



# INTRODUCTION

This book and CD-ROM support the teaching and learning set out in the QCA Scheme of Work for History in Year 1. The CD provides a large bank of visual and oral resources. The book provides teacher's notes, background information, ideas for discussion and activities to accompany the CD resources, along with photocopiable pages to support the teaching. All have been specifically chosen to meet the requirements for resources listed in the QCA units on toys, homes and holidays. Additional resources have also been included to enable teachers to broaden these areas of study if they wish to, such as stories and personal accounts. The resources are also relevant and useful to those who may not be following the QCA Schemes, particularly teachers in Scotland.



The resources and activities are not intended to be used rigidly, however, since they do not provide a structure for teaching in themselves. The teacher's notes provide ideas for discussion and activities which focus on the 'Knowledge, skills and understanding' of the National Curriculum for history. They aim to guide teachers in developing the children's skills and concepts fundamental to early understanding of what it is to learn about the past. The focus is on developing the children's awareness of similarity and difference, sequencing, understanding chronology, questioning and investigating historical sources and communicating findings in a variety of ways. Above all, the activities and discussions aim to build clear links between the children's own real-life experiences and their developing awareness of the past.

## Links with other subjects

### Literacy

There are a number of close links between the topics covered in this book and work on literacy. The discussion activities contribute directly to the requirements for speaking and listening. The stories may be used in shared reading during the Literacy Hour, or to provide a stimulus for shared, guided or independent writing. Similarly, the writing frames may be used to support guided or independent writing. Pictures from the CD could be printed to stimulate independent writing or to illustrate it.

### Art and design

There are close links with art and design. Much work at Key Stage 1 needs to be visual. Wherever possible, therefore, activities in the teacher's notes are based on visual sources and make extensive use of drawing to extend the children's own understanding of a particular topic or concept. For example, in drawing pictures comparing old and new toys, the children are required to represent their own understanding of that concept.

### Design and technology

The content of the 'Toys' and 'Homes' chapters, relates closely to technological developments. For example, the discussion and work children will carry out on remote-controlled toys relates closely to this area of the curriculum and will enhance their understanding of modern technologies and how they work.

