

ACET Junior Academies'

Scheme of Work for history

Unit 3: Toys and Games



About this unit:

This is the third history unit of Year 1 and the first to concentrate on 'Changes within living memory'. In line with guidance from the Historical Association, 'living memory' has been interpreted as 'the memory of the community that the child lives in not just that of the child him/herself' with the focus therefore on 'the 1930s onwards'¹. Through focussing on toys and games, pupils will consider similarities and differences between their own experience of childhood and that of their parents/grandparents/great-grandparents. They will have the opportunity to handle artefacts in addition to organising and partaking in an oral history interview. Pupils will also consider why changes and develop both their chronological understanding and use of conjunctions in both spoken and written language.

Unit structure

This unit is structured around four sequential history enquiries:

1. What are our favourite toys and how has this changed over time?
2. What did children play with in the past?
3. What did our parents/grandparents do in their spare time?
4. Why have things changed?

National Curriculum unit:

- Changes within living memory.

Links to previous and future National Curriculum units

- Changes within living memory: shopping and food (Y2 HT1.2)

¹ Doull, Karin 'Planning for 'Changes within Living Memory'', *Primary History* 71 (Autumn 2015) pp. 14-15.

Enquiry 1: What are our favourite toys and how has this changed over time?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have learnt about events and individuals beyond living memory so they should have started to have an understanding of similarity and difference between their own lives and of those who lived in the past.</p>	<p>Substantive knowledge: (What the children should know.) The toys we enjoy playing with have changed over time. There are some toys which we have always enjoyed playing with. Younger and older children do not always play with the same type of toys.</p> <p>Second order concepts: (What students should understand) Chronology Change and continuity</p>	<ul style="list-style-type: none"> - Chronology - sequence objects in chronological order. - Range & depth - recognise the difference between past and present in their own lives. - <p>Key concepts:</p> <p>Past Present</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - sort toys into chronological order? - describe changes and continuities in their own toy choices? - use conjunctions /adverbial phrases to write about their toys past and present? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Pupils could begin with a sorting activity - which toys would be suitable for which age group of child - baby, toddler, primary, teenager? Pupils could place them in chronological order - why are some toys more suitable to some age groups than others? What are the changes/continuities?</p> <p>Next, pupils could bring in examples of their own favourite toys/pictures - one from when they were a baby and one from now. Pupils could show their toys to the rest of the class 'show and tell'. They might also have a toy which they liked in the past and still have now eg. teddy. How and why have our favourite toy changed over time? Have any stayed the same?</p> <p>Finally, pupils could be encouraged to use conjunctions/adverbial phrase to write simple sentences about their toys past and present.</p>		<p>Toys/pictures of toys for different age groups eg. rattle for a baby.</p> <p>Cards with headings/pictures eg. baby, toddler, child, teenager</p> <p>Starter sentences and phrases for pupils to use.</p>	<p>For background reading on the HA about teaching 'changes within living memory': Doull, 'Planning for 'Changes within Living Memory'', <i>Primary History</i> 71 (Autumn 2015).</p> <p>For history terminology: Davy, 'The importance of history vocabulary', <i>Primary History</i> 70(Summer 2015)</p> <p>For a range of artefacts and pictures: https://www.vam.ac.uk/moc/</p>	

