

# Toys Past and Present : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to describe the characteristics of toys.	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.	<ul style="list-style-type: none"> <li>Can children describe toys by their characteristics?</li> <li>Can children use appropriate vocabulary to describe their toys?</li> <li>Can children make suggestions for how they could find out about what toys were like in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Feely bag</li> <li>Selection of Toys</li> <li>Riddle Cards (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what toys our parents and grandparents played with.	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.	<ul style="list-style-type: none"> <li>Do children know that toys in the past were different to toys today?</li> <li>Can children describe toys of the past?</li> <li>Can children discuss toys and ask questions about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Picture Cards</li> </ul>
<b>Lesson 3</b>	To find out what toys were like at different times in the past.	Children will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.	<ul style="list-style-type: none"> <li>Do children understand the term 'decade'?</li> <li>Can children order decades chronologically?</li> <li>Can children identify some of the toys that were popular in particular decades?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>A4 paper</li> <li>Information Sheets</li> <li>Poster Templates (FSD? activity only)</li> <li>Books, CD ROMs, etc. (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to identify toys that are old and toys that are new.	Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.	<ul style="list-style-type: none"> <li>Can children recognise differences between old toys and new toys?</li> <li>Can children describe old and new toys using appropriate vocabulary?</li> <li>Can children sort old and new toys into categories?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A</li> <li>Adjective Cards</li> <li>Selection of old and new toys (FSD? activity only)</li> <li>Hoops (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to describe how toys are different and how they are the same.	Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> <li>Do children know that some of the types of toys they play with were played with by children in the past too?</li> <li>Can children identify similarities between old and new toys?</li> <li>Can children identify differences between old and new toys?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Sheets</li> <li>A3 paper (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to create a toy museum.	Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.	<ul style="list-style-type: none"> <li>Can children organise toys into categories?</li> <li>Can children order toys chronologically?</li> <li>Can children use a timeline to organise toys?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Sheets</li> <li>Poster Templates</li> <li>Books, CD ROMs, internet, etc.</li> <li>Variety of toys (FSD? activity only)</li> </ul>