

## MTP: Toys through time - **Why did Granny not have a PlayStation?**

### Rationale:

This is one of the earliest topics to be taught at EYFS/KS1 following on from Myself. As we know this topic (preferably after Christmas) can engage children’s senses, fire their imagination and encourage lots of interaction. Here the focus is emphatically on looking at concepts such as **similarity and difference** as well as **old and new** and **change through time**. We also repeat the all- important question **How do we know?** twice to introduce the idea of evidence. Pupils develop the **vocabulary** to talk about times past and the higher achievers even start discussing change over time. It is NOT about pupils knowing esoteric details about when individual toys were manufactured.

Most importantly, it is essential that this topic doesn’t run on too long. Some pupils could become bored if there is too much passive discussion. So, with each key question there needs to be a powerful activity, be it **sorting, setting, sequencing, interviewing, or creating a museum display**. **Fiction titles** play a key role in developing pupils’ ability to talk about time past as well as offering a strong visual context for all the discussion. Pictures feature largely in the resources but it is even more important that pupils handle objects, old and new, personal and impersonal. So vital is pupils’ understanding of the concept of old and new to their future progress in history.

| KEY QUESTIONS<br>and learning<br>OBJECTIVES   | Recommended<br>TEACHING STRATEGIES<br>LEARNING ACTIVITIES  | Specific<br>LEARNING<br>RESOURCES  | Core WRITTEN<br>PRODUCTS<br>(inc. ASSESSMENTS) |
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| <p><b>1. What are our toys like today?</b></p> <p><i>Because the topic is aimed at children beginning key stage 1, it is a good idea to spend more time covering this key question in order to establish a sound understanding of toys today as the context for comparison with toys in the past.</i></p> | <p><b>Activity 1</b></p> <p>Start with the <i>Too Many Toys</i> story about other children’s favourite toys and ask the children what is their favourite toy. They should become confident using the phrase <i>My favourite toy is..because....</i> Then ask why? It will be important for you to model this form with one of your</p> | <p><i>Too Many Toys!</i></p> <p>Hardcover by Heidi Deedman (2015) is a good place to start. See details of the story below but it is all about the idea of a favourite toy.</p> <p><i>Dogger</i> by Shirley Hughes</p> |  |

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| <p><i>Objectives</i></p> <p><i>*Children develop an understanding of the terms same and different and begin to use them</i></p> <p><i>*They start to distinguish old and new</i></p> <p><i>*Children are able to sort by colour, shape and material,</i></p> <p><i>*They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.</i></p> | <p>favourite objects to help them get a feel for what sort of things to say.</p> <p>If you like follow this up with Dogger about losing a favourite toy.</p> <p><b>Activity 1</b> Have several toys (e.g. teddy bear, toy car, doll and ball) put aside and one by one (without the children seeing) put them in a <b>feely bag</b> and invite one child at a time to feel inside the bag to describe what the toy is like. Other children have to guess what it is by use of searching questions: <i>is it big? does it bounce?</i> Show children the vocabulary on slide 2 to help them describe the toy. Can the class guess what kind of toy they have?</p> <p><b>Activity 2</b> Put all the children's toys together and discuss the different ways they can be sorted: by size (large, small), materials (plastic, washable) gender (girls' or boys') as well as colour and feel.</p> <p><b>Activity 3 What am I?</b> Read out description of items using range of adjectives. Pupils have to guess which of the pictures of toys displayed is being referred to.</p> | <p>Toys children bring in, supplemented by your own careful selection to show old and new.</p> <p><b>NB</b></p> <p>Because the toys children in your school play with may vary significantly from those in other schools we have <b>decided not to produce generic resources for this.</b> Our Teachers' Panel recommended that YR and Y1 teachers were best placed to make their own selection. As it is an essentially non-historical question, we went with their advice.</p> |  |
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| <p><b>2. What are other people's toys like?</b></p> <p><i>* This covers toys suitable for a range of pupils so that children start to develop their understanding of time within a familiar family setting</i></p> <p><i>*Pupils can describe how toys change as children grow older</i></p> <p><b><i>*They can match toys to children of the right age</i></b></p> | <p><b>Activity 1 Who plays with these toys?</b> Pupils have to match the toys to the pictures:</p> <p><i>Baby - rattle</i></p> <p><i>Plastic bricks - toddler</i></p> <p><i>Scooter - 5-year-old</i></p> <p>This is relatively simple to give children confidence.</p> <p><b>Activity 2</b></p> <p>Then ask them to work on matching 4 toys on a different theme: How we move:</p> <p><i>Pram for new-born</i></p> <p><i>Baby walker for toddler</i></p> <p><i>Ride on truck for 2/3 year old</i></p> | <p><b>KQ2 PowerPoint.</b> Slides 2-8 are divided into two distinct parts. Slides 2-4 show simple baby, toddler and toys for a 5 year old.</p> <p>Print out slides 5-8, 4 per page and cut up, matching to pictures of children the right age.</p> |  |
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|   | <p><i>Bike for 5 year-old.</i></p> <p>The task won't take long but it will give you a chance to intervene to see who has grasped the concept easily and who might still need more support. For the more able pupils introduce more vocabulary of time. <i>How old would the child be who used this? What would come next for an older child?</i></p>   |  |   |
| <p><b>KQ3 How can we tell these toys are old?</b></p> <p><i>*A well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured. <b>Having lots of examples of old and new versions of familiar domestic items will help here.</b></i></p> <p><i>*Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</i></p> | <p>Pupils sort given toys (carefully matched examples of the same toy) into old and new using hoops on the floor.</p> <p>You can then create a Venn diagram for these allowing pupils to show where they are uncertain or where there might be overlap. This visual representation allows you to intervene where there is an obvious learning problem.</p> <p>You might want to start by showing the images on the PowerPoint which has old and new versions of teddy bears, dolls, trains and skates.</p> | <p>Outstanding lesson:<br/> <a href="https://www.keystagehistory.co.uk/keystage-1/toys-old-and-new-sorting-and-setting/">https://www.keystagehistory.co.uk/keystage-1/toys-old-and-new-sorting-and-setting/</a></p> <p><b>KQ3            PowerPoint</b><br/>         provides some additional old and new comparison slides</p> <p><b>Visit to Peterborough Museum to complete the Toy workshop.</b></p> | <p>ICT click and drag activities</p> <p><b>Main assessment task</b></p> <p>Pupils are given the choice of 3 appealing old toys. For their chosen one they have to draw it and then give reasons (maybe spoken) why they know it is old.</p> <p>There is an example of a pupil's work and an OFSTED commentary to support the assessment of this activity.</p> |

