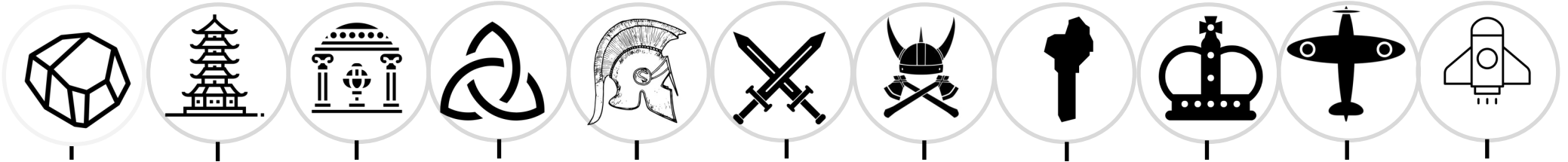


Year 1:

HISTORICAL CONTEXT: Toys



KEY VOCABULARY:

| | |
|--------------|-------------|
| Wooden | Electricity |
| Modern | Modern |
| Similarities | Century |
| Differences | Period |
| Plastic | Historic |

WHAT?

What are our toys like today?

What are other people's toys like?

How can we tell these toys are old?

What were our grandparents' toys like and how do we know?

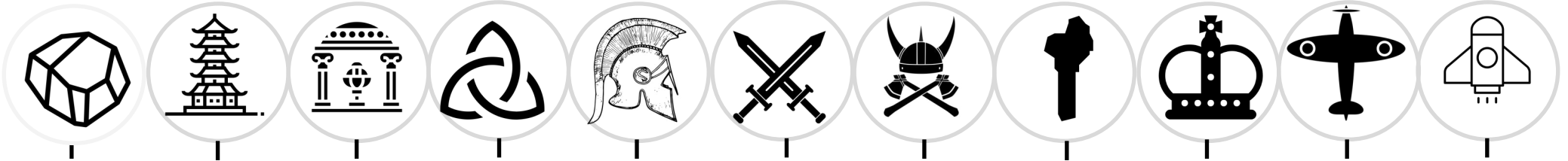
How can we set up a Toy Museum?

Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life .



Year 1:

HISTORICAL CONTEXT: Toys



<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/toys/>

Pre Assessment: KWL grid

Starter

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/toys/>

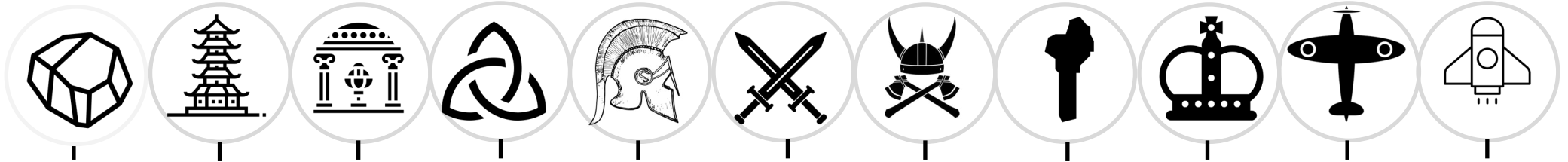
1. What are our toys like today? Because the topic is aimed at children beginning key stage 1, it is a good idea to spend more time covering this key question in order to establish a sound understanding of toys today as the context for comparison with toys in the past.

Activity 1 Start with the Too Many Toys story about other children's favourite toys and ask the children what is their favourite toy. They should become confident using the phrase My favourite toy is..because.... Then ask why? It will be important for you to model this form with one of your favourite objects to help them get a feel for what sort of things to say. If you like follow this up with Dogger about losing a favourite toy. Activity 1 Have several toys (e.g. teddy bear, toy car, doll and ball) put aside and one by one (without the children seeing) put them in a feely bag and invite one child at a time to feel inside the bag to describe what the toy is like. Other children have to guess what it is by use of searching questions: is it big? does it bounce? Show children the vocabulary on slide 2 to help them describe the toy. Can the class guess what kind of toy they have?

Activity 2 Put all the children's toys together and discuss the different ways they can be sorted: by size (large, small), materials (plastic, washable) gender (girls' or boys') as well as colour and feel. Activity 3 What am I? Read out description of items using range of adjectives. Pupils have to guess which of the pictures of toys displayed is being referred to,

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Starter

2. What are other people's toys like? * This covers toys suitable for a range of pupils so that children start to develop their understanding of time within a familiar family setting *Pupils can describe how toys change as children grow older

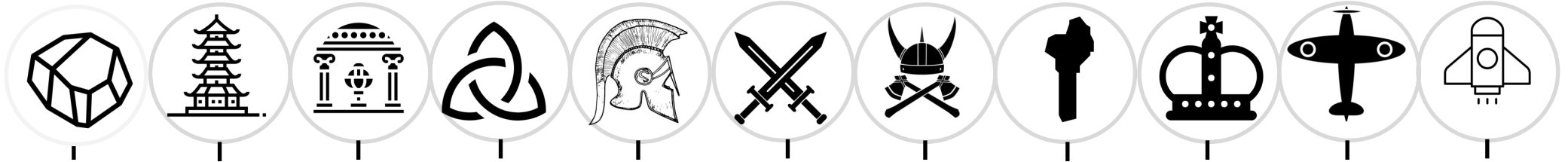
Learning activities

Activity 1 Who plays with these toys? Pupils have to match the toys to the pictures: Baby - rattle Plastic bricks - toddler Scooter - 5-year-old This is relatively simple to give children confidence.

Activity 2 Then ask them to work on matching 4 toys on a different theme: How we move: Pram for new-born Baby walker for toddler Ride on truck for 2/3 year old Bike for 5 year-old. The task won't take long but it will give you a chance to intervene to see who has grasped the concept easily and who might still need more support. For the more able pupils introduce more vocabulary of time. How old would the child be who used this? What would come next for an older child?

