

Y1 – Changes in toys – What were our caregivers' toys like and how do we know? — Lesson 4

Lesson	4 of 6	National Curriculum links	Key lesson question	What was my favourite toy when I was a baby?
Learning objective		NC KS1: Children will: be taught about changes within living memory	Resources	
I can talk about what caregivers' toys were like.			- lesson presentation (PPT) - practical activity ideas - additional challenge – included in PPT - photos for group timelines - activity worksheet - optional sorting hoops and real toys for activity - Ask your older caregivers activity	

Teaching input

- **Historical skills** – Review the 'key historical skills' and 'supporting enquiry skills' that the children will use in this lesson. They are highlighted on this slide.
- **How have toys changed over the last 60 years?** – This slide shows the questions that the children will look at throughout this unit. The question for this lesson is highlighted.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings? You could give the children examples of the words in context.
- **Chronology** – Introduce Kandi. Read what Kandi says about the key historical skill, 'Chronology'. Use this slide to teach the children what these terms mean. They will be used multiple times throughout the unit, and the children need to know what they mean
- **Timelines** – Show the timeline and ensure children have a chronological understanding of how this lesson fits in with the previous lessons.
- **Looking back** – Read through the information on the next two slides. Look at the pictures and discuss the question on the second slide.
- **Let's share** – Children are to share their interviews with each other, this can be in be with their learning partner or in small groups. Take feedback from the class. Did anyone's caregiver like the same toys?
- **History detectives** – Read through the information on the next five slides. Children are to think about what each persons' favourite toy was, why they liked it and what was special about it. There are prompts on each slide to support the children.
- **Activity** – In small groups (or as a whole class), children are to sort the pictures of toys into three hoops: toys I play with; toys I played with as a baby; toys my caregivers' played with. This can either be completed with the images provided or real toys and sorting hoops. Take feedback from the class before showing the answers on the next slide.
- **Challenge** – The children are to discuss the statement with their learning partners, in groups or as a class.
- **Before the next lesson** – The children can take home the 'Ask your older caregivers' sheet to help support them in finding out more about the toys their grandparents or older relatives played with. They will use this in the next lesson.

Main activity

Children need to sort the toys into three different sections; toys I play with; toys I played with as a baby; toys my caregivers' played with. Children should be given time to discuss in groups where they think the toys should be and teachers should model using the correct language to support this.

Sorting hoops and physical toys could be used here instead of the images provided.

Challenge

Do you think that toys have changed much in the last 30 years?

Cumulative quiz questions

- Place these dates in the correct order: 2020s, 1990s, 2010s
- True or false? There are some similarities between the toys I played with and the toys my caregivers played with.
- True or false? Talking to people can help us learn about toys from the past.

Self-assessment

- I can talk about the toys my caregivers played with.
- I can use evidence to answer questions.
- I can sort toys into their time periods.

Key vocabulary

past – something that has already happened or is earlier than now
timeline – a way of showing events in the order they happened