

Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To describe my favourite toys.	This oracy-rich lesson encourages children to describe their favourite toys now and when they were younger. First, children practise asking and answering questions about each other's favourite toys, using precise vocabulary to describe them. Then they apply their understanding by recording happy memories of playing with their favourite toys or using drama to re-enact playing with toys.	<ul style="list-style-type: none"> Can children use the present tense to describe toys they play with now and the past tense for toys they played with when they were younger? Can children describe the toys they like to play with and the way they play with them now? Can children share memories of playing with their favourite toys from when they were younger? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Feely bag and selection of toys Word Mat Picture Cards Challenge Card (FSD? activity only)
Lesson 2	To find out about the toys my parents, carers and grandparents played with.	In this lesson, children learn how to find out about toys of the past and begin to understand how these toys are the same or different to their own. Children will generate questions and interview their parents, carers and grandparents about the toys they played with and how they liked to play. Alternatively, children can use photographs and memories provided to find out about the toys enjoyed by these generations.	<ul style="list-style-type: none"> Do children understand what the term 'living memory' means? Can children ask questions and use sources, such as memories, photographs and artefacts, to find out what toys were like further back in the past? Can children describe what they have found out about toys of the past from people's memories, photographs and artefacts? 	<ul style="list-style-type: none"> Slides Toy Cards 2A/2B/2C/2D/2E/2F/2G/2H/2I Toy Chart 2A/2B Question Builder (FSD? activity only) Question List (FSD? activity only) Template 2A/2B/2C (FSD? activity only)
Lesson 3	To know how toys have changed within living memory.	In this session, children focus on the changes in modern technology which have led to changes in toy design and variety - specifically the use of plastic and electronics. Children will learn how to arrange dates in chronological order and apply their understanding by ordering toys on a timeline.	<ul style="list-style-type: none"> Do children understand what a timeline is and how to use it? Can children sequence decades in chronological order? Can children explain how modern technology has changed toys and the way that children play? 	<ul style="list-style-type: none"> Slides Timeline 3A/3B/3C Toy Cards 3A/3B/3C Toys through the decades ebook (FSD? activity only) Toy Box Timeline 3A/3B/3C/3D/3E/3F/3G/3H/3I (FSD? activity only)
Lesson 4	To examine and sort toys by their characteristics.	In this lesson, children are given the opportunity to develop their historical enquiry skills by examining a selection of toys and sorting them by their characteristics. Children will use what they have learned about toy characteristics to decide whether toys are 'old' or 'new', presenting their findings and explaining their decisions to their peers.	<ul style="list-style-type: none"> Can children identify whether a toy is old or new from its characteristics? Can children use the vocabulary 'old' and 'new' accurately? Can children sort toys into categories according to their characteristics, e.g. material, type, age. 	<ul style="list-style-type: none"> Slides Sorting Sheets 4A/4B/4C Picture Cards 4A/4B/4C Word Mat 4A Sorting hoops or hula hoops, a selection of old and new toys (FSD? activity only) Sorting Cards (FSD? activity only)
Lesson 5	To compare and contrast toys over time.	Children recap their understanding of chronology by investigating how the design of a specific toy has changed over time and ordering these chronologically from the most recent back to the earliest. Children investigate the evidence to identify which toys are modern and which are from further back in time. At the same time, children will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> Do children know that some of the toys they play with now were played with by children in the past? Can children identify which toys are modern and which are from an older time period? Can children identify the similarities and differences between toys from different time periods? 	<ul style="list-style-type: none"> Slides Lego Cards 5A/5B/5C/5D/5E/5F Record Sheet 5A/5B/5C/5D/5E Lego Timeline Word Bank Prompt Sheet Table Template Lego sets from different decades, tablets and Stop Motion animation app, (FSD? activity only)

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Lesson 6	To summarise how toys have changed within living memory.	In this last session, children consolidate what they have learned about the changes to toys in living memory by organising the classroom into a toy museum. Children must select toys for inclusion and explain their choices and decide what information to offer visitors. Alternatively, children create a time capsule to showcase the toys of the last century for future generations.	<ul style="list-style-type: none"> • Can children organise and sort toys into categories and order toys chronologically? • Can children explain what the toys they have selected tell us about toys in the past? • Can children summarise what they have learned about changes to toys in living memory from a range of sources? 	<ul style="list-style-type: none"> • Slides • Toy Cards 6A/6B/6C (Teaching Input) • Photograph Cards • Museum Display Templates 6A/6B/6C • Word Bank • Time Capsule Templates 6A/6B/6C (FSD? activity only) • Toy Fact File (FSD? activity only) • A selection of toys, containers and sound buttons (FSD? activity only)

KS1 Aims and Objectives:

Objective
<ul style="list-style-type: none"> • changes within living memory (where appropriate, these should be used to reveal change in national life)

Aims
<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • use a wide vocabulary of everyday historical terms • develop an awareness of people, events and changes of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • ask and answer historical questions, using stories and other sources to show knowledge and understanding • understand some of the ways in which we find out about the past • identify different ways in which the past is represented

Vocabulary
<p>past, present, then, now, year, today, a long time ago, recent, before, after, old, new, younger, lifetime, remember, living memory, generation, parents, carers, grandparents, time period, decade, century, chronology, chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, toys, play, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life</p>

Teacher notes
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