

# History Year 1

Learning Theme: - Toys

Term 4	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Evidence in books & Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	<p>LO: To know what toys are like today.</p> <p>Key Question – What are our toys like today?</p>	<p>To know that toys now include: tablets, play stations, bike, cuddly toy, football, Lego.</p> <p>To know what type of materials toys are made from now.</p> <p>To know which age group is appropriate for certain toys.</p>	<p>Understand the similarity, differences and significance of toys today.</p>	<p>Favourite, old, new, baby, toddler, KS1, teenager, present, modern, timeline, materials, wood, plastic, metal, electronic,</p>	<p>At table groups: Children can use the pictures of the toys to produce a timeline onto 4 pieces of paper. Starting with baby, Toddler, KS1, Teenager.</p> <p>In books: Children choose a couple of pictures of present/current toys and write a sentence or adult scribe what toys are like today (material, colours, how they move, etc) and why think that toy is appropriate for that age group.</p>	<p>Power point – Which age group is appropriate for certain toys. Modern toys in a feely bag.</p>	<p>Watch the story: Too many toys by David Shannon. <a href="https://www.youtube.com/watch?v=h35J5tUSKVw">https://www.youtube.com/watch?v=h35J5tUSKVw</a></p> <p>Have a class discussion over what is their favourite toy. Get the children confident using the phrase “My favourite toy is... because..” Model with one of your our favourite objects/toys.</p> <p>Activity 1: Have several toys in a feely bag before the lesson. Ask a child to come up and describe what the toy is like. Children guess what the toy might be from the description. Get them to think about the different types of materials they are been made from. How the toy moves, etc.</p> <p>Activity 2: Discuss how their interests in toys have changed over the years. What type of toys did they play with as babies, toddlers compared to now. Look at the power point. Can they decide carefully which toy is meant for which age group.</p>
Session 2	<p>LO: To know what old toys were made out of and why.</p> <p>Key Questions: How can we tell these toys are old by what they were made out of?</p>	<p>To know that Victorian toys were usually made from wood, metal, fabric or china and they were mostly hand made.</p>	<p>Understand the similarity, differences and significance of toys today and toys in the past.</p>	<p>Old, new, past, material, rusty, worn out, different, wood, metal, fabric, china, porcelain, factory.</p>	<p>Give the children a set of old toy pictures. They can choose which one they would like to describe and explain how they know it is old compared to current/modern toys. WTS – Adult to write children’s comments if needed.</p>	<p>Power point – Old and new A new teddy bear which is worn and well used. Victorian toys – doll.</p>	<p>Activity 1: Start with an old object, for example a teddy bear, making sure that there are clear signs of age. Then introduce another teddy from today, again making sure it is brand new. Which of the teddies is old? How do we know? Repeat the same process with another old object that is also familiar to the children.</p> <p>Teach about how Victorian toys were usually made from wood, metal, fabric or china and they were mostly hand made. This meant that they took a long time and cost a lot of money to make. It also meant that fewer toys could be made. Modern toys are usually made from plastic, nylon or foam and are mostly produced in factories. Toys from the past were often unsafe as some were made with sharp edges and from unsafe materials. Now there are strict rules in place to make sure toys are very safe to play with, but also cheaper to make. Toys now tend to be made in factories compare to being handmade in the past</p> <p>Activity 2: Look at the pictures on the PowerPoint and play odd-one-out. For more game’s activities: <a href="http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/index.htm">http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/index.htm</a></p>
Session 3	<p>LO: To know how toys worked in the past compared to now.</p> <p>Key Question - How did toys work and how does that differ to now?</p>	<p>To know that many old toys moved by clockwork or ‘wind-up’.</p> <p>To know that ‘now’, batteries are used a lot.</p>	<p>Understand the similarity, differences and significance of toys today and toys in the past.</p>	<p>Long ago, past, present, modern, different, materials, electronic, mechanical, clockwork.</p>	<p>Let children explore how different toys move from different eras. Give children a picture of a wind-up toy and a modern electric toy. Get children to write a comparison between how the different toys work.</p>	<p>Wind-up toys, electric toys.</p>	<p>Activity 1: Have an old-fashioned wind-up toy and a current/modern electronic toy. Discuss, which one is current and which one is from the past. Write down any interesting pupil voice for books. Explain that many old toys moved by clockwork or ‘wind-up’. This was usually a small metal key which attached to the toy and you turned lots of times. This would make small wheels (or gears) inside the toy turn and make the toy move.</p>

