

Medium Term Planning

Year 1:

History: Toy Town (Toys - Changes within and beyond living memory)

Key linked to milestone objectives for History:

To investigate and interpret the past- I

To understand chronology- U

To communicate historically C

Continuous objectives across all History topics studied in KS1, generic to most lessons:

Use dates where appropriate. U

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. C

Children will be History detectives finding out about toys from the past. They will be identifying old and new toys and describing similarities and differences between old and modern toys. Children will have the opportunity to visit a museum or have a visitor in school and encouraged to be inquisitive by asking questions to a historian about toys from the past.


Teachers will use artefacts with the children.




**\*\*WEEK 1 - homework is to bring in their favourite toy - remember to send a letter home to parents.**



**\*\*WEEK 5 - you will need to arrange a visit from Punch and Judy ready for the lesson!!**



**\*\* WEEK 10/11 - send a letter to parents asking for junk modelling materials for following weeks 'toy design'**

Key Vocabulary			
Tier 1	Tier 2	Tier 3	
toys	yesterday	century/20th century	differences
old	past	manual	mechanical
new	present	technological	fashionable
today	changes	impact	historian
now	history	fragile	thaumatrope
favourite	plastic	future	
same	wooden	material	
different	What was it like?	timeline	
metal	How long ago?	Victorian	
wood		Modern	
hard		artefacts	
soft		similarities	

