ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: Toys TERM: 1 YEAR GROUP: Oak

<table>
<tr><th colspan="5">THE BIG QUESTION</th></tr>
<tr><td colspan="5">How have toys changed over time?</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="4">Create a class toy museum displaying old toys.</td></tr>
<tr><td>OBJECTIVES</td><td colspan="4">Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</td></tr>
<tr><td>CONCEPT: Transformation</td><td colspan="4">How have toys transformed over time?</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>LESSON 1 QUESTION</td><td colspan="4">What are our toys like today?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="4">• There are lots of different types of toys.
• Some toys are used inside and some outside, e.g. hula hoops and skipping ropes.
• Toys can be sorted in different ways; colour, shape, material</td></tr>
<tr><td>RICH TASK</td><td colspan="4">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. Follow this up with Dogger about losing a favourite toy.

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 key vocabulary to help them describe the toy. Can the class guess what kind of toy they have?

Children to bring in their favourite toy from home and explain why it is special. 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.

Write a label for favourite toy explaining why it is special and make an Oak Toy museum exhibit.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="4">S – word bank with widgit picture cues
C – think of their own criteria for sorting toys e.g. how you play with it</td></tr>
<tr><td>KEY VOCABULARY</td><td>big / small
soft / hard
smooth / rough
heavy / light
round / square
bouncy
noisy / quiet</td><td>favourite
special
important
fun
cuddly
old / new</td><td>RESOURCES</td><td>Too Many Toys by Heidi Deedman
Bing Videos
Dogger by Shirley Hughes

Selection of toys (teddy, toy car, doll, ball etc..)</td></tr>
</table>

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	plastic wood / wooden metal fabric / cloth	*My favourite toy is…* *because…* *It is special to me because…*		Widgit picture cards
LESSON 2 QUESTION	**What are other people's toys like?**			
KEY KNOWLEDGE	Certain toys are made for certain age groups, for example soft, noisy toys for babies, light-up toys for toddlers and interactive toys for children. There are some toys specifically for older children or teenagers, such as games consoles and tablets.			
RICH TASK	Go through pictures on ppt and ask "Who plays with these toys?" Ask children to predict the age of the children. Match pictures from the ppt to the appropriately aged child following theme *How we move* Baby walker Ride-on truck for 2/3 year old Bike for 5 year-old. In small groups children to sort pictures and match to appropriate age group. Use floor hoops and add labels to help children sort. Children explain their choice: *"I think the walker is for a baby because babies are learning to walk."* *"The bike is for a 5-year-old because they are big enough to balance."* Compare across ages: What can a baby not do that a 5-year-old can do with their toy? Ask children to order the toys along a "How We Move" timeline (from crawling to walking to riding). Invite children to think of toys they used to play with when they were younger, and what has changed. Make a class 'Toy Timeline' showing toys for different ages. Children add drawings or labels to explain why each toy fits that stage.			
SUPPORT AND CHALLENGE	S – sentence frames and widgit word bank cards C – extend the timeline beyond their age group – what would come next?			
KEY VOCABULARY	baby toddler child / 5-year-old older child crawl walk run *"This toy is for a ___ because…"* *"I think a ___ plays with it because…"*		**RESOURCES**	KQ2 ppt (resources) Images of toys / age groups from ppt Sorting hoops / labels Widgit picture cards

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<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How can we tell these toys are old?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know that toys have changed over time.
There is a difference between old toys and modern toys e.g. vibrancy of colours.
There are differences and similarities between toys that their grandparents and parents would have played with compared to their toys.
Some toys are special and hold memories.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Show PowerPoint slides with side-by-side images of old and new toys (teddy bear, doll, train, skates). Sort images into old and new.

Ask children: “What do you notice? What is the same? What is different?” Encourage observations about material, colour, wear/tear, design.

• Put 3 overlapping hoops on the carpet to create a Venn diagram.
• Have a wide selection of old and new toys
• Add labels Old, New, Not sure/Overlaps.
• Pupils discuss and place toys they are uncertain about in the overlap.
• Label toys with key vocabulary using post it notes.
• Return to key question: “How can we tell if a toy is old?”

Sorting activity on IWB – matching pairs of new and old toys.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – use vocabulary widgit cards to label toys – explain to an adult how they know they are old / new
C – write a describing sentence for a new / old toy.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Old
New
Same
Different
Past
Present
Modern
Materials
Wooden
Plastic
Metal
Handmade
Worn
Rusty
Electronic
Battery power</td><td>RESOURCES</td><td>Selection of Old / New toys
KQ3 ppt images
Sorting hoops
IWB sorting activity
Widgit vocab cards</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">What sorts of toys did our grandparents play with and how do we know?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know that toys can be grouped in different ways
Know that toys have changed over time</td></tr>
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	Know that the materials used to make toys have changed over time Know that **technology** has impacted on the development of toys Know the differences and similarities between toys that their grandparents and parents would have played with compared to their toys Know details of individual toys e.g. trains, cars (Matchbox cars 1953) Know the difference between old toys and modern toys e.g. vibrancy of colours
RICH TASK	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, pictures/paintings. Start by using a fictitious character, such as Grandad Bill. 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. You will have to provide these toys from the 1960s yourself. 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. You will need to provide your own toys here (built up cheaply from charity shops and car boot sales), or borrow from a museum loan collection.Follow this with a quick overview of the types of toys played with, asking pupils to spot how they are different. They will start to recognise that many of the toys their grandparents played with are still around today Introduce slide 3/4 which shows colourful pictures of a family shopping for toys. These artists' paintings give a better feel for period rather than only seeing the toys out of context. Starting with slide 3, ask the children to look very carefully at what toys they can see. Can they find 5? They will enjoy spotting: • dolls • pandas • teddy bears • toy pram • plane Ask which ones we still play with today. Now switch to slide 4 which reinforces the main points. 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. As part of the How do we know? part of the question, ask children to carry out a simple survey of their grandparents' favourite toys. Asking grandparents to name their favourite toys when they were about 5 years old should be enough. Share results as a class – spotting any similarities / differences / gender 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. Create a Venn diagram with labels – grandparent's toys / today's