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Session 4	LO: To know how to recognise old toys.  Key Question – What sorts of toys did our grandparents play with and how do we know?	To know that toys in the past included: rocking horses, ragdolls, trainset, dolls house, pull along toys, marbles, spinning top and teddy bears.	Understand the similarity, differences and significance of toys today and toys in the past.	Old, new, stereotype, grandparents, venn diagram, electronic, old-fashioned.	From the pictures the children need to sort the toys into old and new. The children can then write their own sentences or scribe for them why they have sorted an old item as old and a new as new.	Power point –Lesson 3. Venn diagram	<p>Activity 1: Discuss about how we can begin to investigate what toys were like say 60 years ago: photographs, memories of people themselves, actual objects, museums, pictures/paintings.</p> <p>Activity 2: Look at slide 3, which shows a colourful picture of a family shopping for toys. These artists’ paintings give a better feel for period rather than only seeing the toys out of context. Ask, the children to look very carefully at what toys they can see. There are 8 worth mentioning. Can they find 5? They will enjoy spotting:</p> <ul style="list-style-type: none"> <li>• dolls</li> <li>• pandas</li> <li>• teddy bears</li> <li>• toy pram</li> <li>• plane</li> </ul> <p>They may not recognise the spinning top in the foreground or the 1960s spaceship next to the plane. Dr Who fans will recognise the Dalek from this 1966 picture. Ask which ones we still play with today. Point out the gender stereotypes with the boy playing with the truck and the train set and the girl with the doll in the pram and the cradle.</p> <p>Activity 3: Hopefully you will have some old toys to look at. Discuss are any similar or different from their own toys. Watch: <a href="https://www.youtube.com/watch?v=vlxijejUM4Y">https://www.youtube.com/watch?v=vlxijejUM4Y</a> (Most popular toys from the 1960s) How many of the toys that grandparents played with when they were young are still played with by children today. This is a good time to talk about continuity as well as change. Use a Venn diagram such as the one on PowerPoint slide 5 to show the idea which pupils can make real by using overlapping hoops in the hall.</p> <p>Place the images in the correct part of the diagram. Add this to your display and put up key pupil’s voice for good explanations.</p> <p>When the activity is over, draw out the learning points about the main differences, building on their earlier discussions about materials, power, etc. Make sure pupils refer to the fact that many toys today are electronic but children still like the old-fashioned toys too.</p>
Session 5	Who played with these toys in the past? and how can we know?	To use previous knowledge gained to spot Victorian toys, old toys and modern toys, by looking at how the toys is made, what it is made from and what type of toy it is.	Understand the similarity, differences and significance of toys today and toys in the past.	Chronological order, oldest, new, present, past, modern, difference, timeline, photograph.	Explain that you have accidentally dropped the pictures of your family’s toys. Get them to look carefully at the photos of toys being used over 3 generations. Can the children put them back into the album in the right order, oldest first?	Power point – Lesson 4. Pictures of toys from different eras.	<p>Activity 1: Play ‘what’s inside your feely bag’- Have the wooden ball and cup. Explain that you have a very special toy that is REALLY OLD. No-one is alive today who would have played with it. Get children to think, how will we know how to play with it? Choose someone to feel the object in its bag and guess what it might me? What might it be made of? Is it heavy? Etc</p> <p>Do they recognise a modern version? Explain that this game has been played for over 100 years and that their great grandparents would have played it at some point.</p> <p>Activity 2:</p>