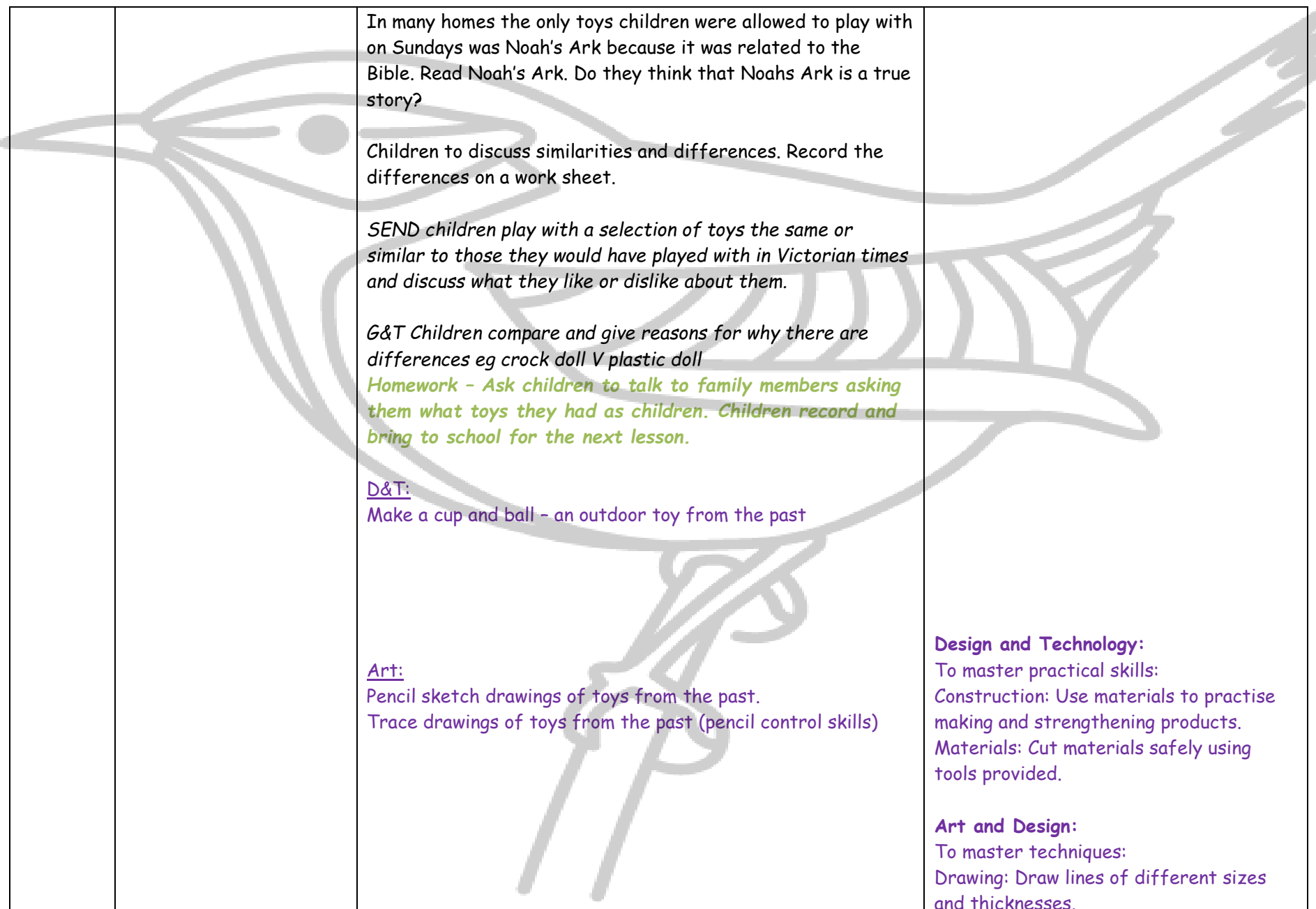
Lesson	Learning Objective	Brief outline and <b>suggested outcome</b>	Milestone Objectives
<p>1</p> 	<p>Through exploring toys, I am beginning to recognise similarities and differences in artefacts.</p> <p>□</p> <p>□</p> <p>Potential WOW day</p>	<p>Introduce Topic. History of toys and explain to the children that they will be exploring toys today and toys from the past. Children explain what they know about toys.</p> <p><b>Outcome: Children will be able to draw and label toys they like to play with in school.</b></p> <p>Read Lost in the Toy Museum - David Lucas The Toymaker by Martin Waddell</p> <p>What do we mean by the term 'History'? What do you know about Toys?</p> <p>A <b>toy</b> is an item that is used in play, especially one designed for such use. Playing with <b>toys</b> can be an enjoyable means of training young children for life in society. Different materials like wood, clay, paper, and plastic are used to make <b>toys</b>.</p> <p>Toys are the objects that we play with. They can be anything from simple pieces of string and plastic to fancy dolls and flashy computers.</p> <p>Children to complete topic front cover sheet. Discuss in small groups what they understand about toys, ensuring they understand toys are fun to play with and teach us lessons. Explore how to share, pretend play, how to build etc. Use vocab such as toys, favourite, cuddly, fun, sharing, special, hard, soft, special. Children speak clearly aware of the listener when asking questions and giving answers in relation to The history of toys. Children learn to ask questions and give answers.</p>	<p><b>To investigate and interpret the past:</b> Observe or handle evidence to ask questions and find answers to questions about the past. <b>I</b></p> <p><u>Handwriting-</u> begin to form lower case letters in the correct direction, starting and finishing in the correct place. Children consider colours and use lines in pictures to guide their pencil control</p> <p><u>Literacy -</u> To speak with clarity: Speak in a way that is clear and easy to understand To hold conversations and debates: Take turns to talk, listening carefully to the contributions of others.</p>

