

## Changes within living memory- The history of toys

NC objective: *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*





Enquiry Question- *How have toys changed over time?*

End of unit goals: *Children will be able to make comparisons and identify the similarities and differences between toys from the past and present day and gain an understanding of why toys have changed over time and within living memory. Children will gain an understanding of toys from the Victorian Era.*

**Substantive concepts**

*with key knowledge outcomes*

*Threads that we explore throughout our curriculum building schemas.*

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| <b>Conflict &amp; Cooperation:</b>  | <b>Innovation &amp; Legacy:</b><br>Development of toys, how design and manufacture evolved, Invention of battery powered and electrical devices, lasting impact of toys in U.K and beyond. | <b>Power &amp; Rule:</b>  | <b>Community &amp; Daily Life:</b><br>How over time, children's playing habits have changed, how toys have impacted on social and emotional well-being, how daily life has changed and how we play now compared to decades ago has changed. |

| Date | Lesson objective | Lesson outcome | Task/activity | Resources | Key Vocabulary |
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| Lesson<br>1 | <b>I can identify something that is special to me</b><br><b>I can begin to think about the past</b> | Children to identify a favourite toy they have.<br>Children to think about memories from the past. | <p><u>Retrieval</u> - Can children remember what the word 'past' means? Do they know what the word 'present' means? Images/discussions may need to be used to support this.</p> <p><u>Starter</u> - Discuss the concept of yesterday/ today / next week to revisit chronological understanding. Link to class/school activities.</p> <p>Ask children to bring in their favourite toys/have a selection on the carpet for children to look and discuss. Which would they like to play with and why?</p> <p>Activity - Ask children to draw their own favourite toy and say why they like it. T/TA to support SEND / record child speak on post-it note.</p> <p>Have a simple timeline on the board in years age</p> <p>0 - 1 -2 -3- 4- 5</p> <p>Have some images of toys that children might have had at that age and can they sort them e.g. rattle/teddy bear/lego/IPAD/remote car and discuss how our toys change as we change.</p> | Collection of toys<br>Simple timeline in age years<br>Images of school week | Past<br>Present<br>Order<br>Time<br>Favourite |
| Lesson<br>2 | <b>I can recognise toys from the past.</b><br><br><b>Skills</b>                                     | Children will sort images of toys into groups of the past and present day.                         | <p><u>Retrieval</u> - What are toys? Why do we have toys? Can you think of a toy you had but not anymore? Why?</p> <p><u>Starter</u><br/>         Children to create a mind map of as many toys as they can think of and as many different types of toys ie-electronic,</p>   | Images of toys from different time periods.                                 | Past<br>Present<br>Electronic                 |

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|          | <p><b>focus:</b><br/>Continuity and change<br/>Historical enquiry<br/>Similarities and differences</p>                                  |   | <p>outside, inside, older kids and younger kids.</p> <p><u>Main Activity</u><br/>Images of toys over time children to discuss what they notice about the toys. Which do you think is past or present and why. Group the images into past and present cut and stick activity in books.</p> <p>Challenge- Children to explain why they think these toys are from the past or present. T to speech bubble their answers as evidence.<br/>SEND - To complete as a group with an adult and discuss how they know they are past or present.</p>   |  |  |
| Lesson 3 | <p><b>I can compare toys from the past and present.</b></p> <p><b>Skills focus:</b><br/>Similarities and differences<br/>chronology</p> | <p>Children will be able to identify similarities and differences between toys from different time periods.</p> | <p><u>Retrieval</u> - What does past/present mean? Show an image of a toy from the past/present, can they identify?</p> <p><u>Starter</u>- Show images from retrieval part of lesson and begin to explore why toys have changed. Discuss materials, technology and imports from other countries. Discuss how science and ideas develop.</p> <p><u>Main Activity</u><br/>Images of toys and real toys from past and present day (electronic toys included) ask children to discuss what they think is different or the same about these toys. Children to think about similarities and differences in terms of use and group or individual playing or electric toys.<br/>Chn to create a timeline to show how toys have changed over time - twinkl<br/>SEND- Simplify timeline for SEND or do it physical with</p> | <p>Timeline<br/>Images of toys<br/>Real toys</p> | <p>Similarities<br/>Differences<br/>Past<br/>Present</p> |

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|          |  |   | images and take a photograph.   |                                      |   |
| Lesson 4 | <p><b>I can understand how teddy bears have changed over time</b></p> <p><b>Skills focus:</b><br/>Chronology<br/>Continuity and change</p> | Children will be able to explain why toys have changed over time. | <p>Starter - Display question - Some old toys are still played with today - agree or disagree?</p> <p>Show a range of teddy bears on the board - who has or had one of these? Why? Explain that these toys are from the past but also the present.</p> <p>Share power point from twinkl - The history of the teddy bear and explore together.</p> <p>Display teddy bears from the years and discuss how they have changed e.g. colours/materials/accessories/battery operated - light up</p> <p><u>Activity</u> - Give the children 4 pictures of teddy bears over the years and can they order them from past to present? Then give them labels such as bright colour/lights up/ made of fur/made of straw/dull and put labels next to correct teddy bear.</p> | Images of toys from the past/present | Parents<br>Past<br>Differences<br>Similarities<br>Changes |
| Lesson 5 | <p><b>I know why toys have changed over time.</b></p> <p><b>Skills</b></p>   | Children will be able to explain why toys have changed over time. | <p><u>Retrieval</u> - Why have toys changed? Can anyone remember?</p> <p><u>Starter</u> - Show two images of teddy bears from past and present. Do they look the same? Why? Do you think they were made of the same materials?</p> <p>Explain that teddy bears from the past were made of straw and today we use other materials like polyester/fabric.</p> <p>Link back to availability and how materials have changed</p>   |                                      |   |

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|  | <p><b>focus:</b><br/>Similarities and differences<br/>Chronology<br/>Historical enquiry</p> |  | <p>over time. Toys were handmade and now machine manufactured.</p> <p>Activity - Give children 3 pictures of toys in an envelope and in pairs, can they discuss what it is made from, is it a toy from the past? Present? Can they order them under the heading past/present and explain why. Photographs to be taken for evidence in books.</p> |  |  |
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