. There was a time before my grandparents were born. An understanding of which toys I played with as a baby, toddler and 5 year old.

### Enquiry Questions

- Can we describe the characteristics of toys?
- Can we find out what toys our parents and grandparents played with?
- Can we find out what toys were like at different times in the past?
- Can we identify toys that are old and toys that are new?
- Can we describe how toys are different and how they are the same?
- Can we create a toy museum?



### Key Vocabulary

**after** - later in time than, or behind in order approximately  
**before** - at an earlier time; in the past  
**chronology** - the order of events in time  
**Current** - of or happening in the present time  
**differences** - the condition of being different from or not like  
**during** - throughout the entire time of  
**era** - a period of time in history. An era often begins or ends with an important event.  
**generation** - a group of people: children, parents, grandparents, etc.  
**handmade** - made by hand or with hand tools, rather than by machine  
**new** - having recently arrived, been produced, or come into being  
**now** - at this time or in these times  
**often** - at many times  
**old** - having existed for many years; not new.  
**past** - having happened or gone by at an earlier time  
**plastic** - a material which is light in weight and does not break easily  
**present** - existing at this time; current  
**similarity** - likeness  
**then** - soon after; next  
**usually** - most common or expected  
**wood** - the material which forms the trunks and branches of trees

### National Curriculum

Pupils will be taught:

- 1)develop an awareness of the past
- 2)use common words and phrases relating to the passing of time and a wide range of historical vocabulary
- 3)will know where the people and events fit in with a chronological framework
- 4)identify similarities and differences between different ways of life in different periods.
- 5)ask and answer questions and use different sources to show they know and understand key features of events
- 6)understand some of the ways in which we find out about the past and identify different ways in which it is represented.