

KS1: Year B: Autumn 2026: Toys ([History](#) | [Geography](#))

History

Focus area in Nat Curriculum	Changes within living memory (100 years)		
Enquiry question(s)	How have toys changed since my parents and grandparents were little?		
Chronology	Developing children's chronological understanding underpins every history unit. Children should have opportunities to arrange toys by age on a simple timeline (different colours to show living memory, beyond living memory; no need to add numbered intervals but can scale to show 10 year marks).		
Key disciplinary concepts	<i>Continuity and change</i> Possibly also <i>significance</i> - why is Margarete Steiff important to remember? <i>Evidence</i> is a concept in every enquiry. Child's own experiences, stories, photos, interviewing family members, artefacts etc		
Key substantive concepts	<i>Trade</i> - toys are made in different parts of the world and transported to shops where people can buy them.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	R	Liaise with Nursery about relevant prior learning	<i>Talk about past and present events in their own lives. What constitutes now and in the past</i>
	Y1 (as above plus)	Seasonal change introduces linear nature of time Have sequenced events or experiences in their school day or wider lives Looked at calendars, daily / weekly timetables in the classroom. Heroes and Once upon a Time topics last year used simple words in reference to time (before, after, now). Exposed to timelines and different types of evidence, mostly story based.	<i>Discuss key historical words like old, new, before, after, now, present, past and 21st century.</i> <i>Introduce / reinforce understanding of timeline (oldest events on left, today on far right). Add inventions of different toys to a timeline.</i> <i>Introduce / reinforce idea of historical enquiry and different types of evidence.</i>
	Y2 (as above plus)	As Y1s, introduced to timelines last year. Narrative writing showing time passing - stories, past tense verbs etc Children were introduced to decade, century and reign as a time period linked with the Once upon a Time topic.	<i>Could introduce the concept of century and decade, if children's place value understanding is sufficient.</i> <i>Comparing different sources of evidence and understanding that different people have different experiences?</i>

		Children were beginning to ask historical enquiry questions e.g. Why did that happen? How did that impact....?	
Key knowledge to cover in this unit	• Concepts of now and past, before and after • Living memory is close to the modern day - it's a span of time, not a single point • When we talk about 'within living memory' we mean within about the last 100 years • Some toys now are very similar to those played with by parents, grandparents etc • Some toys have changed e.g. in terms of the materials used • Some toys were only invented quite recently • Margarete Steiff - she is significant because she fought for her place in life as a young girl against many odds (paralysed due to polio), and became an independent entrepreneur who founded the plush toy company that invented the teddy bear • Historians can ask questions to find out about the past. • We can also find out about the past through photographs, artefacts (objects), reading books written by others, through stories.		
Enrichment opportunities	Invite visitors in to discuss toys from their past History Off the Page https://www.historyoffthepage.co.uk/workshops/toys/ Loan Box - Museum of Cambridge		
Outdoor Learning	Making toys at the Woods		
Equalities, Diversity and Inclusion	Margarete Steiff - overcoming barriers of being disabled and a woman to found a very successful company Avoid stereotypes of particular types of toys being suitable for boys / girls		
Assessment of learning	Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Practical / oral opportunities for assessment of learning over topic		
Vocabulary	Vocabulary document		

Geography

Focus of study (from National Curriculum)	Other: • Name and locate continents and oceans - where different toys come from • Name, locate and identify characteristics of countries & capital cities of UK • Identify seasonal and daily weather patterns in UK • Use basic geographical vocabulary for human and physical features • Use simple compass directions and locational and directional language [C2 only] Some of the geographical skills and knowledge will be taught through discrete lessons, rather than entirely linked to the Toys topic.		
Big ideas / Key substantive concepts	<i>Trade</i> - toys are made in different parts of the world and transported to shops where people can buy them. <i>Sustainability</i> - What materials are toys made from? How long will they last? <i>Place, space and scale</i> - understanding where different toys were invented / first made.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes for current teacher</i>
	R	Liaise with preschools about relevant prior learning	<i>Assess at baseline through teacher observations/ quality first teaching.</i>
	Y1 (as above plus)	Heroes, Sustainable Planet and Once upon a Time topics - involved identifying countries of the UK, where snacks come from and compass work (making and using them). Consideration of sustainability through Sustainable Planet topic.	<i>Recap countries in the UK/ identifying them on a map. Recap vocab introduced through EYFS. Compass skills to be scaffolded and embedded within different contexts.</i>
	Y2 (as above plus)	Created their own maps, used Google Earth to find cities, towns, villages, continents and oceans. Lessons discretely taught. Physical and human geography in local areas identified, comparison of Cambridge and Tokyo, N S E W compass points. The local area used as much as possible, along with Chromebooks, songs, and digital content to revisit knowledge. Reinforced through homework.	<i>Local area - continue to explore through maps/local walks and Abington Woods sessions. Make maps using simple keys and symbols.</i>
Key knowledge to cover in this unit	• Names of continents and oceans • How to use a map, atlas and globe to find and show the location of different places and countries • Name and locate UK on a map and its four countries • Start to talk about different seasons and how weather changes seasonally and daily • Start to understand and use simple compass directions and directional language • To be able to make a simple map of the local area • Identify geographical features in the local area - river, woods, park, houses, shops / pub, farms, park, housing developments. • Geographical vocabulary - map, directions (N, S, E, W), local, feature, landmark, riverbank, depth, flow. • Toys differ in the materials they are made from - some are more long-lasting than others, some are more sustainably made.		

Assessment of learning	Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Practical / oral opportunities for assessment of learning over topic
Vocabulary	Vocabulary document