



KS1 - Changes in toys

How have toys changed over the last 60 years?



Overview of learning

This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern-day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their caregivers had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.

Knowledge and understanding objectives

NC KS1:

Children will:

- be taught about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)

Key vocabulary

Tier 1 – new, old, favourite

Tier 2 – different, modern, past, present, same, timeline

Tier 3 – hand-eye coordination

Possible misconceptions

Children may think that their caregivers and older relatives played with completely different toys to them, however there are many similarities between the toys of now and 60 years ago. The differences are mainly with what the toys were made out of and what the toys can do now that they couldn't back then.

Videos

- <https://www.youtube.com/watch?v=8-SWzpdcl6E>
- <https://youtu.be/KkB3jcqyQ5g>
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j>



Previous learning

EYFS

In EYFS, children may have talked about the lives of people around them and their role in society. They should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will have developed an understanding of the past through settings, characters and events encountered in books and storytelling.

Future learning

Y3 Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Y4 Children will explain the concept of change over time and represent this with evidence and begin to discuss the reliability of sources.

Y5 Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history.

Y6 Children will use sources of information to form conclusions about the past.

How are key historical skills and supporting enquiry skills developed in this unit?

Key historical skills

- looking at a range of photos and deciding whether they are from the past or present
- studying changes from the past to the present
- understanding how toys of the past have helped the development of the toys that we have now
- discussing whether or not our favourite toys have changed since we were babies
- understanding how toys have developed over time from the 1960s to the present day
- looking at similarities and differences when considering how toys have developed

Supporting enquiry skills

- asking and answering questions about their favourite toys that they like to play with
- asking and answering questions about toys that others like to play with and making comparisons
- analysing how toys have changed over time, making comparisons between past and present
- placing toys in chronological order based on who played with them and when
- considering how toys have developed over time, focusing on small changes as time has progressed



Unit overview



How have toys changed over the last 60 years?

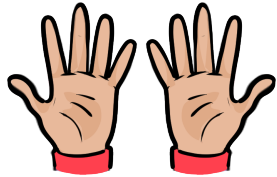
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: How can we find out about the past?	Key question: What are our toys like now?	Key question: What was my favourite toy when I was a baby?	Key question: What were our caregivers' toys like and how do we know?	Key question: What were our older relatives' toys like and how do we know?	Key question: How have toys changed over time?
Learning objective: I can talk about ways to learn about the past.	Learning objective: I can describe what our toys are like today.	Learning objective: I can talk about what my favourite toy was as a baby.	Learning objective: I can talk about what caregivers' toys were like.	Learning objective: I can talk about what our older relatives' toys were like.	Learning objective: I can describe how toys have changed over time.
Success criteria: By the end of this lesson, children will be able to talk about ways they can learn about the past.	Success criteria: By the end of this lesson, children will be able to describe toys in the present day.	Success criteria: By the end of this lesson, children will be able to talk about why toys are important for babies, and toys they enjoyed playing with when they were younger.	Success criteria: By the end of this lesson, children will be able to talk about what their caregivers' toys were like and notice similarities and differences between them and their toys they play with today.	Success criteria: By the end of this lesson, children will be able to talk about what their older relatives' toys were like and notice similarities and differences between them and their toys they play with today.	Success criteria: By the end of this lesson, children will be able to describe how toys have changed over time.
Cumulative quiz: Q 1 - 3	Cumulative quiz: Q 4 - 6	Cumulative quiz: Q 7 - 9	Cumulative quiz: Q 10 - 12	Cumulative quiz: Q 13 - 15	Cumulative quiz: Q 16 - 18
Historical skill:  Evidence and interpretation	Historical skill:  Similarity and difference	Historical skill:  Change and continuity	Historical skill:  Chronology	Historical skill:  Evidence and interpretation	Historical skill:  Similarity and difference
Supporting enquiry skills:  Answering questions about the past	Supporting enquiry skills:  Answering questions about the past	Supporting enquiry skills:  Answering questions about the past	Supporting enquiry skills:  Understanding how timelines work and placing events on a timeline in chronological order  Answering questions about the past	Supporting enquiry skills:  Studying evidence  Answering questions about the past	Supporting enquiry skills:  Thinking critically
Substantive concept to build on:  Civilisation  Industry	Substantive concept to build on:  Civilisation  Industry	Substantive concept to build on:  Civilisation  Industry	Substantive concept to build on:  Civilisation  Industry	Substantive concept to build on:  Civilisation  Industry	Substantive concept to build on:  Civilisation  Industry



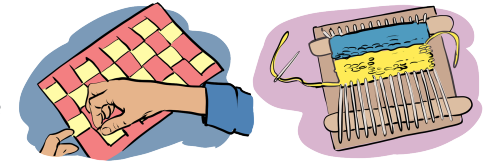
Unit overview



Hands-on history



These lessons would benefit from being as practical as possible. Any opportunity for the children to look at toys, ask questions about them and play with toys from different eras would be a great experience for them and would further enrich the content of the planned lessons. Visits to local museums hosting exhibitions around the history of toys would be a great way for the children to experience how they have changed.



Stretch and challenge

Children could:

- reason about the reliability of sources presented to them
- compare sources and evaluate them, coming up with their own historical interpretation
- compare different periods in time and say what is the same and what is different
- consider how the events of the past might impact the future
- make statements which are justified by historical evidence

Assessment

The **knowledge organiser** can be used to support children. It could be on display, on the tables, sent home, or used to pre-teach key vocabulary or concepts.

The **post-unit test** can assess the knowledge and understanding of objectives taught throughout the unit. It can be done independently or in small groups with a teacher and is based on 'I can' statements.

The **cumulative quiz** can be used to check knowledge and understanding after each session.

Each lesson also includes small '**pit stop**'- style activities, such as true-or-false or stop-and-jot activities.

Historical skills key



Chronology



Evidence and interpretation



Similarity and difference



Cause and consequence



Change and continuity



Historical significance

Supporting enquiry skills key



Understanding timelines



Studying evidence



Sifting arguments



Developing perspective and judgement



Thinking critically



Asking and answering questions

