



Topic:	Where do our toys come from?	
Resources/ Links:	D and T and recognising everyday materials in science . https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/changes-within-living-memory/toys-and-books/ ; https://www.everschool.co.uk/history-key-stage-1-toys.html ; Toys https://www.historyoffthepage.co.uk/workshops/toys/ , https://teachers.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c , https://www.bbc.co.uk/bitesize/articles/z8f4g7h , https://downloads.bbc.co.uk/history/handsonhistory/victorians_games.pdf , https://www.youtube.com/watch?v=x4lnbdoC7g https://www.youtube.com/watch?v=x4lnbdoC7g , https://chertseymuseum.org/domains/chertseymuseum.org.uk/local/media/images/medium/All About ... Victorian Toys.pdf ; https://collections.vam.ac.uk/search/?q=toys&year made from=&year made to= ; https://victorianchildren.org/victorian-toys-and-victorian-games/ ; http://victorian-era.org/victorian-toys.html#google_vignette (can click on 'dolls' for example to see variety), https://www.historyforkids.net/ancient-rome/daily-life/roman-toys.html , or you could visit a museum: https://www.vam.ac.uk/info/learn	
Prior Learning:	Year 1, Where We from: Sketch world map, locating continents, oceans and UK, identify hot/cold areas, climate zones, recognise features in climate zones and human/natural, and locate and label countries and origin of family.	
Introduction	Building on learning from previous unit to improve sketch of world map, locating/naming continents, oceans and UK. Identify hot/cold areas, climate zones. Locate and label countries and origin of clothes/materials. Identify/describe sources used to find information about toys, and to identify differences between toys including 1recognizing everyday materials. A chance to reinforce world mapping and develop understanding of differing climates prior learning about weather.	
Vocabulary	Import, toy, material, past, present, rich, poor, long time ago, childhood,	
Next Learning:	Where did he go? From Yr2 Use world map to locate continents, oceans, UK and countries, including describing location to UK. Plot journey of Columbus on maps to describe travel/journey to introduce transport changes over time and compare with modern day. Identify sources used to find information about Columbus.	
Session 1	How has my family grown? <ul style="list-style-type: none"> Recognise stages of life in own and others' lives, including those family members they may have included in previous unit's maps work, and identify features/events for these stages on a timeline, including 'toys' during childhood. Use correct terms such as past, present when considering the above. 	
Outcome/tasks	<ul style="list-style-type: none"> Correctly categorise key words/images 	
Find information from given sources relating to a question		Find relevant information from given sources relating to a question
i. Recognise features of toys (e.g. materials) ii. Identify differences between features iii. Recognise natural/manmade		i. Describe features ii. Identify similarities and differences between features iii. Correctly categorize features as old/new, human/natural
Session 2	Where do our toys come from? <ul style="list-style-type: none"> Identify and describe materials and origin of their own/others' toys using labels, images and other sources Recognise that many are not from/made in UK, and recognise terms import and export, and manmade/manufactured 	
Outcome/tasks	<ul style="list-style-type: none"> Name materials and countries of origin (where made from labels); perhaps plot on a world map (from last unit) 	
Find information from given sources relating to a question		Find relevant information from given sources relating to a question
i. Recognise features of toys (e.g. materials) ii. Identify differences between features iii. Recognise natural/manmade		i. Describe features ii. Identify similarities and differences between features iii. Correctly categorize features as old/new, human/natural
Recognise places (countries) on a map		Find given places (countries of origin) on a map using locational language
Session 3	How similar are our toys? <ul style="list-style-type: none"> Find information to describe features of toys from the past from a range of sources (including conversations/images with older family members etc.) recognising similarities and differences between toys including materials and technology used. 	
Outcome/tasks	<ul style="list-style-type: none"> Did the older toys come from as far away as their own/class members' toys? Is there a material, or features/function (sound, noise?) that wasn't used in the older toys? Why do they think this might be? 	
Find information from given sources relating to a question		Find relevant information from given sources relating to a question
i. Recognise features (e.g. materials) ii. Identify differences between features iii. Recognise natural/manmade		i. Describe features ii. Identify similarities and differences between features iii. Correctly categorize features as old/new, human/natural
Session 4	How have our toys changed over time? <ul style="list-style-type: none"> Find information from a range of sources to describe features of toys from further in the past (e.g. Victorian, Roman) including materials and/or technology used Categorise toys/materials into past and present. 	
Outcome/tasks	<ul style="list-style-type: none"> Place toys on a timeline, giving reasons for their choices 	
Find information from given sources relating to a question		Find relevant information from given sources relating to a question
i. Recognise features (e.g. materials) ii. Identify differences between features iii. Recognise natural/manmade, poor/rich, old/new		i. Describe features ii. Identify similarities and differences between features iii. Correctly categorize features as old/new, human/natural
Session 5-6	What differences are there between toys in the past? <ul style="list-style-type: none"> Recognise differences between rich or poor toys from the past using images Categorise toys as 'rich or poor' giving reasons for their choices 	
Outcome/tasks	<ul style="list-style-type: none"> Create an advertisement for a toy or you could visit a museum: https://www.vam.ac.uk/info/learn OR – what do they think toys of the future may look like? 	
Find information from given sources relating to a question		Find relevant information from given sources relating to a question
i. Recognise features (e.g. materials) ii. Identify differences between toys iii. Recognise natural/manmade, poor/rich, old/new		i. Describe features ii. Identify similarities and differences between features iii. Correctly categorize features as old/new, human/natural

Pupils

<ul style="list-style-type: none">• I can trace a world map• I can add detail/names/labels to my map (continents, oceans etc)• I can recognise places/locations on a map (countries)	<ul style="list-style-type: none">• I can copy a world map• I can add detail and labels to my map in the right places• I can find places on my map
<ul style="list-style-type: none">• I can recognise different types of sources• I can recognise answers to simple questions from a map/source	<ul style="list-style-type: none">• I can identify/name types of sources• I can find the right information from a map/source
<ul style="list-style-type: none">• I can recognise/recall/name a feature from a place or period• I can spot differences between features• I can recognise if it is manmade or natural, old/new	<ul style="list-style-type: none">• I can describe a feature from a place or period• I can spot differences and similarities between features• I can identify myself it is a manmade or natural feature or old/new