



History Learning Journey - Toys Key Question- How and why have toys changed over time?		Year 1 Autumn Term 1 and 2	
Theme Overview		Project Outcomes	
In this history unit, the children will be exploring changes within living memory by investigating how toys have changed over the last 100 years. Children will also learn how communication has changed over time.		To create a class museum, with labels, which show artefacts from the past and toys from the present 2 Page spread	
Educational Visits to support learning : Milestones Museum, Basingstoke			
Skills Focus	Key vocabulary	Books to read within lessons	Timeline of Events
Main Skills Focus: <ul style="list-style-type: none"> To know how the people and events they study fit into a chronological framework To look at evidence from the past and talk about what it shows To understand the differences and similarities between the past and the present To use language relating to the passing of time 	Toys, past, present, Victorian, wood, metal, plastic, electronic, wind up, handmade, technological advances, computer, laptop, tablet, Internet, communication, radio, television, letter, telegram, computer, smart phone, rotary phone, crank phone, letter, stamp, address,		Toys: 1958 Lego was first produced 1980 Electronic toys became popular 2010 The iPad was released for sale Communication 1876 First telephone invented which became popular in the 1920s 1890s Radio invented which became popular in the 1920s 1920s invention of TV 1980s Computers became popular Early 2000s laptops became popular 1983 The Internet was created 2010 The iPad was released for sale 2010 Smartphones became popular
	Sequence of Learning		
Linked Skills Focus: <ul style="list-style-type: none"> Can talk about 'the past' and 'now.' Understand what a timeline is and how it is used 	Lesson 1 LI: To explore toys from today Children will be taught the term 'the present,' using the class timeline to help. Recap the class timeline and introduce terms 'past' and 'present' to the children.	Lesson 2 LI: To know the similarities and differences between toys from the past and toys from the present Recap the historical learning from Reception using the timeline.	Lesson 3 LI: To explore toys from the past Recap the historical learning so far using the timeline. Children will be taught the two different definitions of 'old,' one being that we call
The intent behind teaching history skills at Mrs Bland's			

<p>Infant School.</p> <ul style="list-style-type: none"> • To ignite children's curiosity and enthusiasm about the past • To develop knowledge about the past • To ask perceptive questions, think critically and weigh evidence • To understand and talk about similarities and differences between the past and present 	<p>Recap the historical learning from Reception using the timeline.</p> <p>Children will talk about their favourite toys at home and will get an opportunity to handle present day toys, verbalising what they are made from and how they move. Can they ask their parents and grandparents at home what they enjoyed playing with as a child?</p>	<p>Children will look at toys from the past (within the last 60 years) and compare them to toys today. What differences can they see? They will learn that toys from the past we often handmade, largely made from wood, metal or china and were not electronic. These toys were fun for children to play with. Due to technological advances toys became made of plastic, because it could be coloured, was wipe clean and could be made into lots of different shapes. It could also be mass produced.</p> <p>Then many toys became electronic.</p> <p>Children will compare two toys and say which is older. They will then compare three toys (a wooden toy, Lego and an electronic toy) Add these three toys to the time line.</p>	<p>things old when they are used or broken, but old in a historical sense means from 'the past.'</p> <p>Children will sort to resort the toys into two categories labelled 'toys from the past' and 'toys from the present.' Children will begin to verbalise their reasoning, ensure that children understand that we still have modern versions of toys from the past (e.g. a ball, a teddy) and we still enjoy them today. But the children in the past would not have had electronic toys.</p>
	<p>Lesson 4 LI: To show their understanding of toys from the past</p> <p>Recap the historical learning so far using the timeline.</p> <p>The children will recap the main</p>	<p>Lesson 5 LI: To show their understanding of toys from the past</p> <p>Recap the historical learning so far using the timeline.</p> <p>Read 'Lost in the Museum' by David</p>	<p>Lesson 6 LI: To know how communication has developed over time</p> <p>Recap the historical learning so far using the timeline.</p> <p>Teach children the meaning of</p>

	<p>similarities and differences between toys today and toys from the past. They will sort photos of toys into those from the past and those from the present, giving reasons.</p>	<p>Lucas. Have a museum curator come in (someone in role) with a suitcase full of toys for their exhibition at the museum. The labels are lost. Can the class create a class museum showcasing Toys from the Past and Toys from the Present?</p>	<p>'communication.' How do we communicate with the people in the same room as us? How do we communicate with people who are further away (e.g. mum at the shops, our grandparents?) Make a list of the different ways in which we communicate.</p> <p>Tell children that in the past, before the rise of modern technology, before phones etc. people communicated via letter. If you wanted to communicate with someone across the world it would take months for your letter to get there.</p> <p>The children will have a look at lots of letters and postcards. Teach children that these are still important today, but are not as common as other ways of communication e.g. email</p>
	<p>Lesson 7 LI: To know how communication has developed over time- telephone</p> <p>Recap the historical learning so far using the timeline.</p> <p>Show different types of telephone- crank phone, rotary phone, home telephone with buttons, old mobile phone and</p>	<p>Lesson 8 LI: To know how communication has developed over time- computers</p> <p>Recap the historical learning so far using the timeline.</p> <p>Show photos of different types of computers, including a laptop and a smartphone. Discuss the different telephones and then place them in</p>	<p>Lesson 9 LI: To show their understanding of how communication has developed over time</p> <p>Children will choose two photos of artefacts (phones or computers) one from the past and one from the present and compare and contrast them.</p>

	<p>smart phone. Discuss the different telephones and then place them in order from oldest to most modern with reasoning. Teach children about the invention of the telephone. Before this most communication was via letter. Teach children about the changes in the different phones, due to advances in technology, and discuss the merits of each. How did they change peoples' lives? What effect did they have on communication?</p>	<p>order from oldest to most modern with reasoning. Teach children about the invention of computers and the Internet. Teach children about the changes due to advances in technology and discuss the merits of each. How did they change peoples' lives? What effect did they have on communication?</p>	
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