



**Longstone Primary School  
Medium Term Planning**

**Year:** R&1

**Term:** Autumn 2

**Cycle:** C

**CURRICULUM FOCUS:** History



<b>National Curriculum Links:</b>			<b>Threshold Concepts:</b>		
<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>			<ul style="list-style-type: none"> <li>- Investigate and interpret the past.</li> <li>- Communicate historically</li> </ul>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<p><b>Question:</b> What is your favourite toy?</p> <p><b>Threshold Concepts:</b> Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p><b>Question:</b> What were toys like in the past?</p> <p><b>Threshold Concepts:</b> Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p><b>Question:</b> What is similar and different about toys now and in the past?</p> <p><b>Threshold Concepts:</b> Use evidence to ask questions and find answers to questions about the past.</p>	<p><b>Question:</b> Can I compare Victorian toys with modern toys?</p> <p><b>Threshold Concepts:</b> Suggest suitable sources of evidence for historical enquiries.</p>	<p><b>Question:</b> How have teddy bears changed over time?</p> <p><b>Threshold Concepts:</b> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p><b>Question:</b> How have toys changed?</p> <p><b>Threshold Concepts:</b> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>