

<b><u>Curriculum Rationale</u></b>	<p><b>Curriculum Big Question:</b> How have toys changed over time?</p> <p>Useful links for resources and trips:  <a href="https://twamschools.org.uk/boxes-of-delight/additional-topics">https://twamschools.org.uk/boxes-of-delight/additional-topics</a>  <a href="https://discoverymuseum.org.uk/whats-on/toys-from-the-past">https://discoverymuseum.org.uk/whats-on/toys-from-the-past</a>  <a href="https://www.beamish.org.uk/learning/learning-activities/">https://www.beamish.org.uk/learning/learning-activities/</a>  <a href="https://southshieldsmuseum.org.uk/primary-workshops">https://southshieldsmuseum.org.uk/primary-workshops</a>  <a href="https://twamschools.org.uk/boxes-of-delight/victorian-toys">https://twamschools.org.uk/boxes-of-delight/victorian-toys</a></p>	<b>Targeted phase: KS1 (Year 1)</b>
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What prior knowledge needs to be used?	Curriculum Content	
<p>Children will need to access learning from EYFS and to draw on their own life experiences and those of their family to recognise what toys can be made from.</p> <ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family's history</li> <li>● Comment on images of familiar situations in the past</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<b>Chronology</b>	<b>Communicating History</b>
<b>About the Unit</b>	<ul style="list-style-type: none"> <li>● Know where different types of toys fit chronologically</li> <li>● Understand how and why materials used for toys have changed over time</li> <li>● Know when the Victorian period was</li> <li>● Sequence the development of toys throughout recent history</li> </ul>	<p><i>(Including tier 2 vocabulary and tier 3 vocabulary)</i></p> <ul style="list-style-type: none"> <li>● Describing different toys from history</li> <li>● Explaining how and why they have changed over time</li> <li>● Asking and answering historical questions relating to these changes</li> <li>● Explaining why some toys have lasted better than others</li> </ul>
<p><b>What knowledge and procedures need to be learnt by the end point?</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify which toys are modern and which are from the past</li> <li>● Understand how they can tell this from the materials used in their composition and their aesthetic</li> <li>● Sequence toys using a timeline to show how they have developed</li> <li>● Compare toys from the past and modern toys using a variety of sources (including physical representation of toys and advertisements) and their own experiences</li> <li>● Explain why toys have changed over time and what might happen to toys in the</li> </ul>	<b>Investigating the past</b>	<b>Thinking like an historian</b>

<p>future based on this understanding</p> <p><b>Why are these important?</b></p> <ul style="list-style-type: none"> <li>● Pupils will develop an awareness of the past, using common words and phrases relating to the passage of time</li> <li>● Pupils will 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.</li> <li>● Pupils will use a wide variety of everyday historical terms.</li> <li>● Pupils will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>● Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p><b>Which threshold concepts need to be emphasised?</b></p> <ul style="list-style-type: none"> <li>● Chronology</li> <li>● Communicating history</li> <li>● Investigating the past</li> <li>● Thinking like an historian</li> </ul> <p><b>How will you assess if the knowledge and procedures have been secured?</b></p> <p>Pupils will summarise their learning by creating a targeted advertisement for a toy, either from the past, present or future. They will apply and demonstrate their understanding of how features have changed over time, showing their own judgement on why this is and which toys fit into which time periods.</p> <p><b>How will this create readiness for subsequent units?</b></p> <p>Pupils will have begun to develop their chronological awareness, to identify similarities and differences between their lives and events studied. They will recognise that dates are used to identify when events happened in the past and be able to draw simple conclusions and deduce information on the past from pictures and information. Pupils will be able to connect ideas and give simple phrases as to why an event occurred and to understand that information on the past may differ.</p>	<ul style="list-style-type: none"> <li>● Exploring and comparing physical and pictorial representations of toys through time</li> <li>● Looking at what advertisements can tell us about toys and how they have developed</li> <li>● Developing an understanding of changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>● Sequencing toys on a timeline to show their development</li> <li>● Comparing toys from the past and present</li> <li>● Making connections between developments in science/technology and changes in toys</li> <li>● Making a judgement on which toys fit into which time period and why</li> </ul>
	<b>Wider Curriculum Links:</b>	
	<p><b>Career:</b> scientist/engineer/historian/graphic designer/artist/games designer/computer coder</p>	<p><b>PHSE:</b> Family and relationships</p>
	<p><b>British Values:</b> Individual liberty, Respect and Tolerance</p>	<p><b>Virtues:</b> Respect and self-belief, Confidence and Resilience</p>

