



## History

# What are our toys like compared with toys from the 1960s?

Year 1 Unit 1

### Intent:

For pupils to make meaningful connections between life today and a period of history within living memory. The 1960s presents an ideal period of history which is sufficiently long ago for some of the changes that have occurred since then to be very significant, but not too long, meaning that there are people still alive who have experienced the decade first hand.

### Pupils should be taught to:

Identify, describe, compare, observe and explain similarities and differences between toys from the 1960s and toys today.

Understand chronology.

Investigate and interpret the past.

Ask and answer questions about the past and the present.

Explain how to use a modern toy/game safely.

Explain how the past has influenced the present.

### Prior learning:

|                             |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|
| ELG                         |  |  |  |  |  |
| Builds on Past and Present. |  |  |  |  |  |

### Key Vocabulary:

#### Tier 2 - Multiple meanings or high frequency

|          |          |         |  |
|----------|----------|---------|--|
| Change   | Artefact | Present |  |
| Timeline | Evidence | Past    |  |

#### Tier 3 - Subject specific

|        |         |
|--------|---------|
| Toy    | Compare |
| Decade |         |

### Etymology and morphology

| Prefix / Suffix / Root | Meaning  | Examples |
|------------------------|--|----------|
| History                | The Greek word <i>historia</i> originally meant inquiry, the act of seeking knowledge, as well as the knowledge that results from inquiry. |          |
| Decade                 | From Late Latin <i>decas</i> "set of ten".<br>A span of ten years.   |          |

### Idioms and colloquialisms

|  | Meaning |
|--|---------|
|  |         |
|  |         |

| <b>Misconceptions</b> |            |
|-----------------------|------------|
| Not true              | Teach this |
|                       |            |
|                       |            |

| Lesson number | Key enquiry question & learning objective   | Suggested learning activities  | Cumulative questions |
|---------------|---|--|----------------------|
| 1             | <p>Q: Why do historians divide up time?</p> <p>L.O. TU chronology</p>   | <p>*Create a timeline of events in chronological order (<i>see David Weatherly Enquiry 4, Resource 1</i>).</p> <p>*Create a personal timeline consisting of 8 key events, with dates (<i>see David Weatherly Enquiry 4, Resource 2</i>).</p>   | 1 - 2                |
| 2             | <p>Q: What do people remember about the 1960s?</p> <p>L.O. TBAT investigate and interpret the past.</p>                                 | <p>*Show images of some events and personalities for which the decade of the 1960s is remembered. Can the children recognise any of these? (discussion)</p> <p>*Show a sequence of photographs (<i>see David Weatherly Enquiry 4, Resource 3</i>), discussing what these may be. (Show artefacts of toys from the 1960s).</p> <p>* Divide children into groups of 4, providing each group with a set of <i>Resource 3</i> images and a set of cut up <i>Resource 4</i> cards (<i>answers are on Resource 5</i>)</p> <p>**Photograph groups if you want evidence for books.</p> | 1 - 4                |
| 3             | <p>Q: How do toys and games of the 1960s compare with those of today?</p> <p>L.O. TBAT investigate and interpret the past.</p>          | <p>*Discuss children's favourite toys/games and list on the board.</p> <p>*Show popular toys/games from the 1960s (<i>see David Weatherly Enquiry 4, Resource 6</i>). Can they recognise any of them?</p> <p>*Encourage children to compare and contrast toys from today and the 1960s. Consider similarities and differences.</p>   | 4 - 6                |
| 4             | <p>Q: Why were there no smart toys or games in the 1960s?</p> <p>L.O. TBAT ask and answer questions about the past and the present.</p> | <p>*Discuss why there weren't any smart toys/games in the 1960s (e.g. no internet, email, online social networks etc...) (<i>see David Weatherly Enquiry 4, Resource 7</i>), and discuss Tim Berners-Lee (engineer and computer scientist).</p> <p>*Create a short non-chronological report about a chosen toy or game or even about Tim Berners-Lee!</p>  | 5 - 8                |

|   |  |  |        |
|---|--|--|--------|
| 5 | <p>Q: How can we play with smart toys/games safely and securely?</p> <p>L.O. TBAT explain how to use a modern toy/game safely.</p> | <p>* Draw a picture of their favourite smart toy/game and annotate it with labels advising other children what they should think about when they play with it.</p>   | 8 - 10 |
| 6 | <p>Q: Have toys/games today affected our way of life?</p> <p>L.O. TBAT explain how the past has influenced the present.</p>        | <p>*Discuss reasons how toys/games today have affected our lives in ways that are different to the 1960s. (e.g. internet games keep us inside more, safety awareness)</p> <p>* Q: Do you think toys/games were more fun in the 1960s or now? Explain/give reasons why.</p> | 4 - 12 |