

Y1 - Changes In Living Memory – Toys

<p>Inspiration Culture – Toys as culture</p>	<p>Partnership with parents Parents memory of toys</p>		
<p>Key Questions</p> <ul style="list-style-type: none"> - What is the same and what is different? Compare contemporary toys and toys from different generations. - How have toys changed since you were born? - How have toys changed over time? - How have dolls/ toy vehicles/ teddy bears changed over time? - 	<p>Content Concepts</p> <ul style="list-style-type: none"> - Change over time – generational changes and over a longer period - Trends - Old and new - Time lines 	<p>Procedural Concepts</p> <ul style="list-style-type: none"> - Change and continuity 	<p><i>Also covered in:</i></p> <ul style="list-style-type: none"> - Y2 – Continuity- St Hilda
	<p>Skill Development</p> <ul style="list-style-type: none"> - With the support of the teacher, evidence is explored to find out about the past. - During structured activities, some relevant questions about the past are asked - With the support of the teacher there is an awareness that pictures, stories and accounts represent the past - With support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events. - During structured activities, timelines are annotated with historical language. - During structured activities, the main events of one’s own life are recounted. - During structured activities, historical language is used. 	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Explain that toys in the past are both similar and different to toys today and be able to give examples - Understand that we can find out about toys in the past by talking to people, looking at examples, looking at photographs and written records - Put a number of pictures of toys in order of age using what they have learned 	
<p>Knowledge</p> <ul style="list-style-type: none"> - Every civilisation at any time in history made toys for children to play with. - Even though toys have changed throughout the ages, some toys have always been around but just look different now, such as dolls. - The way toys have changed over the centuries shows what materials people had to work with, such as stone, wood, clay, iron or plastic. - You can tell what era a toy came from by looking at what it was made from. - Toys don’t have to be complicated – if you can make a game from a piece of string, it’s a toy! - One of the oldest toys found in Britain is around 2,000 years old. - To find out what toys children played with in past times, you can visit a museum and look at the exhibits of old toys. - Just because a toy moves doesn’t mean it is modern – moving toys can have wheels and hinges instead of batteries. - One of the oldest toys in Britain was found near Stonehenge – it’s a carving of an animal, but we’re not sure what kind of animal it is. Archaeologists think it’s about 2,000 years old! - Even a piece of string can be a toy! Tie both ends together to play a game called cat’s cradle. - Toys can be any shape and size. Tiny finger puppets are toys, and so are large dollhouses. - Children have always played with toys, whether they were born 2,000 years ago or last week. - The toys have changed over the centuries in the way they look and what they’re made from – dolls that you may see in a museum about ancient Rome won’t look the same as the ones on sale in shops today, but children still play with dolls for the same reasons that children in ancient Rome did. - The teddy bear was named after an American president, Teddy Roosevelt. The first teddy bears were made in America in 1902, and in Germany in 1903. The two makers didn’t know that they were each making teddy bears because they lived so far apart! 			
<p>Topic Specific Vocabulary Old, new, development, change, style, trend, theme, generation, time, year, period, materials, era</p>		<p>NC Subject content - Changes within living memory</p>	
<p>Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>			
<p>Year 1</p>		<p>Year 2</p>	
<p>Text, design, estimate, research, items, select, technology, method, role, similar, site</p>		<p>Community, conclusion, evidence, previous, primary, traditional, context, literature</p>	

We are historians/Being a historian/I am a historian

Audience: parents invited after school (other possibilities invite expert etc.)

Visit to Preston Park toy museum. Make own toy museum in classroom.

DRAFT