

History

Toys Year 1

Enquiry question: How have toys changed over the decades?

Remember when

- People and events from the past
- Vocabulary of the passing of time
- Changes within their life

Sticky knowledge

- Most toys today are made out of plastic and use electronics.
- Tamagotchi and Nintendo were popular electronic toys in the 90s.
- A decade is 10 years.
- People in the past didn't have many electrical toys.
- As technology has improved, other materials have developed, such as plastic, which means toys are often safer to play with than they were in the past.
- Toys can be sequenced to show how they have changed over time.
- Artefacts in a museum are organised into different decades.

Key vocabulary

Time	similar
Materials	different
Electronic	old
Technology	new
Plastic	past
Wood	Present
Fabric	Modern
Metal	Compare
Parents	Decade
Grandparents	Timeline
Sequence	

National curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Timeline specification

Timelines

To focus on creating the timeline

- Artefacts
- Pictures

Enquiry questions

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

What ...?

When ...?

Who ...?

How ...?

Sources of information

<http://www.hull-curriculum.com/thomas-ferens/>

visit	maps
visitors	oral testimonies
artefacts	diaries
museums	autobiographies
photographs	songs
documentation	tools
real life accounts	speeches
newspapers	paintings
letters	clothing

Title / focus

Lesson outline

Lesson 1

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Sticky knowledge:

Most toys today are made out of plastic and use electronics.

Enquiry Question (5C) – What are the similarities of modern toys?

Modern toys today

Explain to the children that we are going to be looking at toys and how they have changed over time.

What kind of toys do you play with?

What materials are these toys made from?

What toys do you think your parents and grandparents played with when they were younger?

Children to bring in a toy of their own.

Children to create a 'My Favorite Toy' fact file.

- What material is it made from?

- Why I like it.

- Who plays with it?

- Where was it made?

- Does it need charging?

Lesson 2

LO: To know what toys my parents played with as a child.

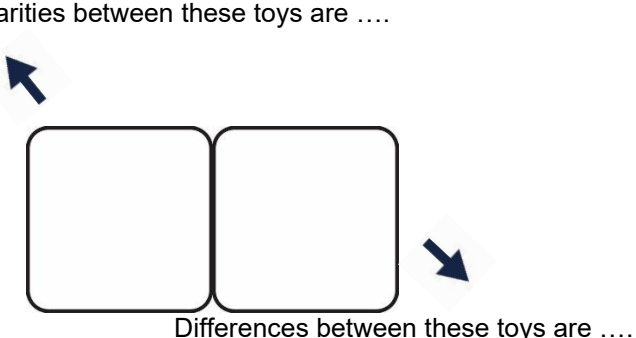
Sticky knowledge:

Tamagotchi and Nintendo were

Enquiry Question (5C) - What are the differences between your parents toys and your toys?

Send letter home asking parents/careers what top three toys they had as a child and why? Ask if they are able to provide picture or allow their child to bring the toy into school.

Toys my parents/ teacher played with.

	<p>popular electronic toys in the 90s.</p>	<p>Explain if your parents were born in 1990 or 1980 that they would have played with different toys. What types of toys may they have played with? Why do you think that they played with these certain toys? EG. Material that they are made from.</p> <p>Venn diagram of toys that children play with today and toys that their teacher played with. Use pictures and real toy examples.</p> <p>What do you notice?</p> <p>GD: Why did they change? GD: Label what changes you can see.</p>
<p>Lesson 3</p>	<p>LO: To know what toys my grandparents played with as a child.</p> <p>Sticky knowledge:</p> <p>A decade is 10 years.</p> <p>People in the past didn't have many electrical toys.</p>	<p>Enquiry Question (1) - Why have toys changed over the decades?</p> <p>Toys that grandparents used to play with. Explain if your grandparents were born in the 1960 or 1950 that they would have played with different toys to the children and to their parents. Remember when...last week we looked at parents toys, your grandparents would have played with something else.</p> <p>Ask the children why they would have played with something different to them and to their parents. EG: cost, technology, materials.</p> <p>Timeline of toys throughout the decades.</p> <p>1980 1990 2000 2010 2020</p> <p>GD: What changes can you see from 1980 until now?</p> <p>All children: How long is a decade?</p>
<p>Lesson 4</p>	<p>LO: To be able to compare toys and understand how they have changed over time.</p> <p>Sticky knowledge:</p> <p>As technology has improved, other materials have developed, such as plastic, which means toys are often safer to play with than they were in the past.</p>	<p>Enquiry Question (5C) – How have toys changed over time?</p> <p>Comparing toys similarities and differences.</p> <p>Similarities between these toys are</p>  <p>Differences between these toys are</p> <p>Comparing</p> <ul style="list-style-type: none"> - materials - cost - technology - size - use/purpose
<p>Lesson 5</p>	<p>LO: To recognise toys from different periods and sequence them chronologically.</p>	<p>Enquiry Question (1) – How have toys changed over time?</p> <p>Toy box muddle- chronology/ sequencing a specific toy over decades.</p> <p>Children order the toy cars from past to present.</p>

	<p>Sticky knowledge:</p> <p>Toys can be sequenced to show how they have changed over time.</p>	<ul style="list-style-type: none"> - What do you notice about toy cars from the past to now? - How have the toys changed? - What changes do you see over time? -Which toy car would you rather play with? Why? <p>LA: Children to organise the toy cars in the past and present-day.</p> <ul style="list-style-type: none"> - What do you notice about the old toy cars? - Which toy do you prefer? Why? 	
<p>Lesson 6</p>	<p>LO: To organise historical artefacts</p> <p>Sticky knowledge:</p> <p>Artefacts in a museum are organised into different decades.</p>	<p>Enquiry question: How have toys changed over the decades?</p> <p>Toy museum - virtual visit of a toy museum. Using toys from the toy box muddle, children create a toy museum. Children to organise toys/pictures into a museum practically into decades. Creating labels, dates, pictures etc.</p> <p>Children allow their peers to come round so that they are able to discuss the changes within toys over the decades.</p>	
<p>Working towards</p>		<p style="text-align: center;">End of unit assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>