

## Knowledge planner : *building a rich web of powerful knowledge*

### Year 1 - Were toys and games different in the past?

#### Prior learning-

History covered in What Makes me Special Topic (family trees/changes since when I was baby)

Key learning in EYFS about the passage of time. E.g. children talk about past and present events in their own lives and in the lives of family members-

#### National Curriculum Links - History

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.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Learn about changes within living memory.

#### Big ideas/concepts

**That some aspects of life have stayed the same and some have changed. That some toys and games have changed over time (focus living memory).**

Timeline of toys and games - chronological awareness/knowledge/understanding

**That we know about the past from a range of 'sources.' That we can find things out from sources by asking questions and using our senses** (Asking questions about objects and pictures/photographs, adults talking about the past)

**That we can sort/sequence source materials** artefacts/images then and now (sequencing items chronologically)

Identify similarities / differences between ways of life 'now' and 'then'

#### Key question/s:

What toys and games did my family play with when they were little?

(Support children to frame their own questions, including for interviews why, what, who, how, when questions)

What do you notice? What's the same?  
What's different? Why might that be?

How can we sort these toys?

Sequencing: which of these do you think is older/oldest/newer/newest? Why?

Where does this fit on the timeline ?

#### Vocabulary (including etymology?)

Chronological order  
Sequence (first, next, old/er/est, new/er/est a long time ago)  
Timeline  
Same/different/compare  
Past, then, now, future, old, new,

Names of materials toys are made from (plastic, wood, metal etc)

Raising awareness of stereotyping. That children's interests could be limited by stereotyping, including gender stereotypes. Including through interviews with parents/grandparents		
<p><b>Plans - content, how will we teach this?</b></p> <p>Enquiry hook - teachers/children sharing special toys from home.  Enquiry - Children to research family favourite toys (Interview skills)  Chronology - Create timelines  Enquiry - Ask questions about toys from the past and research answers using a range of research techniques.  Continuity and Change - Sorting toys  Similarity / Difference within a period/situation (diversity) - Comparing toys from around the world. Learning about Shindana Toys/Toys of the World (see links below)  Provocation re gendered toys</p> <p>End point - Design a toy for the future  Link up with Blaise Castle Toy Collection display - possibility of a visit at end of topic?</p> <p>Teddy Bears Picnic and Posters to share with family.</p>	<p><b>Other curriculum areas with rich links to concepts or content?</b></p> <p>Money/Number - toy shop role play area in hall - Read Dogger</p> <p>Art - Drawing.</p> <p>Reading - Non fiction for research  Termly topic poem</p> <p>Science - describing properties of materials</p> <p>PE - Games from other cultures (Kabaddi?)</p> <p>Sort these toys into boys and girls toys...?  Lego quote about gender.</p> <p>List of books about toys;  <a href="https://www.booksfortopics.com/toys">https://www.booksfortopics.com/toys</a></p> <p>Computing - recognise common uses of information technology beyond school.</p> <p><b>Family experiences and diversity of cultures embedded throughout.</b></p>	<p><b>Important figures/quotes-</b> the best that has been thought/said/done</p> <p>Shindana toys - making the first black dolls</p> <p>Let toys be toys  <a href="https://www.lettoysbetoys.org.uk/resources/resources-teachers/">https://www.lettoysbetoys.org.uk/resources/resources-teachers/</a></p>

#### Links

<https://historicengland.org.uk/services-skills/education/teaching-activities/are-my-toys-different-from-toys-in-the-past>  
<https://artsandculture.google.com/exhibit/a-history-of-shindana-toys-dolls-and-games-with-a-difference/nAly4VSdcBtsLg>  
<https://artsandculture.google.com/exhibit/take-a-trip-to-toy-town/DgJC5c55H0KpLg>  
<https://artsandculture.google.com/exhibit/dolls-of-the-world/YAJCv0Fjm2G4lg>  
<https://www.bristolmuseums.org.uk/blaise-castle-house-museum/plan-your-visit/planning-school-group-visit/>  
[https://docs.google.com/presentation/d/176jmtkykVE7cqzaYYKW-HpCbESstIKWhOT\\_D2-9rLQgY/edit#slide=id](https://docs.google.com/presentation/d/176jmtkykVE7cqzaYYKW-HpCbESstIKWhOT_D2-9rLQgY/edit#slide=id)

[Toys Through Time | St Edward's Catholic Primary School](#)

<https://www.nationalgeographic.com/culture/article/toys-bidibidi-uganda-refugee-children>

<http://stayingalive.msf.org/labyrinth-south-sudan/toys>