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|  | <p>Develop the idea by then introducing old toys for which there is no modern equivalent and ask pupils the question, <i>How do you know this is old?</i></p> <p>Reinforce this by showing images from the PowerPoint showing toys in use in the past.</p>   |  |  |
| <p><b>KQ 4 What were our grandparents' toys like and how do we know?</b></p> <p><i>*If teaching this around Christmas you might like to adapt the question to read 'What sorts of toys did our grandparents get for Christmas?'</i></p> <p><i>*Pupils are able to think of 3 different types of evidence they might use to explore this question.</i></p> <p><i>*Pupils are able to describe changes across two generations.</i></p> <p><i>*They can use language such as 'They used to be like', 'When my Nan was a girl' : some might manage 60 years ago.</i></p> | <p>Start with a discussion about how we can begin to investigate what toys were like say 60 years ago: photographs, memories of people themselves, actual objects, museums.</p> <p>Using a fictitious character such as <b>Grandad Bill</b> can help here. Think about using a puppet Grandad. Create Bill's old battered suitcase in which were stored his favourite toys - his treasured possessions now aged with time which he introduces, as a puppet. Children respond well to a person and tend to ask better questions, and respond better to 'What if?' and 'I wonder what' questions too. Soon Grandad Bill is joined by puppet Grandma Mary.</p> <p>Quick overview of the types of toys played with asking pupils to spot how they are different.</p> | <p><b>PowerPoint KQ4</b> with images of toys over the last 60 years.</p> <p>Some images show toys in situ which gives a much better sense of period</p> <p><a href="http://www.puppetsbypost.com">www.puppetsbypost.com</a> can provide grandparent puppets.</p> <p>Suitcase of Grandad Bills old toys. You will need to provide your own toys here, or borrow from a museum loan collection. Jumble sales/car boot sales/eBay can be a good source of material which does not need to be in good condition. Indeed,</p> |  |