<b><u>Sequential components of learning</u></b>	<b>What toys do we enjoy playing with today?</b>	<b>What toys did our grandparents play with?</b>	<b>How have toys changed over time?</b>	<b>Victorian Toys</b>	<b>Why do people buy toys?</b>	<b>What will toys of the future look like?</b>	<b>Assessment task: Create an advert for a toy</b>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
<p><b>What toys do we enjoy playing with today?</b></p>	<ul style="list-style-type: none"> <li>- What are toys?</li> <li>- What are toys made from today?</li> <li>- Why do we like certain toys?</li> <li>- Understand that not all toys are the same or made from the same materials.</li> </ul>	<p><b>Starter:</b> Using the pictures on the slide, introduce the idea that toys come in many shapes and sizes to children - get them to recognise that all of these items are toys that we can play with. <i>Are they all made from the same things? What would the cuddly toy be made from? What about the switch? Do you think lego is made from the same materials as the cuddly toy? Why/why not?</i></p> <p>Explain that in this unit, we are going to be learning all about toys.</p> <p><b>Main teaching:</b> Encourage children to share toys they like to play with and discuss why they like to play with them.</p> <p>Recap materials using either objects in class or this video:<a href="https://www.youtube.com/watch?v=JCKSMsbpn1Y">https://www.youtube.com/watch?v=JCKSMsbpn1Y</a></p> <p>As a class, share some ideas about what our toys could be made from. Write ideas on the board and connect certain toys with certain materials. Emphasise how much plastic and metal are used in the toys we like nowadays.</p> <p>Children could even take this a step further and group toys with materials in hoops on the floor - could be a differentiation/scaffolding idea for SEN group.</p> <p><b>Task:</b> Children create a poster with sentences to describe their favourite toy. They should include: what it is made from, why they like it and what it does. There is a template available in the resources area that can be used or adapted as needed.</p> <p><b>Plenary:</b> Children present their favourite toy to their peers and share their learning and understanding of key vocabulary so far.</p>	<p>Youtube video: <a href="https://www.youtube.com/watch?v=JCKSMsbpn1Y">https://www.youtube.com/watch?v=JCKSMsbpn1Y</a></p> <p>Physical examples of modern toys if possible/materials to use instead of video</p> <p>Poster template</p>
<p><b>What toys did our grandparents play with?</b></p>	<ul style="list-style-type: none"> <li>- How are toys from the past different to toys from today?</li> <li>- What are those toys made from?</li> <li>- Can we order the toys from oldest to newest?</li> <li>- Place toys on a timeline.</li> </ul>	<p><i>This is a great opportunity to invite a grandparent/parent in to speak to the class and to potentially bring in some old toys to share. The Discovery Museum do loan boxes of objects that could be useful in this lesson: <a href="https://twamschools.org.uk/boxes-of-delight/additional-topics">https://twamschools.org.uk/boxes-of-delight/additional-topics</a></i></p> <p><b>Starter:</b> Share images of toys from the 1950s, 60s and 70s with the children. <i>What do you notice that is different? What is the same? What materials can you see here? Is this different to modern toys? How?</i></p> <p><b>Main teaching:</b> This video is great if you can't get your hands on any physical examples of toys. It is aimed more at KS2 and older but could</p>	<p><a href="https://www.youtube.com/watch?v=kBTxzctkXZQ">https://www.youtube.com/watch?v=kBTxzctkXZQ</a></p> <p>Toy pictures Timelines</p>