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Starter

KQ3 How can we tell these toys are old? *A well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured. Having lots of examples of old and new versions of familiar domestic items will help here.

Learning activities

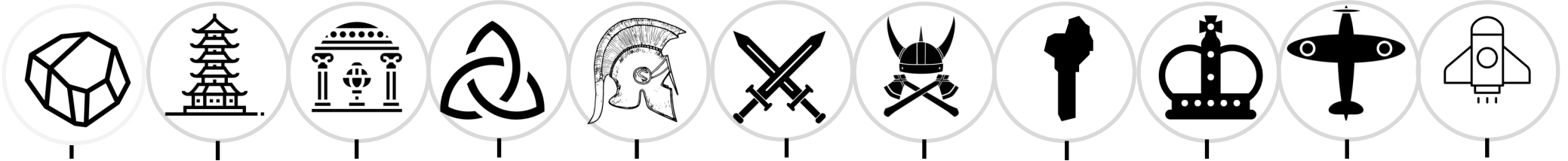
Pupils sort given toys (carefully matched examples of the same toy) into old and new using hoops on the floor. You can then create a Venn diagram for these allowing pupils to show where they are uncertain or where there might be overlap. This visual representation allows you to intervene where there is an obvious learning problem. You might want to start by showing the images on the PowerPoint which has old and new versions of teddy bears, dolls, trains and skates.

Develop the idea by then introducing old toys for which there is no modern equivalent and ask pupils the question, How do you know this is old? Reinforce this by showing images from the PowerPoint showing toys in use in the past.

Main assessment task Pupils are given the choice of 3 appealing old toys. For their chosen one they have to draw it and then give reasons (maybe spoken) why they know it is old. There is an example of a pupil's work and an OFSTED commentary to support the assessment of this activity.

Year 1:

HISTORICAL CONTEXT: Toys



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Changes in living memory

Starter

KQ 4 What were our grandparents' toys like and how do we know? *If teaching this around Christmas you might like to adapt the question to read 'What sorts of toys did our grandparents get for Christmas?' *Pupils are able to think of 3 different types of evidence they might use to explore this question. *Pupils are able to describe changes across two generations.

Learning activities

Start with a discussion about how we can begin to investigate what toys were like say 60 years ago: photographs, memories of people themselves, actual objects, museums. Using a fictitious character such as Grandad Bill can help here. Think about using a puppet Grandad. Create Bill's old battered suitcase in which were stored his favourite toys - his treasured possessions now aged with time which he introduces, as a puppet. Children respond well to a person and tend to ask better questions, and respond better to 'What if?' and 'I wonder what' questions too. Soon Grandad Bill is joined by puppet Grandma Mary.

Quick overview of the types of toys played with asking pupils to spot how they are different.

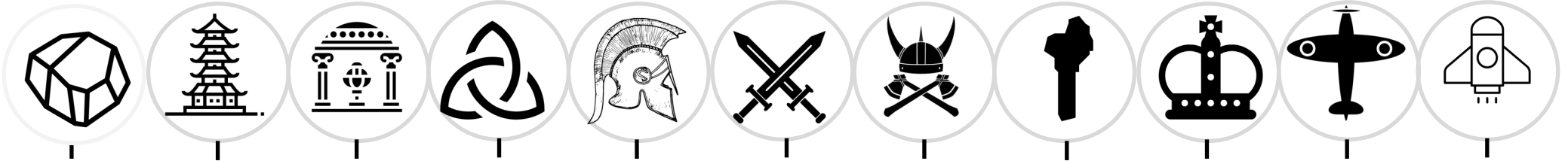
Pupils carry out a simple survey of their grandparents' favourite toys and present this graphically using the IT software you have in your school. Children discuss the findings and complete written/drawing task described in column far right. They are then shown examples of the toys in use by other grandparents, using slides from the PowerPoint presentation. Some will look familiar. This is a good time to talk about continuity as well as change. Use a Venn diagram such as the one on the PowerPoint to show the idea which pupils can make real by using overlapping hoops in the hall.

To encourage the idea of three generations, pupils are shown a wheeled toy being used today, in their parents' lifetime and in their grandparent' lifetime. They have to sequence and discuss the changes using vocabulary such as when my grandma/grandad was a little girl/boy, when my Mum/dad/carer was my age..

Pupils write brief captions to go in a book on Toys in the 60s. They have to select 3 toys to illustrate and write about, drawing on their findings from the survey

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Changes in living memory

Starter

KQ6 How can we set up a Toy Museum? *Pupils show that they can confidently identify old toys *Pupils can make sensible selections of old toys which are clearly different from today's

Learning activities

Activity 1 Use the book *Lost in a Toy Museum* as the initial stimulus to help children get the idea of a museum in an entertaining way.

Activity 2 The central activity is *Muddled Museum Curator*.

The curator from a local toy museum has just visited the school. Unfortunately, he is new to the job and is slightly confused about which toys are old and which are new. Can the children help? Children select from a wider group of old toys which are most clearly old and then have to write a clear caption saying. You can tell this is old because..... You will need to remind pupils what makes a good caption Activity 3 Pupils set up a museum with objects and matching captions and then invite parents to come to the museum with pupils acting as interpreters. See slides from PowerPoint as examples

Activity 4 Open discussion. Do we think that toys today are much better than the in the past. This might lead to discussion of the return of classic wooden toys and replicas of old games. Encourage pupils to think about some of the disadvantages of modern toys e.g. non-recyclable plastic, difficult to repair, batteries run out!!

Common Assessment Task Pupils are given the choice of 3 old toys to draw and then write a caption explaining how they know it is old.