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| **AUTUMN**  | **SPRING**  | **SUMMER** |
| Neil Armstrong | Toys – past and present | The Victorians |
| *What was difficult about travelling to space for the first time?* | *What toys did my parents/grandparents used to play with?* | *What was fair/unfair in Victorian times?* |
| **Key Knowledge*** Neil Armstrong was the first man on the moon.
* He needed to take oxygen, food and water to space with him.
* He flew with two other astronauts; Buzz Aldrin and Micheal Collins.
* America and Russia were part of the space race to see who could get to space first.
* America and the Soviet Union sent animals into space before humans to test its safety (America sent Albert the monkey and the Soviet Union sent Laika the dog)

  | **Key Knowledge*** Toys have existed for thousands of years.
* In the past, toys were usually made of wood, metal or fabric.
* Now, toys are usually made of plastic.
* Richer children would play with clockwork trains, rocking horses and tea sets.
* Poorer children would play with homemade toys, such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.
* We can usually tell if a toy is old based on its appearance and its material.
 | **Key Knowledge*** The Victorians were people who lived during the reign of Queen Victoria.
* More factories were built for people to work in, so the towns and cities got bigger.
* Poor people worked in factories and workhouses.
* Rich people had servants.
* There was no electricity.
* Queen Victoria made all children go to school, even if you were poor.
* Children were forced to work in dangerous places like coal mines or as chimney sweeps.
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| **Skills**  | **Skills**  | **Skills** |
|  **Chronology** | * Sequence objects/pictures in chronological order
 | * Sequence toys in chronological order based on their appearance and material.
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| **Knowledge of People/Events** | * Describe significant individuals from the past.
 | * Recall information about old and new toys.
 | * Describe who Queen Victoria was.
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| **Historical Enquiry** | * Use evidence to explain the key features of events.
* Observe or handle evidence to ask simple questions about the past.
 | * Sort some objects/artefacts into new and old and then and now.
 | * Observe or handle evidence to ask simple questions about the past.
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| **Historical Interpretation** | * Observe and use pictures/artefacts to find out about the past.
 | * Observe and use pictures, photographs and artefacts to find out about the past.
 | * Observe and use pictures, photographs and artefacts to find out about the past.
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