		<p>Children to draw and label toys they like to play with in school.  <b>Question children about why they like to play with these particular toys</b></p> <p><i>Homework: Ask Children to bring their favourite toy or a picture of their favourite toy into school for their following lesson.</i></p>	
<p>2</p> 	<p>I can communicate my ideas through drawings and discussion.</p> <p>I am beginning to learn how to make observations from familiar artefacts.</p>	<p>Children find out about toys today.          Explain how we can find out about the past.          Can the children describe what toys are made out of?</p> <p>Read the Story Dogger - Shirley Hughes</p> <p><b>Outcome: Children will be able to describe and talk about their favourite toy.</b></p> <p>Children draw favourite toy and write about it. Why is it their favourite toy? What is it made from? What does it do? Use vocab such as toys, favourite, hard , soft, plastic, wooden , cold, metal, cuddly          Children speak clearly aware of the listener when describing their toy; new/old etc          Children learn to ask questions and give answers.</p> <p><i>SEND: To speak clearly using words to correctly describe their toy</i>  <i>G&amp;T: Children to record why their toy is their favourite toy.</i></p>	<p><b>To investigate and interpret:</b>          Observe or handle evidence. <b>I</b></p> <p><u>Literacy</u>          Apply phonic knowledge and skills as the route to decode words as they label pictures about their toy. Include vocab old/new          Non Fiction - write labels to match pictures  <u>Literacy</u>  <u>Handwriting</u> - begin to form lower case letters in the correct direction, starting and finishing in the correct place.  <u>Art</u>          Colour mixing. Art observational skills</p>
<p>3</p>  	<p>I am beginning to use pictorial evidence to help me to recognise the difference between past and present.</p>	<p>Children begin to find out about toys from the past.          Encourage the children to ask questions about what toys were made from in the past. Give examples of what types of questions they could ask.          How they would answer these questions? Model. What observations would they need to make?</p>	<p><b>To communicate historically:</b>          Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <b>C</b></p>

	<p>I can sort pictures of artefacts into 'then' and 'now'.</p>	<p><b>Outcome: Children will use their historical knowledge and observational skills to sort pictures of toys into past and present.</b></p> <p>Have a selection of 'old' toys e.g. crock doll, wooden toys etc. Ask the children how old they think each toy is. Children will recognise some toys were not as durable as sometimes materials used were breakable. Introduce the term fragile and explain what this means. Using Non-fiction books about the history of toys they will learn to ask/answer questions and make comparisons with toys of today.</p> <p>Children sort pictures into past/present. Make sure they understand that the terms old and new can have different meanings. They might think that something brought at Christmas is old. Start to encourage the children to think about how old things are.</p> <p><i>SEND: children sort toys that they are familiar with into a collage, demonstrating that they recognise modern toys</i>  <i>G&amp;T Children discuss questions they could ask about toys from the past.</i></p>	<p><b>To investigate and interpret the past:</b>          Use artefacts, pictures, stories and online sources and databases to find out about the past. <b>I</b></p> <p><u>Literacy</u>          Read as a class . <a href="#">the-old-toy-room-ebook-pdf ver 4.pdf</a></p>
<p>4</p> <p>  </p>	<p>I can use artefacts to recognise how things can change over a small amount of time and over a longer time period.</p>	<p><b>**2021 - Mr Bennett (Hannah's dad) came into school with his 'Victorian' china doll. Children were able to ask questions about the history and compared it to toys they play with nowadays.</b></p> <p>I can compare similar toys from different times</p> <p><b>Outcome: Children will be able to spot changes and similarities in toys.</b></p> <p>Look at construction toys for example. Compare the materials.</p>	<p><b>To communicate historically:</b>          Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <b>C</b></p> <p><b>To understand chronology:</b>          Recount changes that have occurred in their own lives. <b>U</b>          Use dates where appropriate. <b>U</b></p>