		<p>be used well to show a little bit and then have a class discussion at different points about what they can see. Watch in advance to see which sections might need to be skipped:  <a href="https://www.youtube.com/watch?v=kBTxzctkXZQ">https://www.youtube.com/watch?v=kBTxzctkXZQ</a></p> <p>Try to focus on the materials used in older toys and how this has changed over time - <i>e.g. more metal, gradually more plastic, no technology until later 60s, early 70s.</i></p> <p><b>Main task:</b> Children should sequence toys on a timeline from oldest to newest. They could do this individually, in a group or 1:1 - resources provided are large versions to use whole class or in groups and small pictures with an A4 timeline to use in books. At each stage they should discuss why they decided to place the toy there. There is a spinning top from the 1950s, a 1960s barbie doll, a 1970s etchasketch, a 1980s gameboy, a 1990s/2000s toy mobile phone and a modern day switch.</p> <p>Extension: For those who are able, they could add a few sentences explaining their reasoning.</p> <p><b>Plenary:</b> Look at the toys whole-class and see whether or not they were correct and create a large timeline.</p>	
<p><b>How have toys changed over time?</b></p>	<ul style="list-style-type: none"> <li>- What are the differences between toys of the past and modern toys?</li> <li>- How has technology changed toys?</li> <li>- How have the materials we use changed?</li> <li>- Comparison skills using Venn diagrams.</li> </ul>	<p><b>Starter:</b> Recap the ideas from the last lesson using the two images on the slide. Discuss the differences in materials, technology and how sophisticated the toys are. Try to draw out understanding of the fact that toys have become more sophisticated over time.</p> <p><b>Main teaching:</b> Children need to understand that the main changes in toys have come from technology, scientific progress in material development and safety awareness. Use the slides as talking points to guide the children in this understanding.</p> <p><b>Main task:</b> The children will use a venn diagram to sort pictures and statements about the toys they have learned about so far. They could do this whole-class first or in groups if needed for support.</p> <p><b>Plenary:</b> using large versions of the main task cards, hold up and children shout out ‘past’ or ‘present’ - check understanding and address any last misconceptions.</p>	<p>Large hoops to use as venn diagrams Task sheet and cards</p>
<p><b>Victorian toys</b></p>	<ul style="list-style-type: none"> <li>- How were toys different in Victorian times?</li> <li>- What materials were they made from?</li> </ul>	<p><i>This would be a great lesson to do as a school trip or practical workshop at Beamish, South Shields Museum, the Discovery museum or with a TWAM box of wonder.</i></p> <p><b>Starter:</b> Allow children to apply the skills they have learned in the last</p>	

