



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



**How Have Toys Changed Over Time?**

## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Year Group:</b> Y1	<b>Enquiry Question:</b> How have toys changed through time?	<b>Term:</b> Autumn 1
<b>Context:</b>  Following an initial introduction to chronology and how things have changed within their own lifetime in reception, this topic builds to history beyond their own lives to include changes within their family's memory. It allows them to start to develop some of the key skills of historians and study concepts such as change and chronology using a familiar and interesting subject matter. It also allows strong links to the English curriculum through the POR work with the text 'Lost in the Toy Museum'.		
<b>Prior Learning (Direct Pathway)</b>  <b>History</b> – 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.		
<b>Prior Learning (Indirect Pathway)</b>  <b>Science</b> – Creating with materials (ELG) – Children will use their experiences of exploration with materials to begin understanding the names of different materials and their properties. Children will use their understanding to explore how to create and be imaginative with materials, applying this knowledge to the creation of their own toys.		

## Rose Wood Academy: Enquiry Driven Learning Overview

Science - Materials – study of materials used for toys  
(see Science planning)

Art – Design a teddy bear

### Enquiry Question?

How have toys changed over time?

### Content on direct pathway

Children will learn about how toys have changed throughout the ages. They will have the opportunity to handle and investigate a variety of artefacts from different eras. They will learn how to play with different toys and which significant people played with them in the past. They will compare the similarities and differences between toys that they have at home and discuss why they are different from the toys from the past that their grandparents may have played with. They will make their own toys and think about what toys would look like in the future.

Children will read the book 'Lost in the Toy Museum', writing descriptions about different toys.

Children write lists, captions and labels.

### Enquiry Outcomes

Parents to visit the classroom toy museum and talk about the toys and how they have changed over time with their children

## **Rose Wood Academy: Enquiry Driven Learning Overview**

### **Knowledge Narrative**

*Toys have changed over time. In the past they were mostly made from metal and wood. Today, they are mostly made from plastic. Modern toys often use technology.*

## Rose Wood Academy: Enquiry Driven Learning Overview

<b><u>Year Group:</u> 1</b>	<b><u>Term:</u> Autumn 1</b>
<b>Title: How have toys changed through time?</b>	<b>Key Focus: History</b>
<b>Project Enhancements:</b> To start the project, the children will visit Preston Park museum to discover more about toys through time. We will also borrow an artefact box so that children can look at a range of toys and play with them appropriately. We will invite children to bring in their own toys to share with each other and we will invite families in to discuss the toys that people played with in the past.  We will invite parents in to share their knowledge of toys from when they were younger.	
<b><u>How can parents/carers help at home?</u></b> At home, please can you: <ul style="list-style-type: none"><li>• Listen to your child read a minimum of 3 times per week.</li><li>• Complete your maths knowledge organiser.</li><li>• Learn any spellings sent home.</li></ul> You could also: <ul style="list-style-type: none"><li>• Visit a local play park and create a list of equipment. Are they pushes or pulls?</li><li>• Design your own board game or toy.</li><li>• Write a short story about a toy that comes to life – can you use ‘Toy Story’ for inspiration?</li><li>• Interview a grandparent/older relative and ask about the toys they used to play with when they were younger. Write down some of their answers.</li><li>• Create a picture of your favourite toy using 2D shapes.</li><li>• Bring in an old toy for a class toy museum – can you find out any interesting facts about the toy? How old is it? Who did it belong to?</li></ul>	

## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: How have toys changed over time?

History  
Y1  
Autumn 1

**End Points - The aim of this unit is for pupils to:**

**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.

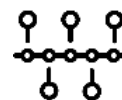
- Children will begin to relate their learning to their own experiences and the lives of their family members.
- Children will explore the similarities and differences between things in the past and now, drawing on their own experiences and the experiences of others.

**Key Aspects of the unit:**

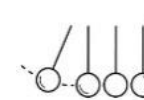
Skills:



Knowledge:



Concepts: (end points)



**Key Historical Knowledge:**

- Children will understand that toys have changed over time.

## Rose Wood Academy: Enquiry Driven Learning Overview

- 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.

## Rose Wood Academy: Enquiry Driven Learning Overview

SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
<b>materials</b>	Is what something is made of, e.g. wood or plastic.	An object is made of a material.	Chemistry
<b>wood</b>	The material that comes from a tree. It varies in hardness.	Materials have different names such as wood, plastic, glass, metal, water, and rock	
<b>plastic</b>	A 'man-made' material that can be shaped or moulded to any shape.	Materials have different properties such as hard, soft, opaque and transparent.	
<b>metal</b>	A tough and strong material which can be heated and shaped into anything.	Materials can have the same properties e.g rock and metal are hard and opaque.	
<b>liquid</b>	Liquids can flow and take on the shape of their container.	A material can have different properties e.g plastic can be bendy and stiff.	
<b>gas</b>	We can't see gas but it is all around us. There are different types of gas.	<b>Procedural Knowledge</b>	
<b>stretch</b>	A stretchy material is one that is like elastic.	Children will work scientifically by performing simple tests, observing closely and using simple equipment.	
<b>stiff</b>	A stiff material is firm and hard and not flexible.	Children will identify different materials.	
<b>bend</b>	A bendy material is one that can be twisted and is flexible.	Children will ask simple questions, recognising that these questions can be answered in different ways.	
<b>waterproof</b>	Is a material that does not allow water or liquid through.		
<b>shiny</b>	A shiny material is sparkly or glossy and sometimes glittery.		