		<p>Meccano , LEGO , building bricks. Are some 'old' are some 'new' are some the same'?</p> <p>Early 20th Century crayons and crayons from today ... What are the similarities? What are the differences?</p> <p>Why might they be different? Eg metal rather than plastic, wood? Are all construction toys different today than in the past?</p> <p>What toys do we think were fashionable in Victorian times and why?</p> <p>Using a toy from a long time ago - crock doll and tiny tears and a doll from today list the differences between them.</p> <p><i>SEND pass the toy - pass different aged toys around the group and adult scribes to record the differences that the children observe.</i></p> <p><i>G&amp;T children begin to recognise that over time things can change and begin to suggest why there are differences in some of the toys using their prior learning.</i></p>	<p><b>To investigate and interpret the past:</b> Use artefacts, pictures, stories and online sources and databases to find out about the past. <b>I</b></p>
<p>5</p>  	<p>I can use sources to find out about some characteristic features of the past (entertainment).</p> <p>I can communicate my understanding of the past through role play (creating a Punch and Judy show).</p>	<p>Children begin to compare Victorian toys with modern toys through their understanding of the use of puppets for entertainment. What would we do today? - cartoons, cinemas, DVDs etc.</p> <p><b>Outcome: To make finger/hand puppets which resemble those of the past and participate in a 'Punch and Judy' style show.</b></p> <p><b>Visit from Punch and Judy Show</b>  <a href="https://www.youtube.com/watch?v=mkLtzRTzMy0">**https://www.youtube.com/watch?v=mkLtzRTzMy0</a>  <b>If unable to get a Punch and Judy performer, this is available to show children.</b></p>	<p><b>To build an overview of History:</b> Describe historical traditions. <b>O</b></p> <p><b>To investigate and interpret the past:</b> Identify some of the different ways the past has been represented. <b>I</b></p> <p><u>Design and Technology:</u> To master practical skills: Materials: Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques, such as tearing, cutting, folding and curling.</p>

		Children experience a live Punch and Judy Puppet Show then try to recreate their own performance in the style of a Victorian show.	
6	I know that I can find historical facts from different representations of them, such as pictures, artefacts, stories, websites and books.	<p>Through comparing Victorian toys with modern toys, children will begin to understand the reasons for change.</p> <p>Use a range of sources, such stories, books, pictures, artefacts and Espresso. Watch: <a href="https://www.bbc.co.uk/bitesize/clips/zcjmtr">https://www.bbc.co.uk/bitesize/clips/zcjmtr</a> to support the children's learning and understanding that we can find out about things from the past in many different ways. Recap previous lesson.</p> <p><b>Outcome children will understand why and how toys have improved. They will discuss some of the reasons - safety, technology improvements and fashion.</b></p> <p>Show pictures of toys played with in Victorian times. Discuss which toys have replaced these today and talk about why this might have happened. Use artefacts to support this.</p> <p>Victorian children played outside. They played games like football or hoop rolling.</p> <p>Children from poor Victorian families played with toys such as wooden boats and peg dolls or bought cheap toys from the market. Children from rich Victorian families played with toys such as rocking horses, toy soldiers and dolls. During Victorian times, poorer children played outside games more.</p> <p>Explore the fact that markets today do sell modern toys but they are cheaper versions - materials etc so most children can play with similar toys today whether they are rich or poor.</p>	<p><b>To investigate and interpret the past:</b> To ask questions such as, What was it like for children in Victorian times? How long ago was that? <b>I</b> Use artefacts, pictures, stories and online sources, to find out about the past. <b>I</b></p> <p><b>To communicate historically:</b> To show an understanding of concepts such as fashion and technology. <b>C</b></p>



In many homes the only toys children were allowed to play with on Sundays was Noah's Ark because it was related to the Bible. Read Noah's Ark. Do they think that Noah's Ark is a true story?

Children to discuss similarities and differences. Record the differences on a work sheet.

*SEND children play with a selection of toys the same or similar to those they would have played with in Victorian times and discuss what they like or dislike about them.*

*G&T Children compare and give reasons for why there are differences eg crock doll V plastic doll*

*Homework - Ask children to talk to family members asking them what toys they had as children. Children record and bring to school for the next lesson.*

D&T:

Make a cup and ball - an outdoor toy from the past

Art:

Pencil sketch drawings of toys from the past.

Trace drawings of toys from the past (pencil control skills)

**Design and Technology:**

To master practical skills:

Construction: Use materials to practise making and strengthening products.



Materials: Cut materials safely using tools provided.