Enquiry 2: What did children play with in the past?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have learnt that some of their toy preferences have changed within their lifetime as some have stayed the same. They should also understand that their toy preferences will probably continue to change.</p>	<p>Substantive knowledge: (What the children should know.) There are similarities and differences between the toys which were played with in the past and the toys we play with today. Some toys have changed over time while others have stayed the same.</p> <p>Second order concepts: (What students should understand) Chronology Similarity and difference Change and continuity</p>	<ul style="list-style-type: none"> - Enquiry - use artefacts to answer simple questions about the past. - Chronology - sequence objects in chronological order. - Range & depth - recognise difference and similarities between their own lives and the past. <p>Key concepts:</p> <p>Past/present Before/after Then/now Decade Century</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - answer simple questions about an artefact? - sequence objects into chronological order? - identify similarities and differences between toys in the past and their own toys? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Pupils begin by looking at a toy from the past together (picture or artefact) - what does it look like? What is it made of? How do you think it was played with? When was it used? Is it similar to any of their toys? Pupils could place on the class timeline which era they think the toy came from. This may then need readjusting by the teacher. <i>NB. Events from previous history enquiries should already be on the timeline as a reference.</i></p> <p>Next, pupils could work in groups looking at a range of toys (picture or artefact) from the past. They could consider the questions - What does it look like? What is it made of? How do you think it was played with? Is it similar to any of their toys? Pupils should then try to put their objects into chronological order - earliest to latest.</p> <p>Finally, pupils should come back together as a class and go through the pictures/artefacts together - with teacher assistance they should then be placed in the correct chronological order according to decade. Pupils could then write a label for an artefact and they could be displayed in a classroom museum for future reference. Once sorted, pupils could also identify similarities and differences between the toys across time considering criteria such as what they were made from.</p>		<p>Range of pictures/artefacts of toys in the past.</p> <p>Class timeline with previous historical events on.</p> <p>Enquiry sheet with questions for pupils to answer.</p> <p>Timeline for pupils to place objects on (this can be made out of sugar paper).</p> <p>Display cards with decades on.</p> <p>Labels for objects.</p>	<p>For background reading on the HA about teaching 'changes within living memory': Doull, 'Planning for 'Changes within Living Memory'', <i>Primary History</i> 71 (Autumn 2015).</p> <p>For a V and A exhibition on must have toys through the decades: https://www.vam.ac.uk/moc/?collection_type=must-have-toys</p> <p>For a range of toys sorting according to decade: http://www.woolworthsmuseum.co.uk/</p> <p>For a range of toy images/information: https://www.mylearning.org/stories/toys-through-time/resources</p> <p>https://www.museumofplay.org/</p>	

Enquiry 3: What did our parents/grandparents do in their spare time?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have learnt that some toys have changed over time.</p>	<p>Substantive knowledge: (What the children should know.) TV, computers and video games are quite recent inventions - they have not always been around. Children in the past did a range of things in their spare time - some of these are similar to what we do and some are different.</p> <p>Second order concepts: (What students should understand) Similarity and difference</p>	<ul style="list-style-type: none"> - Range & depth - recognise difference and similarities between their own lives and the past. - Range & depth - know and recount stories from the past. - Enquiry - find answers to simple questions about the past. <p>Key concepts:</p> <p>Past/present Before/after Then/now</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify ways in which childhood in the past was similar/different to their own? - start to identify why there are differences? - pose questions about the past? - sort information into categories? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>First of all children could begin by thinking up what they enjoy doing in their spare time - toys, games, programmes etc. Do they think that children in the past did similar or different things to themselves? Why?</p> <p>Next the teacher could place various events on the class timeline - first TV broadcast, home computer, video game console. Then they could explain that before these dates, there were none of these things! What did children do?</p> <p>Next children could investigate a range of different topics. They could watch a children's programme from the 1940s - Muffin the Mule - How is it similar/different to their own favourite programmes? They could go out into the playground and play a range of traditional games - How are they similar/different? They could also look at children's books from the past - How are they similar/different?</p> <p>An older person (grandparent/someone 60+) could be invited in and interviewed by the class about their childhood - pupils should devise their own questions. A picture of the interviewee could be placed on the classroom as a point of reference. Links could also be made to the toys in the class museum from the decade in which they were born.</p> <p>Finally, pupils could complete a Venn diagram outlining what they have found out into past, present, both. This could lead to a piece of writing.</p> <p><i>NB. If possible, pupils should add what they have found out to their museum - TV programmes, books etc.</i></p>		<p>Cards with key dates to place on class timeline - first TV, computer, video game, mobile phone, tablet etc.</p> <p>Clips of TV programmes.</p> <p>Props for games.</p> <p>Range of children's books - past and present.</p> <p>Venn diagram.</p> <p><i>Someone willing to be interviewed!</i></p>	<p>For a history of children's programmes on the BBC: https://www.bbc.com/historyofthebbc/research/children-and-the-bbc</p> <p>For an episode of 'Muffin the Mule' from 'Watch with mother': https://www.youtube.com/watch?v=spQY2FbCUtM</p> <p>For a list of traditional games: https://childhood101.com/good-old-fashioned-outdoor-games-for-kids/</p> <p>For an interview with Lauren Child about how she puts together her illustrations as a comparison to books in the past: https://www.teachingbooks.net/author_collectio_n.cgi?a=1&id=8</p>	

