

## Morpeth First School Knowledge Organiser

History	Year group	Spring 1
Toys Past and Present	Year 1	6 sessions

### Background knowledge

Toys have changed over the years. The types of toys that the children play with today and the materials that they are made out of are very different to the toys that their parents and grandparents played with.

### Resources

Twinkle - Toys,  
Beamish museum,

### What should I already know?

Children are developing an awareness of the past, using common words and phrases relating to the passing of time. They have talked about past and present events in their lives. They have begun to compare features of modern homes and homes built a long time ago.

National Curriculum Objectives / Key Skills	The Journey
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<ol style="list-style-type: none"><li>1. Children describe toys by their characteristics, using appropriate vocabulary to describe their toys. Make suggestions for how they could find out about what toys were like in the past e.g ask parents and grandparents.</li><li>2. Looking at pictures, photographs and real toys, children begin to understand that toys in the past were different to toys today. They begin to describe toys of the past and ask questions about them.</li><li>3. Discuss that the toys children like to play with are always changing as new toys are brought out and new ideas for</li></ol>

### **Chronological Understanding**

I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

I can sequence pictures from different periods.

### **Range and depth of historical knowledge**

I can recognise some similarities and differences between the past and the present in their own and other's lives.

### **Historical enquiry:**

I can explain that there are different types of evidence and sources that can be used to help represent the past.

I can observe or handle evidence to ask simple questions and find answers about the past.

### **Organisation and communication**

I can talk, write and draw about things from the past.

I can use historical vocabulary to retell simple stories about the past.

toys are developed. Look at the toys of five different decades - the 1950s, 1960s, 1970s, 1980s and 1990s. What are their similarities and differences?

4. Look at old and new toys. Use appropriate vocabulary to describe the toys and the differences between them. Children sort old and new toys into different categories.
5. Explain that some toys have always been popular but that sometimes they change a little bit as time goes on and fashions change. Compare toys that remain popular through the years such as dolls and roller skates. Discuss the differences and notice that toys were often made of different materials in the past.
6. Create posters to hang in the toy museum to teach people about old and new toys.

## **Cultural Capital**

Encourage children to think, act and speak like an historian. Give them the vocabulary that they need to be able to express themselves confidently.

Become investigators of the past in finding out about old toys and develop understanding of chronology.

Visit the Beamish museum and see old toys first hand. This will enable us to ignite pupils' curiosity and fascination about the past of our school, Britain and of the wider world, in turn deepening their sense of chronology and historical understanding.

## Outcomes

**Developing:** Talk about toys from today and describe different features of toys. Recognise toys from today and toys from the past and begin to compare them. Use simple words and phrases with increasing accuracy to indicate a period of time and the passing of time.

**Secure:** Compare two toys from different time periods, identifying similarities and differences. Ask and answer simple questions with increasing accuracy and use simple words and phrases to describe the passing of time. Identify different sources of information that can be used to find out about the past ( books, artefacts, talking to people...)

**Mastery:** Compare toys from different time periods, identify similarities and differences and begin to suggest reasons for this. Think of, and ask some questions

## Key Vocabulary

Victorian - the time when Queen Victoria was on the throne 1837 - 1901

20th Century - the 20th century was 1900 - 1999

21st Century - we are in the 21st century. It started in 2000 and will end in 2099

Wooden toys - lots of toys were made of wood, boats, cars and trains were all made of wood. Some toys are still made of wood.

Material - what something is made from

Appearance - the way a thing looks

### **Expected vocabulary for this unit of work**

materials, wood, plastic, mechanical,  
year, date order, timeline, modern, long ago  
similar, different,  
popular, change  
living memory, grandparent's time, the older generation

## Timeline / Diagrams



### Key people / places

Beamish Museum  
Victorian

### Assessment questions / outcomes

1. Can you tell me about toys today and toys in the past?
2. How do we find out about toys in the past?
3. Can you describe the features of two toys from different periods?
4. Can you recognise new and old toys?
5. Can you use vocabulary relating to the passing of time?
6. Can you suggest reasons why two toys from different periods might have similarities and differences?