**Art and Design:**

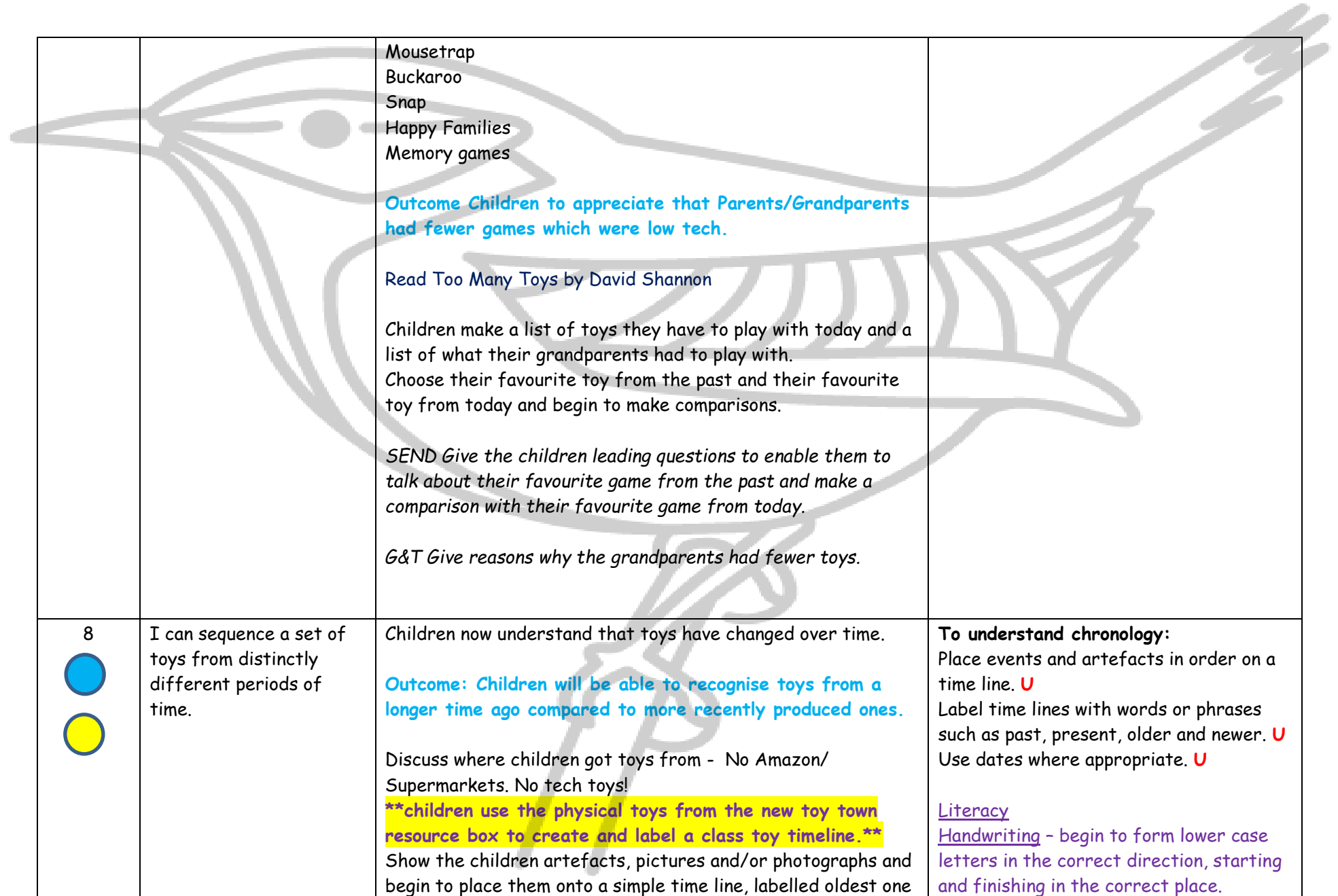


To master techniques:

