



Hapton CE Methodist Primary School - Year 1 Spring 2 Knowledge Organiser

History - How have Toys Changed?

I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth."

Psalm 121 v 1-2

<p style="text-align: center;">What should I know ...</p> <p>I should understand why people in the past acted as they did. I should be able to place a few events and objects in time order I should know where some people and events fit into a chronological framework I should know about some of the lives of significant individuals in the past and how they compare to aspects of life in different periods I should be able to use stories and other sources to show that I know and understand key features of events.</p>	<p style="text-align: center;">I will be taught facts on...</p> <ul style="list-style-type: none"> The toys we play with today The toys I played with when I was a baby The toys my guardian/parents played with The toys my older relatives played with To know that there are similarities and differences between toys we play with now and toys that were played with in the past. That many toys today are made from different materials than in the past. That the changes in toys that grandparents, parents and we have can be explored by looking at artefacts. That the changes in toys over time can be placed on a timeline. 	<p style="text-align: center;">Key Questions ...</p> <ul style="list-style-type: none"> What is my favourite toy? What toys do we play with today? What toys did I play with when I was a baby? What toys did my guardian/ parent play with? How are their toys similar or different from my toys? What does the word modern mean? How can I find out about the past? What were toys like 30 years ago? What were toys like 60 years ago? What were toys from the past made from? <div style="text-align: center;">  </div>																				
<p style="text-align: center;">Key Vocabulary and Definition...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">old</td><td>something not new that has existed before</td></tr> <tr><td>new</td><td>recently existed</td></tr> <tr><td>before</td><td>at an earlier time</td></tr> <tr><td>after</td><td>later in time</td></tr> <tr><td>past</td><td>having happened or gone by at an earlier time</td></tr> <tr><td>present</td><td>happening now, in this time</td></tr> <tr><td>then</td><td>at that past time</td></tr> <tr><td>now</td><td>in these times, or at this time</td></tr> <tr><td>modern</td><td>today present</td></tr> <tr><td> </td><td> </td></tr> </table>	old	something not new that has existed before	new	recently existed	before	at an earlier time	after	later in time	past	having happened or gone by at an earlier time	present	happening now, in this time	then	at that past time	now	in these times, or at this time	modern	today present			<p style="text-align: center;">Key skills...</p> <p>To develop an awareness of the past, to use common words and phrases relating to the passing of time. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. I can identify changes within living memory. To identify changes that are beyond my living memory. I can identify similarities between ways of life in the past and ways of life today</p>	<p style="text-align: center;">Web links ...</p> <p style="text-align: center;">https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/z8x7m39</p> <div style="text-align: center;">  </div>
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