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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. |
| **Skills** | | **Skills** | **Skills** |
| **Chronology** | * Sequence objects/pictures in chronological order | * Sequence toys in chronological order based on their appearance and material. |  |
| **Knowledge of People/Events** | * Describe significant individuals from the past. | * Recall information about old and new toys. | * Describe who Queen Victoria was. |
| **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. |
| **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. |