

# History - Toys

KS1

## Innovation and Change

Introducing new ways and methods to make something better or easier.  
 To make something different.

### Prior Knowledge

Children will be aware of toys that they play with currently but less familiar with toys from the past.

Earlier this year you learnt about history which is beyond living memory ie: significant nurses and as Year 2's (2023-24) you learnt about the Great Fire of London. In addition, we learnt about history within living memory, when we studied 'How Kings Nympton was affected by the World War II'. We looked at innovation and change through farming, vehicles and changes to the village.



What sort of toys did your parents and grandparents play with?



### My Component Knowledge:

Lesson 1: To recognise how my toys have changed

Lesson 2: To develop an understanding of different toys and use language to recognise particular toys.

Lesson 3: Whole School Trip—Quince Honey Farm

Lesson 4: To understand how and why toys have changed. (Tiverton Museum)

Lesson 5: To explain my understanding of my learning in this unit.

### My Composite Knowledge:

I can recognise that toys in the past are different to toys we play with today. I can recognise the innovations in toys that have happened over time.

### My Powerful Knowledge:

I am developing my understanding of how to recognise changes within living memory and some of the ways in which we find out about the past.

### Key Vocabulary

Tier 1: Then, now, future, past, old, new, toys, play, plastic, metal, wooden

Tier 2: Modern, batteries, favourite, wind-up, remote control

Tier 3: Electronic, Victorian, era



How have toys changed?

**Toys**

Which decade are these toys from? These are toys from the 1950s, the 1980s and the 2020s. Draw a line from the toys to the correct decade on the timeline.