

Unit Title: How have toys changed over time?

History
Y1
Autumn 1

End Points:

Change - The child can identify a few similarities, differences and changes occurring within the design and make up of toys within living memory.

Cause and effect - The child can identify at least one relevant cause for, and effect of, the changes in toys over time.

Significance - Children can identify the significance that the digital world has had on how we play with toys and games.

End of unit assessment outcome:

Video discussion of the children – children to answer the question of how toys have changed over time.

Links: Text- 'Lost in the Toy Museum' by David Lucas
Science- Materials

Prior Learning:

- Past and present (ELG) –

Children will build upon the principles learned during reception, applying their knowledge of their own life and that of their family to begin extending their thinking to events beyond living memory.

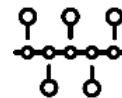
- Children will begin to relate their learning to their own experiences and the lives of their family members.
- Children will explore the similarities and differences between things in the past and now, drawing on their own experiences and the experiences of others.

Key Aspects of the unit:

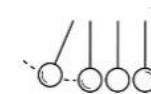
Skills:



Knowledge:



Concepts: (end points)



Key Historical Knowledge:

- Children will understand that toys have changed over time.

- Children will understand changes within living memory and beyond. E.g- electronic devices.
- Children will know that some toys are old but we still use them today. (in a different form)
- Children will know we can find out information about toys from the past by using different sources e.g. pictures, talking to adults, workshops etc.
- To know that some toys have improved over time and others haven't.
- Toys have changed over time in how they have been made e.g. do we still use metal/wood/glass to make toys?

Historical Skills:

Carry out a historical enquiry – Children will ask and answer questions. We will choose and use parts of stories and other sources to show that we know and understand key features of how toys have changed over time. We will a wide vocabulary of everyday historical terms.

Using sources as evidence- Children will understand some of the ways in which they find out about the past and identify different ways in which it is represented. We will use different sources of evidence to investigate how toys have changed over time e.g. talking to parents/grandparents, photographs, pictures and looking at artefacts.

Constructing the past – Children will know where toys fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.

Sequencing the past – Children will know where toys fit within a chronological framework. The child can depict on a timeline the sequence of a few objects and/or pieces of information.

Vocabulary

Toy	An object for a child to play with.
Old	Belonging to a time before you were born.
Past	The time before now.
Present	The things that are happening now.
Ancient	The time where things no longer exist.
Game	An activity we do for fun.
Mechanical	The working parts of an object.
Fragile	Something that is easily broken.
Delicate	Something that is easily broken.
Materials	What things are made out of.