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| <p><i>*Children are able to carry out a simple survey, interviewing grandparents and posing relevant questions.</i></p> | <p>Pupils carry out a <b>simple survey of their grandparents' favourite toys</b> and present this graphically using the IT software you have in your school. Children discuss the findings and complete written/drawing task described in column far right.</p> <p>They are then shown examples of the toys in use by other grandparents, using slides from the PowerPoint presentation.</p> <p>Some will look familiar. This is a good time to talk about continuity as well as change. Use a <b>Venn diagram</b> such as the one on the PowerPoint to show the idea which pupils can make real by using overlapping hoops in the hall.</p> <p>To encourage the idea of three generations, pupils are shown a <b>wheeled toy</b> being used today, in their parents' lifetime and in their grandparent' lifetime. They have to sequence and discuss the changes using vocabulary such as when my grandma/grandad was a little girl/boy, when my Mum/dad/carer was my age..</p> | <p>the clearer the signs of age the easier for pupils to see it is old.</p> | <p>Pupils write brief captions to go in a book on Toys in the 60s. They have to select 3 toys to illustrate and write about, drawing on their findings from the survey</p> |
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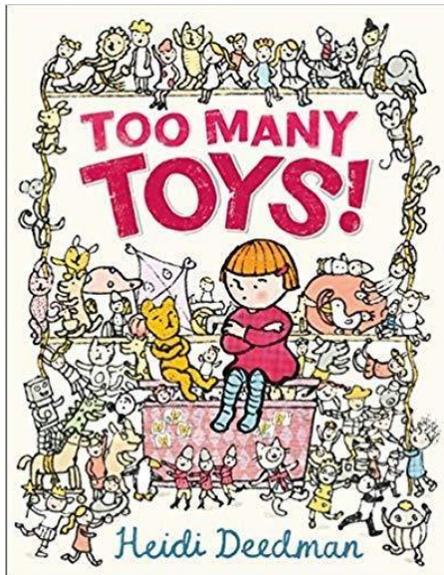
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|  | <p><b>Jumbled album.</b> You bring in an album of photos of toys being used over 3 generations. Unfortunately on the way all the photos have come loose. Can the children put them back into the album in the right order, oldest first?</p>  |   |  |
| <p><b>KQ5 Who played with these toys a long time ago?</b></p> <p><i>* Here pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person.</i></p> <p><i>*They can use appropriate language to talk about the past using conventional terms such as ‘When my grandma was a girl’, ‘A long time ago’, ‘When my Mum and Dad were at infant school’ etc.</i></p> | <p>Show the photographs from PowerPoint of children from around the turn of the last century playing with toys using slides which are drawn mainly from fiction as they are colourful and clearer than photographs.</p> <p><b>Activity 1</b></p> <p>After initial teacher-led discussion of slide 2, give out a separate picture to each group of 5 pupils. Ask them to look at their picture for just 3 minutes and then pass it on to another group. Then pool ideas, drawing on one member from each group to talk about a chosen picture.</p> <p>Ask the children the pivotal, but difficult question, <b>how we know these children lived a long time ago?</b></p> | <p><b>KQ5 PowerPoint</b> has a range of pictures for pupils to discuss in groups.</p> |  |

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|  | <p>Clues can come from clothes, hairstyles and the nature of the toys. They should be drawing on their previous learning here. The fact that the pictures are in black and white is a pointer you can discuss further.</p> <p><b>Activity 2 Who played with this toy?</b><br/>Pupils are given 3 choices of possible person who played with the given toys (from grandparents' time, parents' childhood and more recent) They have to say who it was and why they think so.</p> <p>Watch a short 2 minute video showing examples of favourite toys from each decade over the last century</p> | <p><a href="https://www.theschoolrun.com/homework-help/history-toys">https://www.theschoolrun.com/homework-help/history-toys</a></p>   |  |
| <p><b>KQ6 How can we set up a Toy Museum?</b></p> <p><i>*Pupils show that they can confidently identify old toys</i></p> <p><i>*Pupils can make sensible selections of old toys which are clearly different from today's</i></p> | <p><b>Activity 1</b><br/>Use the book <i>Lost in a Toy Museum</i> as the initial stimulus to help children get the idea of a museum in an entertaining way.</p> <p><b>Activity 2</b><br/>The central activity is <b><i>Muddled Museum Curator.</i></b></p>  | <p><b>KQ6 PowerPoint</b><br/>presentation has example of school toy museums.</p> <p><i>It's really important to be careful to choose toys that are very clearly old and from the past not the present. Although Lego is old it is used today and the same with Play-Doh. What is crucial is that pupils can see quite clear criteria for</i></p> | <p>Create a museum<br/>Pupils write a variety of tent labels</p> <p><b>Common Assessment Task</b><br/>Pupils are given the choice of 3 old toys to draw and then write a caption explaining how they know it is old.</p> |

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| <p><i>*They can explain why their chosen toy is old using at least 3 criteria</i></p> <p><i>*They can confidently communicate their understanding of old toys and who would have played with them</i></p> | <p>The curator from a local toy museum has just visited the school. Unfortunately, he is new to the job and is slightly confused about which toys are old and which are new. Can the children help?</p> <p>Children select from a wider group of old toys which <b>are most clearly old</b> and then have to write a clear caption saying. <i>You can tell this is old because.....</i> You will need to remind pupils what makes a good caption</p> <p><b>Activity 3</b></p> <p>Pupils set up a museum with objects and matching captions and then invite parents to come to the museum with pupils acting as interpreters. See slides from PowerPoint as examples</p> <p><b>Activity 4</b></p> <p>Open discussion. Do we think that toys today are much better than the in the past. This might lead to discussion of the return of classic wooden toys and replicas of old games. Encourage pupils to think about some of the disadvantages of modern toys e.g. non-recyclable plastic, difficult to repair, batteries run out!!</p> | <p><i>judging the toy to be old. It is not meant to be a test of memory as to when Star Wars figures started to appear!</i></p> | <p>Examples of pupils' annotated answers to this task can be found in the assessment section.</p> |
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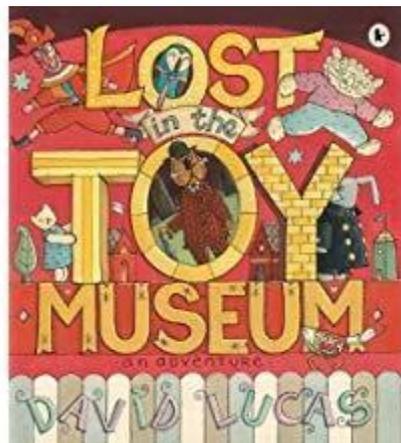


