



Year 1

Toys

NC Objective

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Visits/Visitors/Immersion days

Ilkley Toy Museum

Invite parents and grandparents into school to show and explain their favourite toys

Focus areas

Changes	<ul style="list-style-type: none">• Changes over the last 100 years• Explore toys from today, before comparing with toys parents had then comparing these with toys that grandparents had• History of toys timeline
Changes to national life	<ul style="list-style-type: none">• Explore similarity and differences to make connections• Consider the significance of the different toys in regards to changes in national life• Consider social opportunities – pair and group games

Enquiry Questions

What are our toys like today?

How can we tell these toys are old?

How have toys changed over time?

Why have toys changed over time?

What is the same and what is different about toys in ____ and toys today?

Why did your Grandparents not play video games?

How do we know?

Rationale for studying in Year 1

The toy topic is covered in Year 1 as an introductory topic to the history curriculum. Building on the children's love of toys and role play to ensure maximum learning opportunities.

Throughout the topic, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change



and exploring how this influences them today. Chronological understanding and enquiry questions are introduced. Artefacts are used to encourage hands on learning opportunities, and to bring the past to life.

The topic of toys links to the science topic of materials and the all about me topic, both studied in this term.

Subject knowledge

The origin of toys is prehistoric; dolls representing infants, animals, and soldiers, as well as representations of tools used by adults, are readily found at archaeological sites. The origin of the word "toy" is unknown, but it is believed that it was first used in the 14th century. Toys are mainly made for children. The oldest known doll toy is thought to be 4,000 years old.

In the 1950s, lots more people started buying cars, so toy cars became very popular, especially matchbox toys. In the 1950s children played outside a lot. Lots of new toys came to Britain at this time and were very popular, including skipping ropes, hula hoops, pedal cars, Mr Potato Head and Play-Doh. Mr Potato Head was different than how he is today. In the 1970s lots of families had televisions at home. This meant that lots of toys were inspired by television shows such as The Wombles, Dr Who and Paddington Bear. Victorian toys were usually made from wood, paper or metal. Children from rich families played with clockwork train sets, toy soldiers, tea sets and rocking horses. Children from poor families played with home made toys like peg dolls and wooden boats. Some toys have always been popular but they change a bit as time goes on and fashions change.

Previous learning in EYFS

Invasion	
Transport and trade	
Political and monarchy	
Social and cultural	Shoe boxes Favourite things from home Role play activities
Comparisons and influences	Basic comparison activities

New learning within the topic

Invasion	
Transport and trade	



Political and monarchy	
Social and cultural	100 Years of toys How toys have changed and how older games were more sociable (face to face) Consider changes in ways of life
Comparisons and influences	Comparing toys from the past and now, focusing on the changes – considering children’s favourite toys

Historical Skills that will be covered

Historical Knowledge	<ul style="list-style-type: none"> Recall some facts about a particular historical theme, events and people from their family. Say why people may have acted the way they did.
Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer valid historical questions.
Chronological Understanding	<ul style="list-style-type: none"> Can depict on a timeline the sequence of a few objects and/or pieces of information. Can use a number of every day terms such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘nowadays’, ‘old’ and ‘new’.
Historical Interpretation	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past.

Vocabulary

Chronology, Timeline, Past, Present, Old, New, Source, Toys, Favourite, Today, Modern, Now, 21st century, Century, Evidence

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