## Rose Wood Academy: Enquiry Driven Learning Overview

Science Planning		
Objective	Activities	Resources
<p>Distinguish between objects &amp; materials</p> <p>Identify &amp; name everyday materials, including (fabric, pottery), wood, plastic, glass, metal, water and rock</p>	<p>Introduce 'material munchers' to the children:</p> <ul style="list-style-type: none"> <li>• What are the material munchers made from? E.g. the metal muncher only eats metal.</li> </ul> <p style="text-align: center; color: #00a0e3;">Identify typical uses of a range of materials.</p> <ul style="list-style-type: none"> <li>• Look at items left behind – can you name the object? Which muncher would eat which item?</li> <li>• Activity around the classroom – each child is given an object and should sort onto the correct table (labelled with different munchers)</li> <li>• Paired work – cut and stick the pictures correctly. Name the object. Which muncher would eat it? Label. To include pictures of toys.</li> <li>• Introduce Chatterpix app.</li> </ul> <p>What materials are toys made from?</p> <ul style="list-style-type: none"> <li>• Re-visit material muncher and meet their other family members (munchers from the past)</li> <li>• Which old toy would go with each material muncher?</li> <li>• Encourage chn to start questioning the differences between objects, comparing old and new toys.</li> </ul> <p style="text-align: center; color: #00a0e3;">Compare the same object made from different materials in terms of its effectiveness.</p>	
<p>Describe simple physical properties of everyday materials</p>	<p>Introduce physical properties to the children:</p> <ul style="list-style-type: none"> <li>• Create a class word bank – introduce vocab 'observe' and 'properties'.</li> <li>• Trays on tables including lots of materials – how would we describe them e.g. bumpy, rough, waterproof (see NC pg150).</li> <li>• Create a lift the flap feely board to share with peers. Chn to write property word under the material.</li> <li>• Children to create 'that's not my toy' book using properties learnt.</li> </ul>	
<p>Compare &amp; group together materials on the basis of their simple physical properties</p>	<p>Sorting materials into groups:</p> <ul style="list-style-type: none"> <li>• In groups, chn should sort objects into 2 piles (e.g. soft and not soft). Model a couple together.</li> </ul>	

## Rose Wood Academy: Enquiry Driven Learning Overview

- Can you choose a property to sort objects and sort correctly without telling another group how have you have done it? Can the other group figure it out?
- Can we do this using the properties of toys?

Compare the physical properties of different everyday materials.  
Use simple physical properties to suggest classification of materials.

Chatterpix (POP task):

- Chn to choose a toy to use. What are the different parts made from? What are the properties?

Pattern seeking:

- Chn to investigate which material is most frequently used for toys.
- Chn to use search engines to research toys from the past and create a class bank of ideas.

BIG question assessment opportunity:

- What is the best material to make a toy out of and why?

### Spiritual

### Social

Children will learn to play co-operatively and will reflect on how children used to play with toys in the past.

### Be kind and REAP the rewards

Children will learn how to share and be kind to others. We will learn how to respect our things and each other when playing. Children will learn the word 'empathy' and will show their understanding through playing with toys from the past.

## Rose Wood Academy: Enquiry Driven Learning Overview

### British Values through EDC

<b>Democracy</b>	<ul style="list-style-type: none"><li>• We will begin to learn about democracy, understanding the terms 'opinion', 'fairness' and 'respect'. We will listen to the opinions of others when they discuss their favourite toy and respect the property of others when we play with toys from the past.</li></ul>
<b>The Rule of Law</b>	<ul style="list-style-type: none"><li>• We will understand how there are consequences to our actions and rules that help us to know what we can and cannot do. We will learn to show how to play with toys nicely, playing by these rules.</li></ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"><li>• We will use our learning of 'the rule of law' to understand that as long as we follow the rules, we can play as we would like to and have our own opinions about our favourite toys and activities.</li></ul>

## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Mutual Respect</b>  <b>Tolerance of those of different faith and beliefs</b>	<ul style="list-style-type: none"><li>• We will show tolerance to others, understanding that we may not agree with the opinions of other children about their favourite toy, but we can show respect for their thoughts and feelings.</li><li>• We will listen to the viewpoints of others and understand that some people have different beliefs than ourselves.</li></ul>