



Year 1 Spring 1: Toys through time



Year Group: 1
Subject: History
Term: Spring 1
Key Text: Toys in Space
Additional Reading Texts: Traction Man, One Giant Leap, Space Poems, Lost in the Toy Museum
Key Enquiry Question: How are the toys I play with different to those 50 years ago?

Overview:
 This unit looks at similarities and differences between toys today and toys in the past. It introduces children to the concepts of 'old' and 'new', and encourages them to think about the changes in their own lives and in those of their family or adults around them. It builds on from EYFS from when the children looked at how buses had changed over time. The approach used in this unit could be applied to the study of other everyday things from the past, eg *clothes, games* . It provides a wide range of opportunities for children to develop their speaking and listening skills. The children will learn all about different toys that children have played with through history. This will be built upon later in Year 2 when Victorian toys are found under the floorboards in Major Glad, Major Dizzy.

- Sticky' Knowledge:**
- Old toys were made of: Wood, tin, lead, china
 - New toys are made of: Plastic, foam, rubber, nylon
 - Old toys were mostly handmade.
 - New toys are mostly made in bulk in factories.
 - Old toys often run on clockwork
 - New toys often run on batteries (electricity)

National Curriculum Objectives:
NC14 - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Objective Sequence:
 Review understanding of the EYFS Old and New buses.
 Assess what children know about life in the past.
Chronology skills: Place different toys in order of time.
 Historical perspective. Introduce the key historical enquiry question.
Changes within living memory lesson: What toys were played with in the past? What toys do we play with today?
Similarities and differences lesson: How are they different? How are they the same?
Key Enquiry Question: How are the toys I play with different to those 50 years ago? To use reliable sources (accounts from people who played with the toys) to articulate how the toys are the same and how they are different. . Consider the presentation of this task to link with the organization and communication historical skills
Independent Historical Enquiry: Answer questions about similarity and differences linked to artefacts and toys.

Vocabulary:
 • object Jacob's ladder whip and top diablo old new

Historical Skills:
Chronology: Match objects to people of different ages. Sequence 3 or 4 artefacts from distinctly different periods of time.
Range and depth of Historical knowledge: Recognise the difference between past and present in their own life and the lives of others.
Interpretations of History: Compare adults talking about their past – How reliable are their memories?
Historical enquiry: Find answers to simple questions about the past from sources of information e.g. artefacts.
Organisation and communication: Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.

End Points:
 Children will know that toys were different in the past to today. They will be explain the differences and give examples of toys from the past and today placing them in order of time.

Opportunities for Enrichment:
 Use artefacts of different toys from the past from throughout the years
<https://discoverymuseum.org.uk/week-1-toys>

Key Concept: Changes within living memory
 Similarity/Difference

Week	National Curriculum Objectives:	Vocabulary skills and knowledge	Teacher Input	Independent Activities
1				
2				
3				
4				