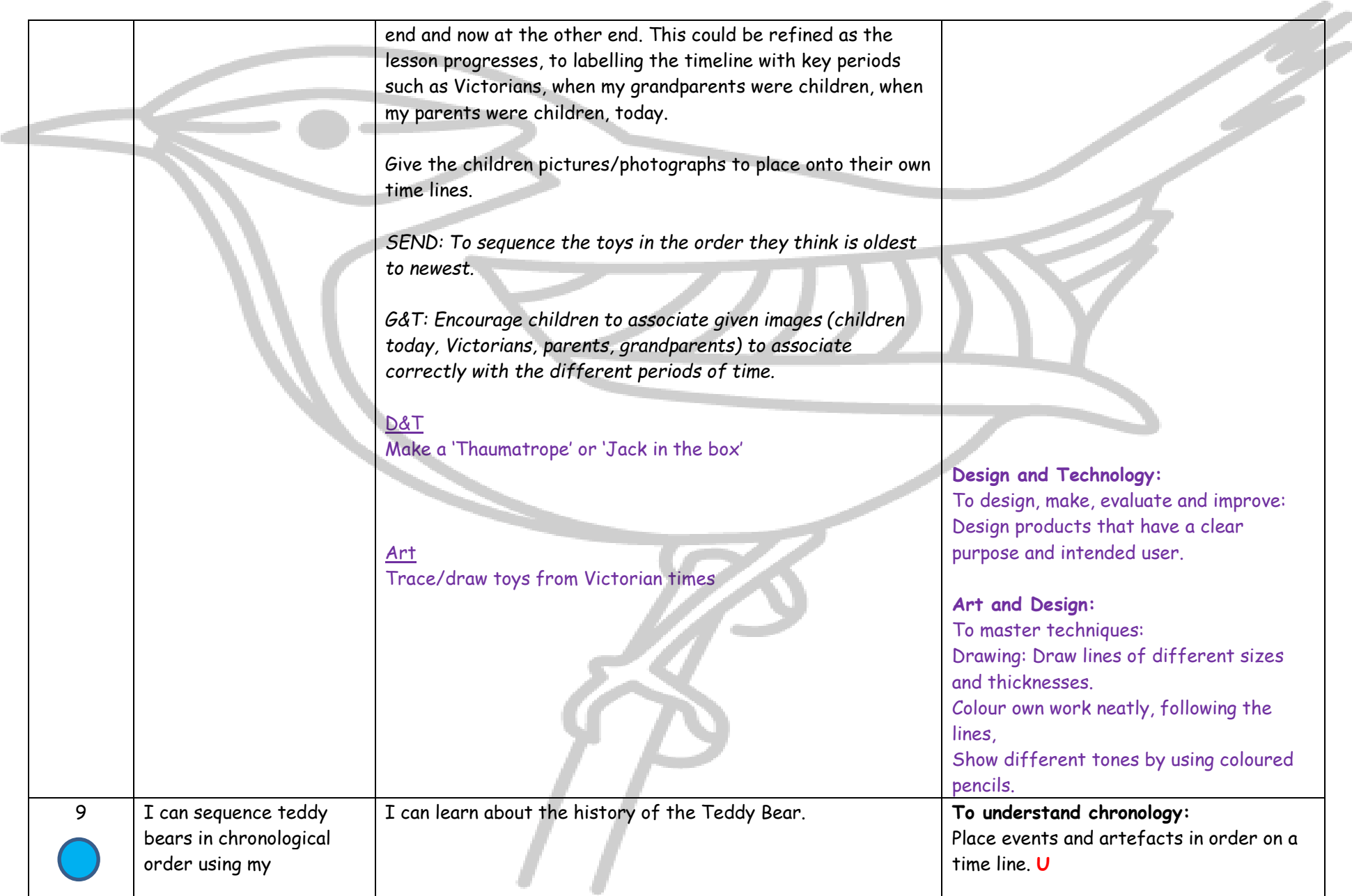

Drawing: Draw lines of different sizes and thicknesses.