					<p>- When my parents were young          – When my grandparents were young          –When my great grandparents were young</p> <p>Make a class toy timeline for display.</p>		<p>To consolidate pupils’ understanding of three time periods not just then and now, show slide 3. This has a doll being played with by children 120 years ago, 60 years ago and today. Can the children tell you the order in which they come, chronologically? Try to encourage good modelling of language: the oldest, 120 years ago, when my grandparents were children etc.</p> <p>Activity 3:          Now focus on the oldest. Ask the children, how do we know this photograph is the oldest?</p> <p>Activity 4:          Look at slide 5 which features a photograph from roughly the same period as the artist’s reconstruction of the toy shop. Can children spot any toys in the photograph that are also in the picture shown on the split screen? Again, stress that there is no-one alive now who would have been in that photograph so we have to rely on old photos to help us imagine what life was like.</p> <p>Activity 5:          Finish this enquiry by having a quick look at a 2-minute video:  <a href="https://www.youtube.com/watch?v=EDAPaEVr1Hk">https://www.youtube.com/watch?v=EDAPaEVr1Hk</a>          (100 years of toys) which takes a toy from each decade from 1910 to the present. It will help consolidate some of the ideas that have been discussed in the previous enquiries and leads neatly into the last enquiry in which children set up their own old toy museum next week.</p>
Session 6	LO: To create a toy museum.	To use previous knowledge gained to spot Victorian toys, old toys and modern toys, by looking at how the toys is made, what it is made from and what type of toy it is.	Understand the similarity, differences and significance of toys today and toys in the past.	Chronological order, oldest, new, present, past, modern, difference, timeline, photograph, eco-friendly.	<p>The children set up a toy museum in the classroom. They will need to set up the items onto 3 tables labelled:          Table 1: Our toys          Table 2: Our Parents toys          Table 3: Our Grandparents/Great Grandparents</p> <p>Working with the person they sit next too. They need to use the new vocabulary taught to describe the criteria/attribute for each table.</p>	Power point Lesson 5	<p>Activity 1:          Refer back to previous and last week’s lesson:</p> <ul style="list-style-type: none"> <li>• What have we found out about toys about toys so far?</li> <li>• Who played with these toys in the past? and how do we know?</li> </ul> <p>Briefly - Show old photographs again of toys being played with in the past to recap. (Slide 1)</p> <p>Activity 2:          Explain that today we are going to look at how toys are still changing over time. We are going to look at a toy company Bigjigs. (Slide 2)          (Slide 3) Bigjig started off in 1985 in Peter Ireland’s garden shed in Kent, England. He began making wooden toys in his spare time. Friends and family were so impressed by his wooden creations that they kept asking him to make toys for them!          Peter began making wooden jigsaws from floorboards. Initially, Bigjigs Toys only produced jigsaw puzzles, which were lovingly handmade, cut, painted and packed in the garden shed. These jigsaw puzzles were sold at a weekly weekend market in Covent Garden, London.          (Slide 4) Today Bigjig company make a variety of toys for children.          (Slide 5) Toys today need to make sure that the wood used meets the environmental criteria. The majority of their products are made from Rubberwood. When means once the tree has finished producing rubber, the trees are harvested and then used to make toys, instead of been discarded (Got rid of/ Thrown away)          (Slide 6) Toys today has to go through a range of safety testing at an independent lab to ensure that it meets the correct standard to be sold in England, Europe and North America. The testing process includes rigorous durability (ability to stand wear) testing, chemical and paint analysis and consideration for age appropriate guidelines.          (Slide 7) Thinking about the knowledge you learnt in the first week’s lesson. Why is it important to be tested for durability?          Why do you think they need to use child-friendly paints?</p>

							What does age appropriate mean? (Slide 8) Lastly, they believe that their toys should encourage learning through play and support some aspects of child development. Where possible they would rather use wooden toys than plastic, however when they do have to use plastic they are made from 100% recycled plastic milk jugs.
Notes							