

Changes within living memory- The history of toys

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

Enquiry Question- How have toys changed over time?

End of unit goals: Children will be able to make comparisons and identify the similarities and differences between toys from the past and present day and gain an understanding of why toys have changed over time and within living memory. Children will gain an understanding of toys from the Victorian Era.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I can sort images of toys into past and present day.</p> <p>Skills focus: Sorting Comparison Grouping Explanation Justification</p>	Children will sort images of toys into groups of the past and present day.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Children to brainstorm in a mind map as many toys as they can think of and as many different types of toys ie- electronic, outside, inside, older kids and younger kids.</p> <p><u>Main Activity</u> Images of toys over time children to discuss what they notice about the toys. Which do you think is past or present and why. Group the images into past and present cut and stick activity in books.</p> <p>Challenge- Children to explain why they think these toys are from the past or present. T to speech bubble their</p>	Images of toys from different time periods.	Past Present Electronic

	on		answers as evidence.		
Lesson 2	<p>I can list similarities and differences of toys from the past and present day.</p> <p>Skills focus: Chronology Comparison justification</p>	Children will be able to identify similarities and differences between toys from different time periods.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p>Starter</p> <p><u>Main Activity</u> Images of toys and real toys from past and present day (electronic toys included) ask children to discuss what they think is different or the same about these toys. Children to think about similarities and differences in terms of use and group or individual playing or electric toys. Children to make a list of similarities and differences about these toys together in a mind map and photo for books.</p>	Timeline Images of toys Real toys	Similarities Differences Past Present
Lesson 3	<p>I can place toys in order of popularity on a timeline.</p>	Children will be able to use a timeline to place toys in chronological order of popularity	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p>https://www.youtube.com/watch?v=EDAPaEVr1Hk Show the children the video clip of the toys over time and ask the children to discuss what toys they saw throughout the video clip. Have they had any toys similar to this?</p>	Timeline	Time periods Popularity

	<p>Skills focus: Chronology</p>	for the time period.	<p>Main activity- Children to be given a timeline of dates from the video clip above and asked to put the toys in the correct date order for when they were popular. Challenge- Children to add the names of the toys. SEND-T to support the plotting of toys on the timeline.</p> <p>For next lesson ask parents/grandparents to write down some of their favourite toys they played with as a child.</p>		
Lesson 4	<p>I know why toys have changed over time.</p> <p>Skills focus: Comparison Investigation Analysis</p>	Children will be able to explain why toys have changed over time.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u>- Discuss with the children what the parents have sent in for us to look at photographs of the toys that they parents said they used to play with. Share with the children toys teachers played with as a child and teacher's parents. Why might these be different? Why did we play with different toys? Children to think about how toys have changed in their life looking at any photos they have of toys from when they were younger and the difference between these now. Discuss with parents the toys they used to play with when they were a child and how this has changed. What are some of the reasons that toys have changed? Why do children have different toys at different ages.</p> <p>Main activity: Children to choose a toy that they have been looking at and create a poster to advertise that poster including a cost that is relevant for the time, a brief</p>	Toys sent in by parents.	Parents Past Differences Similarities Changes

			<p>description of what it does and some labels. SEND- T to support the writing of the description speech bubble if needed.</p>		
Lesson 5	<p>I can design a toy that I predict could be invented in the future.</p> <p>Skills focus: Explanation Analysis</p>	<p>Children will be able to design a toy for the future thinking about what they have learned about toys changing over time.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p>Starter- Children to discuss what they have learned so far about toys and how they have changed over time. Begin to discuss the Victorian era with the children and show the children images of the toys from that era on tables for the children to discuss what they notice about the toys and what they think the toys might be used for.</p> <p>Main Activity- Considering what the children have looked at over the course of this topic children to create a new toy which could be sold in the future. With annotations and labels.</p>		<p>Future Invention Comparisons</p>
Lesson 6			<p><u>End of unit assessment Children to complete the pop quiz about the history of toys created by class T. T to support SEND by allowing them to answer verbally.</u></p>		