



Y1 Toys – changes within living memory



How have children's toys changed since our grandparents were little?

Overview Of Learning

This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.

Previous Learning

EYFS - Understanding the world

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.

Knowledge And Understanding

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

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

Future Learning

Y2 Children will place events and artefacts on a timeline, and begin to explain some reasons why certain technology was manufactured. Children will use pictures, stories and film footage to find out about the past.

Y3 Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Y4 Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources.

Y5 Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history.

Y6 Children will use sources of information to form conclusions about the past.

Key Vocabulary To Explain

before, after, **past**, **present**, old, new, then, now, today, **modern**, **timeline**, different, same, favourite

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

Theme and concepts

Themes & Concepts:

Society & Community

Substantive concepts explicitly taught:

trade, civilisation, industry

Misconception

Children may think that their parents and grandparents played with completely different toys to them; however, there are many similarities between the toys of now and 60 years ago. The differences are mainly with what the toys were made out of and what the toys can do now that they couldn't back then.

Unit Overview

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: How can we find out about the past?	Key question: What are our toys like now?	Key question: What was my favourite toy when I was a baby?	Key question: What were our caregivers' toys like and how do we know?	Key question: What were our older relatives' toys like and how do we know?	Key question: Final Response - How have children's toys changed since our older relatives were little?
Learning objective: Evidence and Interpretation	Learning objective: Historical Significance	Learning objective: Change and continuity	Learning objective: Chronology	Learning objective: Chronology	Learning objective: Similarity and difference
Substantive concepts to build on: trade, industry	Substantive concepts to build on: trade, civilisation	Substantive concepts to build on: trade, civilisation, industry	Substantive concepts to build on: trade, civilisation, industry	Success criteria: civilisation, industry	Success criteria: civilisation, industry

'Hands On' History

These lessons would benefit from being as practical as possible. Any opportunity for the children to look at toys, ask questions about toys and play with toys from different times would be a great experience for the children and would further enrich the content of the planned lessons.
Below are some practical ideas for each lesson of this unit.

Children should have the opportunity to look at and handle different toys. There should be some old toys and some new toys. Ideally one toy per table group for the main activity and the children could move around the room looking at each one in turn.	Prior to this lesson children would need to bring in a favourite toy from home that they play with in the present day. If this isn't possible - a photograph of one will do.	Prior to this lesson children are asked to bring in a photograph of themselves playing with a favourite baby toy.	Prior to the lesson children are asked to talk to their parents about the toys they played with growing up. There is a prompt sheet for the children to take home and fill in. If possible, you could invite parents into school to talk to the class. A variety of 1990s toys for the children to look at in the classroom would benefit this lesson - they would also make a nice display.	Prior to the lesson children are asked to talk to their grandparents about the toys they played with growing up. There is a prompt sheet for the children to take home and fill in. If possible, you could invite grandparents into school to talk to the class. A variety of 1960s toys for the children to look at in the classroom would benefit this lesson - they would also make a nice display.	Children will be recapping the toys that they have looked at throughout this unit - so if you have some toys in the classroom , or have made a display as you've gone along, this will be great for the children.
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Stretch and Challenge ideas across the unit

Children could:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Compare different periods in time and say what is the same and what is different.
- Consider how the future might be impacted by the events of the past.
- Make statements which are justified by historical evidence.