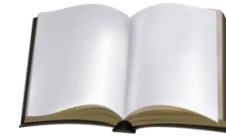
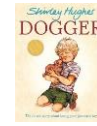


Our Core Unit Text:

- Dogger - Shirley Hughes.



Key Knowledge:

Links to Other Learning: role of invention.

- To know that a toy is an object that children play with, for example a doll or car.
- To know that a toy doesn't have to be complicated, a game can be made from a variety of materials.
- To know that a decade is ten years.
- To know that toys reflect trends in society and have changed throughout the decades.
- To know that toys have changed from the past to present and the Victorians were innovators.
- To know that Victorian toys were primarily still objects that could be played with, for example marbles, and skipping ropes.
- To know that Victorian toys were used for entertainment, and poorer families would try to make their own toys.
- To know that even though toys have changed with time, recognise that some toys have always been around but look different now.
- 1950's -
 - To know that toys have developed since Victorian times including more colourful elements.
 - To know that more people bought cars so then bought pocket toy cars.
 - To know that cars became popular in 1950's and this led to the creation of toy cars that were movable by force.
 - To know that there were differences between boy's and girl's toys.
- 1960's -
 - To know that air travel became popular in society and this was reflected in toys.
 - To know that board games were first created, increasing the complexity of toys.
 - To know that the toys are evolving from the Victorian times and 1950's, by becoming more manipulative, e.g. etch a sketch.
 - To know Lego was first introduced in Britain during the 1960's.
- 1970's -
 - To know that lots of families had televisions at home for the first time.
 - To know that because of televisions becoming popular, this inspired the creation of lots of toys due to themes and advertising.
- 1980's -
 - To know that the biggest change was that children played with computer games now.
 - To know that Nintendo brought out its first games console.
 - To know that a huge craze in the 1980's was the Rubik's cube.
- 1990's -
 - To know that computer games continues to be popular.
 - To know that a portable video game system was invented 'The Gameboy'.
 - To know that new games consoles were being created all of the time.
 - To know that toys have become motorised.
 - To know that toys are now made from different materials, plastic.
- 2000's -
 - To know that computer games are the most popular toys.
 - To know that toys have changed over the years, and now are much more functional than they were in the Victorian times.
 - To know that most toys are no longer gender specific.

Lesson Sequence:

<p>What is a toy? Teaching: Teach that a toy is an object that children can play with, show a combination of different toys, so the children can explore which of them would be a toy. Vocabulary: decade Activity: Children to draw and label their favourite toy. What their toy is? What it does? What it looks like? What it is made of? Key learning: Identifying some similarities and differences between their own present and aspects of the past.</p>
<p>Would you have played with toys in Victorian times? Retrieval: Can you identify would be classed as a toy? Teaching: Refer to Y3. Who are the Victorians? What is a Victorian child? Were they all treated the same? Do we have a modern-day equivalent of a Victorian toy? Have they been improved? Vocabulary: Victorian Activity: Children to complete a table to compare the similarities and differences between two sets of toys from Schools library service. Key learning: Identifying some similarities and differences between their own present and aspects of the past.</p>
<p>What are the main features of toys made in the 1950's? Retrieval: What is a decade? What years would be part of decade of 1950's. Teaching: Show PowerPoint to children explaining about the 1950's, explaining the introduction of colour to toys, explain about how new trends Vocabulary: gender Activity: Children to write a short description about a toy from 1950's, including how they need force to move and also gender specific toys. Key Learning: To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures)</p>
<p>What are the main features of toys made in the 1960's? Retrieval: Mini timeline from previous decades of toys that were around then. Teaching: Children to explore different toys from the 1960's including Etch a sketch, looking at the complexity of the toys. Vocabulary: Chronological order Activity: Children to then draw images of different toys that were used and popular in 1960 on an Etch a sketch template Key learning: Recognising the distinction between past and present.</p>
<p>What are the main features of toys made in the 1970's? Retrieval: What toys did girls play with in Victorian times? Teaching: Teach the children about the invention of the television, and how this would have impacted their lives. Vocabulary: invention Activity: Children to create an advert for toys created in the 1970's, showing an understanding of the impact that television has had on the purchase of branded toys. Key Learning: To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to features of events.</p>
<p>What are the main features of toys made in the 1980's? Retrieval: What made toys become more popular in the 1970's? Teaching: Teach children about craze's and explore different items that children have loved over the years, linking with current craze to a craze from the past. Vocabulary: craze Activity: Children to complete a Rubik's cube template, filling the template with different facts about toys in the 1980's, for example Nintendo first game console, computer games, craze etc. Key Learning: Recognising the distinction between present and past in their own and other people's lives.</p>
<p>What are the main features of toys made in the 1990's? Retrieval: sort the toys in to old and new. Teaching: Explain that toys now have become more modern and that they have an electronic focus, show children the different toys that children would have played with in 1990's. Vocabulary: modern Activity: Children to explore Gameboy toy, and then complete a Gameboy writing template, on the computer, to explain the main differences in toys in the 1990s - motorised, electronic, handheld Key Learning: To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p>
<p>WOW - What is your favourite toy? What are the main features of toys made in the 2000's and how have they developed since the 20th century?</p> <ul style="list-style-type: none"> • Children to look at how toys have developed over time and identify those changes through discussions.
<p>Exit Task - How have toys changed over the decades?</p> <ul style="list-style-type: none"> • Children to draw or order pictorial representations of the different toys that were available in each decade, and to be able to discuss how they have changed. Children to sort toys into a timeline for each type of toy, for example dolls, cars and teddy bears. • Online resource available for this. • DEBATE IT: WHICH DECADE HAD THE BEST TOYS AND WHY?

Year 1

The History of Toys

Our Rainbow Promises

Encourage **R**esilience and perseverance
 Develop **A**rticulate learners
 Influence aspirations
 Nurture curiosity
 Instil **B**ritish and Christian Values
 Provide **O**pportunities to build upon knowledge and skills
 Promote **W**ellbeing and Health

Local Links

National Curriculum Coverage

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

Think like a historian by:

Chronology
 Communication
 Events, people & changes
 Enquiry, Interpretation & Learning Sources

Transferrable Concepts:

change
 invention
 civilisation

R	Historical figures taught throughout the curriculum to illustrate resilience and perseverance.
A	Vital vocabulary, oracy opportunities including P4C and speak its: Debate it: Discuss which decade had the best toys and their reasons for their choices, exit task and use of academic keystone words.
I	Links to careers within History made explicit. Historical figures taught throughout the curriculum include National and International Achievers.
N	WOW - toy afternoon. Use of historical sources throughout lessons. Core Curriculum Reading Spine.
B	Creation and perseverance . Tolerance of other faiths and beliefs.
O	Knowledge and skills progressively sequenced; see planning overleaf.
W	Place existence into context.

Vital Vocabulary

brand
 century
 chronological order
 comparison
 decade
 invention
 materials
 modern
 toys
 Victorian

Idioms

Throw your toys out of the pram.