	<ul style="list-style-type: none"> <li>- Why?</li> <li>- Source analysis introduced</li> </ul>	<p>few lessons by showing them a ‘modern’ toy and a ‘Victorian’ toy side by side. Discuss what they can see, ask similar questions to previous lessons about materials, technology etc.</p> <p><b>Main teaching:</b> Using the slide, or practical resources if on a trip/have a discovery box, guide children through the idea that the toys from the Victorian era are all made of natural resources. (Note the switch from ‘made from’ to ‘made of’ - ‘made from’ should be used when a resource has undergone significant changes to make an object, ‘made of’ is used when the resource has not been altered too much e.g. carved wood). If it is possible for children to have a sensory experience of this then it is very beneficial to their understanding.</p> <p>Show them the difference between rich and poor toys and girls’ and boys’ toys. Ask them if this is still the same or if anyone can play with any toys now? Is this better? Why?</p> <p><b>Main task:</b> Children have a worksheet with several Victorian toys on it. For each one they have to say whether they think it is designed for rich children or poor and for boys or girls. Extension - if they are able they could write an explanation of why they think this. Support - slides could be reshown or put on tables to support those who need it.</p> <p><b>Plenary:</b> Share a picture from the slides and ask children to talk to their partners about who it is aimed at. Share ideas as a class to assess understanding and address any last misconceptions.</p>	
<p><b>Why do people buy toys?</b></p>	<ul style="list-style-type: none"> <li>- What are adverts?</li> <li>- What is the point of them?</li> <li>- What can they tell us about the features of toys?</li> <li>- How have they changed over time?</li> </ul>	<p><b>Starter:</b> Watch the Smyths toys Christmas 2021 ad <a href="https://www.youtube.com/watch?v=SnFikInf3fo">https://www.youtube.com/watch?v=SnFikInf3fo</a>  <i>- how do they feel when they watch it? What does it make them want? What is the point of the video? What are these types of videos called?</i></p> <p><b>Main teaching:</b> Give children some time to look at all of the different ads from Victorian times to modern day and to think about the purpose of the images. Use questioning to guide them to the fact that all of these images are selling toys. <i>Why do they make us want to buy the toys? What do they tell us about the toys?</i></p> <p>Watch the Baby All Gone ad from the 90s <a href="https://www.youtube.com/watch?v=f0HqUHfMmKQ&amp;t=2s">https://www.youtube.com/watch?v=f0HqUHfMmKQ&amp;t=2s</a> and talk about how the ad tries to make us want to buy the product. Then compare this to the Victorian Tiddlywinks ad. Draw their attention to the fact that both show happy families enjoying good times. Who do they think the ads are for? Parents or children or both? Why might this be?</p>	

		<p>Next look at how the look of ads has changed over time. Discuss this as a class.</p> <p><b>Main task:</b> Children have to sequence adverts on a timeline and decide if they belong to Victorian times, grandparents' times, parents' times or their time.</p> <p><b>Plenary:</b> Ask children to select their favourite advert and explain why they like it so much. This will give them the opportunity to use their key words and apply their learning so far.</p>	
<p><b>What will toys look like in the future?</b></p>	<ul style="list-style-type: none"> <li>- How will toys continue to change?</li> <li>- Applying learning from earlier lessons.</li> </ul>	<p><b>Starter:</b> Recap how toys have changed either by using practical resources or this video:  <a href="https://www.youtube.com/watch?v=EDAPaEVr1Hk">https://www.youtube.com/watch?v=EDAPaEVr1Hk</a></p> <p><b>Main teaching:</b> Can the children apply this to predicting what toys of the future might look like? Look at some futuristic toys together and think about their common features. Make a list on the board. Discuss how these are different to the toys of the past. Think about the fact that most toys will rely on technology in some way in the future to make them interactive and fresh.</p> <p>Ask children to think, if they could have a toy that could do anything, what would it be?</p> <p><b>Main task:</b> Children have to design their own toy of the future. They need to choose materials, what technology they might need and who it will be aimed at. They should write some sentences, or a paragraph if they are able, to explain how their toy works and why it is appropriate as a 'toy of the future'.</p> <p><b>Plenary:</b> Children present their toys and question each other about materials etc.</p>	
<p><b>Assessment task</b></p>	<ul style="list-style-type: none"> <li>- Create an advert for a toy for a specific era.</li> <li>- Apply all learning so far.</li> </ul>	<p><b>Starter:</b> Recap of learning so far, matching the toys to the era.</p> <p><b>Main teaching:</b> Introduce the idea that they are applying their learning so far. Recap learning using the slides - these could be printed as scaffolded support if needed for the main task.</p> <p><b>Main task:</b> As their assessment for this unit, children will create an advert for a toy. It is up to the teacher whether they ask them to do this for a Victorian child, a child of their grandparents' generation or a modern toy. They can choose for themselves if that is preferred. They</p>	

need to make it clear which time period their ad is for, which materials the toy will use and who it is aimed at. They should choose an appropriate toy for the period, e.g. not a plastic toy for Victorian times, or a spinning top for parents, or a wooden toy for modern.

If you are choosing for them, making a toy ad for their own time is the lowest challenge, then Victorian and the highest level of challenge would be to create an ad for their grandparents' time.

**Plenary:** Children present their adverts to the class.