



History Unit Planner Year: 1 Title: Victorian Toys and Children's lives

Unit Overview	Queen Victoria ruled the United Kingdom from 1837 - 1901. The Victorian period was a period of great social change in England, and of an expanding empire abroad. There were lots of new discoveries, inventions and technological developments.	
Prior Learning/ Links	EY – understanding the world	
Unit Title: Droylsden Detectives	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <ul style="list-style-type: none"> • What do different sources of evidence tell us? Are all black and white photos from the past? • What toys did parents and grandparents play with? What were their favourite toys? • Can children group toys from now and from the past? 	<ul style="list-style-type: none"> • Children know that Kings, Queens and the royal family are called the monarchy. Britain has a monarchy. • Queen Victoria was a Queen in England. This time was called the Victorian era (times). • Children know that we know about the past from different sources such as photos, books and papers. • Children can use photos to describe toys from the past and know some of the materials they would have been made from: wood, metal, fabric. • Children know that the materials used in the past were different because some materials had not been invented. • Children know that toys have changed over time due to the invention of plastic and electricity/ batteries. • Children know that some Victorian children had to go to work. 	<p>Cause and Consequence: The changes that happen over time are because of inventions or discoveries.</p> <p>Change and continuity: Changes over time happen because people invent things or new things are discovered. Historians can describe things that happened over time.</p> <p>Similarity and Difference: Recognise that some things we see in the present day have connections to the past.</p> <p>Significance: Changes over time lead to new inventions.</p> <p>Evidence: Handle evidence to ask questions and find answers to questions about the past.</p> <p>Interpretations:</p> <p>Ask questions: -What was it like for people? -What happened? -How long ago?</p> <p>Use artefacts, photographs, stories and online resources to find out about the past. To use historical language to communicate effectively about the past using historical language: years ago, then, now, before, after</p>



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Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: artefact history modern machine aircraft travel inventor</p> <p>Disciplinary: Evidence Changes Long ago Past Present order</p>	<p>Visit Portland Basin</p>	<p>That life in Victorian times was in black and white.</p>