Enquiry 4: Why have things changed?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have learnt that some toys, games and hobbies in the past were different to their own. They should also know that TV, computers, mobile phones etc are relatively recent inventions.</p>	<p>Substantive knowledge: (What the children should know.) New inventions and technology have led to changes in some of the toys we play with and what we do in our spare time.</p> <p>Second order concepts: (What students should understand) Change</p>	<ul style="list-style-type: none"> - Chronology - sequence events in chronological order. - Enquiry - find answers to questions about the past. <p>Key concepts:</p> <p>Past/present Before/after Then/now Decade Century</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify some changes in technology which have happened within living memory? - identify how these changes have affected what we play with and do in our spare time? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Pupils could first of all look again at the toys in their museum - What are the differences in terms of materials and technology? What has changed? Why?</p> <p>Next, pupils could be given a range of date cards (like on the class timeline) to place in their museums - WWII - limited materials for toys, 1950s increased use of plastic, first TV broadcast UK 1936, home computer 1977, game console 1983, smart phone 2002 etc. Pupils should then consider how these developments/inventions have changed the types of toys we play with and what they do in their spare time.</p> <p>Finally, pupils could complete a simple MindMap with the inventions and then write/stick pictures of toys/past times linked to the invention/development around it.</p>		<p>Class toy museum.</p> <p>Key date cards for the museum with inventions identified.</p> <p>MindMap for pupils to complete with inventions/developments outlined.</p>	<p>For information on key developments: Temple and Wilkinson, <i>Changes Within Living Memory</i> (2019)</p> <p>For information on the use of plastics in toys: https://www.vam.ac.uk/moc/collections/must-toys-1950s/</p> <p>For a range of toy images/information: https://www.vam.ac.uk/moc/?collection_type=mu-st-have-toys http://www.woolworthsmuseum.co.uk/ https://www.mylearning.org/stories/toys-through-time/resources https://www.museumofplay.org/</p>	

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What the children should know)

Some of our favourite toys have changed over our lifetime while others have stayed the same.

There are similarities and differences between the toys which were played with in the past and the toys we play with today.

Some toys have changed over time while others have stayed the same.

TV, computers and video games are quite recent inventions - they have not always been around.

Children in the past did a range of things in their spare time - some of these are similar to what we do and some are different.

New inventions and technology have led to changes in some of the toys we play with and what we do in our spare time.

This is not a irrevocable list but an outline of what might be expected.

Second order concepts:

Children should start to have an understanding of:

Chronology

Change and continuity

Similarity and difference

Key concepts developed:

Before/after

Century

Decade

Past/present

Then/now

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- sequence events in chronological order.
- place artefacts and events on a timeline (with support).
- investigate a range of artefacts and use them to answer simple questions about the past.
- pose questions to older members of the community about their past experiences.
- make links between past events and change.
- develop the use of language to describe the past and present.

The next step ...

This is the final unit of Year 1. In Year 2, pupils will continue with the theme of 'events within living memory' by investigating changes to shopping habits and the food we eat in modern Britain. They will draw links with this unit by considering how changes in technology have not just changed the toys we play with and what we do in our spare time but also how it has affected our lives in other ways. In the next unit, pupils will once again have the opportunity to take part in an oral history project. They will also consider changes in their local community in addition to developing their use of language to describe the past and present.