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Concluding activity - Jumbled Album. You bring in an album of photos of toys being used over 3 generations to show pupils. Unfortunately, on the way all the photos have come loose. Can the children put them back into the album in the right order, oldest first?
– When my parents were young
– When my grandparents were young
– And then more ambitiously, when my great grandparents were young.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – can children explain why Teddy bears have stayed popular for so long?
C – can children explain why some toys have changed / stayed the same across 3 generations?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Grandparents
Grandfather
Grandmother
Past
Present
Then / now
Old / new
Same / different
Museum
Photograph</td><td>RESOURCES</td><td>Selection of Old / New toys
KQ4 ppt images
Sorting hoops
Grandparent survey
Jumbled album photos</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">Who played with these toys in the past? And how can we know?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know that toys can be grouped in different ways
Know that toys have changed over time
Know that the materials used to make toys have changed over time
Know that technology has impacted on the development of toys
Know the differences and similarities between toys that their grandparents and parents would have played with compared to their toys
Know details of individual toys e.g. trains, cars (Matchbox cars 1953)
Know the difference between old toys and modern toys e.g. vibrancy of colours</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Introduce a very special toy that is really old. No-one is alive today who would have played with it. How will we know how to play with it? Before revealing the toy hide it in a feely bag. Choose children to feel the object in its bag and guess what it might me? What might it be made of? Is it heavy? Etc

Now reveal slide 2 which shows the object – a cup and ball. Ask the children to speculate how it works. Reveal the animated images on slide 2 which show that children have been playing this game for over 100 years!

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</td></tr>
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<tr><td></td><td colspan="3">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.

Now focus on the oldest - how do we know this photograph is the oldest? Clues can come from clothes, hairstyles and the nature of the toys.

Look at slide 4 - other old toys played with 100 years ago. Encourage children to spot as many as they can, perhaps coming to the IWB to identify them. Keeping the twin themes of what did they play with 100 years ago alongside how do we know, move to 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.

Watch 2 minute video https://www.theschoolrun.com/homework-help/history-toys which takes a toy from each decade from 1910 to the present.

Jumble images from the toy timeline and ask children in small groups to sort them from oldest to newest. Display timeline in the classroom.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- word mat with pictures of toys and time words to support explanations
C- I think it is the oldest because….</td></tr>
<tr><td>KEY VOCABULARY</td><td>Old, older, oldest
New, newer, newest
Past, present, future
Before, after
Long ago</td><td>RESOURCES</td><td>Old toy artefacts
Support word mat
Timeline photos
KQ5 ppt</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">How can we set up our own toy museum?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know that toys can be grouped in different ways
Know that toys have changed over time
Know that the materials used to make toys have changed over time
Know that technology has impacted on the development of toys
Know the differences and similarities between toys that their grandparents and parents would have played with compared to their toys
Know details of individual toys e.g. trains, cars (Matchbox cars 1953)
Know the difference between old toys and modern toys e.g. vibrancy of colours</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Read Lost in a Toy Museum by David Lucas . Recap visit to Milestones looking through photos from the trip and discussing what a museum is.

Start by explaining that part of the classroom is to be given over to a class museum which the children are going to set up.</td></tr>
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Pupils invite parents/carers and grandparents into school to visit the museum. They take responsibility for acting as guides and are experts with regard to up to three toys each.

Assign different job roles to the children: a curator whose job is to manage the museum and talk to visitors about the artefacts on display; a ticket collector who checks invitations and issues tickets/information leaflets to visitors at the museum; a collections care officer who looked after the artefacts in the museum, handling with care and ensuring they were clean at all times. (They get to wear special white gloves!!) etc. Hve some children model how to play old traditional games learnt from Milestones visit.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – discuss 1-2 toys from the museum to visitors. Use widgit word bank card for support
C - think about dating or placing objects in approximate chronological order. This needs to be fairly rudimentary at this stage but it is important that they start to develop the language of time.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Museum
Display
Exhibit
Collection
Object
Artefact (simplify/explain: “an old object from the past”)
Label
Visitor</td><td>RESOURCES</td><td>Lost in a Toy Museum by David Lucas
Caption cards
Selection of old toys
Museum role lanyards
KQ6 ppt</td></tr>
</table>