			<p>Colour own work neatly, following the lines, Show different tones by using coloured pencils.</p>
<p>7</p>  	<p>Through playing games I understand some of the social differences between when my grandparents were children and now.</p>	<p>Build upon children's knowledge about changes in time and their understanding of the differences between the past and today, making comparisons.</p> <p><b>** Children have a time line from present day, going back to the past. Children will attach their faces where they feel they were born, then their parents and their grandparents. They will label it present day and past. Then stick pictures of toys that are appropriate to each generation (x box, card games, 'old' computers, Tamagotchi, pogs, game boy cup and ball, dominoes marbles and lol dolls and poppets.</b></p> <p>Use a line/ruler to represent time and enable the children to begin to gain a perspective of time. Show the children where they would sit on the ruler when they were born four/five years ago. Then ask them where their parents would be on the line when they were born. Was it more recently, or further in the past?</p> <p>Develop this idea and introduce grandparents, and, referring to the previous lesson, the Victorians. Can they place their teacher onto the time line? Discuss the idea of grandparents being born forty-fifty years ago.</p> <p>Show the children pictures to explain what life was like during their grandparents times. What evidence can they glean from a variety of pictures and photographs? What were houses, streets, toys like?</p> <p>Explain to the children that many of the toys and games their grandparents used to play (around the 1970s) can still be bought. Give the children time to play some of these games: Connect 4</p>	<p><b>To investigate and interpret the past:</b> Ask and answer questions such as What was it like . . ? <b>I</b> Observe or handle evidence to ask questions or find answers to questions about the past. <b>I</b></p> <p><b>To communicate historically:</b> Use words and phrases such as recently, when my parents were children, decades, when my grandparents were children <b>C</b></p> <p><u>Literacy</u> Apply phonic knowledge and skills as the route to decode words.</p> <p><u>Phonics</u> Apply phonic knowledge when writing <u>Handwriting</u> - begin to form lower case letters in the correct direction, starting and finishing in the correct place.</p>



		<p>Mousetrap Buckaroo Snap Happy Families Memory games</p> <p><b>Outcome Children to appreciate that Parents/Grandparents had fewer games which were low tech.</b></p> <p>Read Too Many Toys by David Shannon</p> <p>Children make a list of toys they have to play with today and a list of what their grandparents had to play with. Choose their favourite toy from the past and their favourite toy from today and begin to make comparisons.</p> <p><i>SEND Give the children leading questions to enable them to talk about their favourite game from the past and make a comparison with their favourite game from today.</i></p> <p><i>G&amp;T Give reasons why the grandparents had fewer toys.</i></p>	
<p>8</p>  	<p>I can sequence a set of toys from distinctly different periods of time.</p>	<p>Children now understand that toys have changed over time.</p> <p><b>Outcome: Children will be able to recognise toys from a longer time ago compared to more recently produced ones.</b></p> <p>Discuss where children got toys from - No Amazon/ Supermarkets. No tech toys!</p> <p><b>**children use the physical toys from the new toy town resource box to create and label a class toy timeline.**</b></p> <p>Show the children artefacts, pictures and/or photographs and begin to place them onto a simple time line, labelled oldest one</p>	<p><b>To understand chronology:</b> Place events and artefacts in order on a time line. U Label time lines with words or phrases such as past, present, older and newer. U Use dates where appropriate. U</p> <p><u>Literacy</u> <u>Handwriting</u> - begin to form lower case letters in the correct direction, starting and finishing in the correct place.</p>

		<p>end and now at the other end. This could be refined as the lesson progresses, to labelling the timeline with key periods such as Victorians, when my grandparents were children, when my parents were children, today.</p> <p>Give the children pictures/photographs to place onto their own time lines.</p> <p><i>SEND: To sequence the toys in the order they think is oldest to newest.</i></p> <p><i>G&amp;T: Encourage children to associate given images (children today, Victorians, parents, grandparents) to associate correctly with the different periods of time.</i></p> <p><u>D&amp;T</u> Make a 'Thaumatrope' or 'Jack in the box'</p> <p><u>Art</u> Trace/draw toys from Victorian times</p>	<p><b>Design and Technology:</b> To design, make, evaluate and improve: Design products that have a clear purpose and intended user.</p> <p><b>Art and Design:</b> To master techniques: Drawing: Draw lines of different sizes and thicknesses. Colour own work neatly, following the lines, Show different tones by using coloured pencils.</p>
<p>9</p> 	<p>I can sequence teddy bears in chronological order using my</p>	<p>I can learn about the history of the Teddy Bear.</p>	<p><b>To understand chronology:</b> Place events and artefacts in order on a time line. <b>U</b></p>