## Stories featured on planner



A warm, funny story of a little girl called Lulu who has too many toys! (Yes, there is such a thing.) Ever since Lulu was a little baby, she has had Jupiter - her lovely, cuddly, most-favourite-ever teddy bear. But with each new birthday ... she gets new toys. And with every passing Christmas ... more new toys. Very soon, Lulu's room becomes over-crowded with all kinds of mischievous toy soldiers and dolls, cowboys and doggies, monkeys and spaceships! She can barely fit in her own bed. What will Lulu do?

**Walker books 2015 ISBN-10: 1406346810**



**Walker books 2011 ISBN 13: 978-1-4063-2657-4**

**Stories to read with the children or for them to be read to at home:**

*Laura Charlotte*, Kathryn O Galbraith, Hutchinson, 1990, 0 09 174386 9. (Out of print)

*Timothy's Teddy: A True Story*, Joanna Harrison, Picture Lions, 1992 0 00 664259 4. (Out of print)

*Old Bear*, Jane Hissey, Hutchinson, 1986, 0 09 165290 1.

*Midnight Teddies*, Dana Kubick, Walker Books

*The Tusk Fairy*, Nicola Smee, Orchard Books, 1993, 1 85213 542 5.

*The Toymaker*, Martin Waddell, Walker Books, 1991, 0 7445 1929 2.

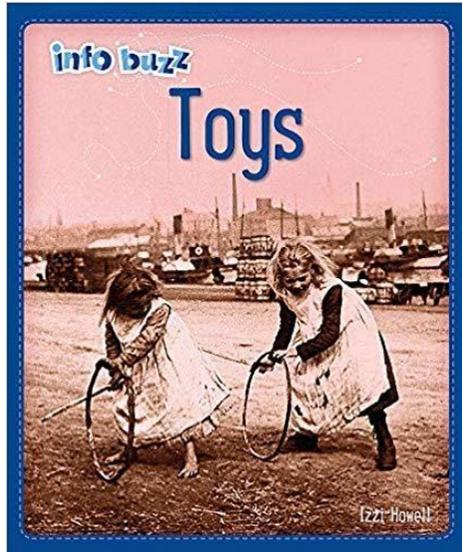
*Dogger*, Shirley Hughes, Bodley Head, 1977, 0 370 30006 8.

*Nothing*, Mick Inkpen, Hodder, 1995, 0340 65674 3.

**Non-fiction**

- *All kinds of toys*, Roderick Hunt, Oxford Reading Tree Fact Finders OUP, 1994,0-19- 616633-1.
- *Changing Times: Toys and Games*, Ruth Thomson, Franklin Watts, 1992, 0-7496-0873-0
- *History from Objects: Toys*, Karen Bryant-Mole, Wayland, 1994, 0-7502-1020-6.
- *Looking at Teddy Bears*, (Big Book) Sallie Purkis, Addison Wesley Longman, 1998, 0-582-33349-0. (Also available in small format.)
- *Our Toys*, Joan Blyth, A Sense of History, Longman, 1991 0-582-04023-X.
- *Picture the Past: Toys*, Jane Shuter, Heinemann, 1997, 0-431-04270-5.
- *Teddy Bears*; Sallie Purkis, A Sense of History, Longman, 1991 0-582-04017-5.
- *Toys: discovered through History*, Karen Bryant-Mole, A & C Black, 1996,0-7136-4363-3

**Old Ladybird reading books and other schemes are useful for pictures of children and toys from the 1950s, 60s and 70s.**



*Old Toys*, Flick, P., Princes Risborough, Shire Publications. Both titles from this publisher contain extensive lists of books at teachers' level and places to visit (see below).

*Teddy Bears*, Sparrow, J. (1993) Leicester, Magna Books. Written by the owner of the Petersfield Bear Museum. (Excellent large colour pictures, suitable for cutting out.)

*Teddy Bears and Soft Toys*, Cockrill, P, Princes Risborough, Shire Publications.