

Sense of History – Toys Unit: Unit 2

Class:	Teacher:	Study Title:	ES Outcome	People in Past	Level A/B
Term:	Date:	Duration:			
Knowledge and Understanding Attainment Targets Level A/B	Learning Outcomes for: Sense of History – Toys Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	Skills Attainment Targets Highlight the Emphasis for Teaching Level B		
<ul style="list-style-type: none"> Give some examples of changes that have affected their own and other people's lives and the life of the community – A. Give some reasons why these changes took place – A. Describe what old photographs/films, etc can tell them about people or places in the past – A. Sequence a small number of pictures/ objects from different periods in chronological order – B. Suggest some simple types of evidence that would tell them about a given person/event/development from the past – B. 	<ul style="list-style-type: none"> Be able to talk about the sorts of toys children played with in the past. To be able to compare similarities and differences between toys in the past and now. To be able to look at old toys, books and pictures and suggest what they tell us about the children who played with them. To be able to sequence a series of pictures or real toys in order of age. To be able to give some reasons why there have been changes in the types of toys they play with (technology/types of materials available, fashion, cultural changes). 	See ACTIVITY SHEETS starting on page 11.	<p>Level B Skills Pupils are able to:</p> <p>Preparing for the task:</p> <ul style="list-style-type: none"> identify simple approaches to tackling tasks and solving problems by asking questions and making suggestions. identify some relevant sources of information from those readily available. <p>Carrying out the task:</p> <ul style="list-style-type: none"> select and record information for a given purpose, for example, from a display, talk, film or book or simple weather equipment. process/classify simple information in a variety of ways, for example, making a map or diagram. <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> present findings in a brief report, for example, written, talk, poster. present some simple conclusions based on their findings. 		

Sense of History – Toys Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluation
<p>Language Reading for information/research, writing about a trip to Museum of Childhood, talking about favourite toys, interviewing parents/grandparents about favourite toys.</p> <p>Music Nutcracker Suite, Toy Symphony.</p> <p>Art Draw/paint pictures/collage of favourite toys.</p> <p>Maths/ICT Spreadsheets/graphs and databases and most popular type of toys.</p> <p>Drama Set up a toy shop in the classroom.</p> <p>Technology Look at how toys are made, design and make a toy.</p>	<p>Visit Museum of Childhood, Chamber Street Museum</p> <p>Frances Baker – Drama Specialist 'Toys' Tel: 0131 529 3915 (City Arts Centre, 2 Market Street)</p> <p>City of Edinburgh Outline Forward Plan Jacqueline Cuthbertson Toys (Level A)</p>	<p>Toys – Page 3 Toys – Part and Present Jacqueline Cuthbertson</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>			

Toys Assessment Level A/B

Draw 3 toys that children might have played with a long time ago and 3 toys you would play with today.

Toys from the past

Toys of today

On separate sheet, draw one toy which would have been used in the past and is still played with today – tell your teacher about your drawings.

(Have a range of toys and real toys available for the children to look at.)

People in the Past			Sense of History	Toys A B		
	ISBN	Author	Title	Price		
*	0744552249	Ashforth, C	Humphrey Thud	£5.00		
	0582122856	Beaty, Carole	Dolls Now and Long Ago	£6.00		
	0552525936	Beck, Ian	Teddy Robber	£5.00		
*	0750218983	Bryant-Mole, Karen	Toys – History from Objects	£5.00		
	0431063044	Bryant-Mole, Karen	Toys – Images	£9.00		
*	0713643722	Bryant-Mole, Karen	Toys – Linkers – Art and Technology	£5.00		
	0713646012	Bryant-Mole, Karen	Toys – Linkers – Science	£5.00		
	0713643544	Bryant-Mole, Karen	Toys – Geography	£5.00		
	0753403250	Cecil, Laura	Toy Stories	£13.00		
	0749620560	Doney, Meryl	Toys – World Crafts	£10.00		
	0582122848	Dunbar, J	Construction Toys	£6.00		
	0746028474	Evans, Cheryl	Magic Toyshop	£5.00		
		Hazel, Godfrey	Toys and Games – Around the World	£5.00		
*	0237516500	Hewitt, Sally	Toys We Play With	£5.00		
*	074963085X	MacDonald, Fiona	Toys at Playtime	£11.00		
	0749633883	Steele, Philip	Toys and Games – Everyday History	£11.00		

Activity Sheet -Sense of History – Toys

Introduce project through fiction story book about toys e.g. Dogger by Shirley Hughes

Discuss, draw and write about your favourite toy.

Make a display of toys from home.

Sort photos of toys from the past and present.

Homework activity, ask family members about their favourite toys when they were children. Record with drawing.

Use a feely bag with old and new toys. Describe each item and categorise.

Compare toys that have been popular across time, e.g. cars, ropes, balls. Discuss and identify similarities and differences.

Use photos/ books with images of children in the past playing with toys. Identify where they played, how they behaved and record differences to how children play now. Discuss toys, clothing, surroundings etc Place photos / artefacts onto a timeline and where appropriate a Venn diagram for toys such as teddies.

Make a poster advertising a toy from the past that they would like to have played with.

Ask children to identify the reasons for changes in the design and materials of toys. Discuss materials e.g. wood, metal, leather, rope, moving parts, rubber, plastic, electronic. Changes in fashion e.g. advertising influences. Cultural influences.

Identify the reasons why some toys have remained popular through time.

Make toys using a variety of materials. (Rude Mechanicals have an excellent workshop)

Visit the Museum of Childhood to look at toys from different eras.