	<p>knowledge of how they have changed over time.</p>	<p><b>Outcome:</b> Children will be able to build a timeline of the history of bears. Children will recognise bears are over 100 years old. First bear was in 1901.</p> <p>Read 'Old Bear'</p> <p>Children learn why bears were created, eg Theodore Roosevelt &amp; Hunting bears. Materials that were first used and how materials are now used to make bears safe. Children create a timeline of The Teddy Bear</p> <p><i>SEND: Children to place bears in order of age. G&amp;T: Children to complete the time line of bears and add any facts that they have learnt during the lesson, creating simple labels.</i></p> <p><b>D&amp;T:</b> Cut out and make a split pin bear.</p>	<p>Label time lines with words or phrases such as past, present, older and newer. <b>U</b> Use dates where appropriate. <b>U</b></p> <p><b>Phonics:</b> Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Literacy:</b> To punctuate accurately Leave spaces between words.</p> <p>To present neatly: Sit correctly and hold a pencil correctly.</p> <p><b>Handwriting</b> - begin to form lower case letters in the correct direction, starting and finishing in the correct place.</p> <p><b>Design and Technology:</b> To master practical skills: Materials: Demonstrate a range of joining techniques, such as gluing, hinges or the use of split pins.</p>
<p>10</p>  	<p>I can communicate my ideas of the development of toys over time, by designing and making a toy of the future.</p> <p>I can take inspiration from designs throughout history.</p>	<p><b>Outcome:</b> Children will use their knowledge of toys to consider a toy of the future.</p> <p>Children recap their knowledge of toys from the past and the present day. What will toys of the future look like? If you could have a toy of the future for Christmas what would it be? What will it be made of? What will it do? Who would play with it? What toys do we think will be fashionable? Encourage the children to consider likes and dislikes of toys that they know about and have found out about during this topic to influence their own designs.</p>	<p><b>To investigate and interpret the past:</b> Ask questions such as, What happened? How has this impacted on today? How will it impact on the future? <b>I</b></p> <p><b>Literacy</b> Apply phonic knowledge and skills as the route to decode words. <b>Handwriting</b> - begin to form lower case letters in the correct direction, starting and finishing in the correct place.</p>

		<p>Bring back Steiff bear info. Can you be the first to design a bear/toy of the future like Steiff? Cultural capital</p> <p>All children complete toy description sheet using time vocab.</p> <p><b>** Send home letter to parents asking them to send in boxes etc. for children to use when creating their 'toys of the future' in the following lesson. **</b></p>	<p><b>Design and Technology:</b> To take inspiration from designs throughout history: Explore objects and designs to identify likes and dislikes of designs.</p> <p>To design, make, evaluate and improve: Use software to design.</p>
<p>11</p> <p> </p>	<p>I can communicate my ideas of the development of toys over time, by designing and making a toy of the future.</p> <p>I can take inspiration from designs throughout history.</p>	<p><b>Outcome: Children will use their knowledge of toys to consider a toy of the future.</b></p> <p>Children recap their knowledge of toys from the past and the present day. What will toys of the future look like? If you could have a toy of the future for Christmas what would it be? What will it be made of? What will it do? Who would play with it? What toys do we think will be fashionable? Encourage the children to consider likes and dislikes of toys that they know about and have found out about during this topic to influence their own designs.</p> <p>All Children paint/ draw / build (using recycled boxes etc.) a toy of the future.</p> <p>Use ICT - 'Paint' programme to draw/design their toy.</p>	<p><b>Design and Technology:</b> To take inspiration from designs throughout history: Explore objects and designs to identify likes and dislikes of designs.</p> <p>To design, make, evaluate and improve: Use software to design</p>
<p>Key to symbols: Knowledge schemas running throughout the whole school.</p>			Food
			Technology
			Fashion