

Objectives

L.O:

To Place Toys In Time.

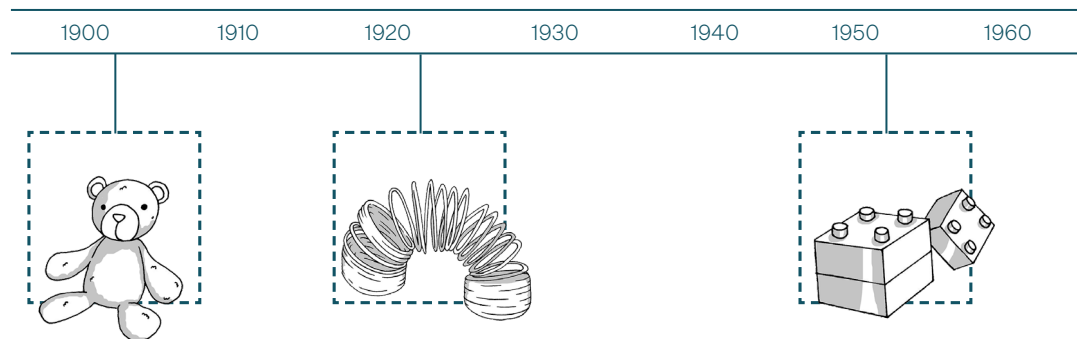
GUIDANCE/EXTENSION – Prior to the lesson you need to prepare shoe boxes (or similar) for pupils to contain the images (found in the resource section of our website – you could ask pupils to bring in shoe boxes to support this activity) that we are going to place on the timeline. If you have any of the real toys in enough numbers they can be used – a mix of both images and real is perfectly ok! You will also need to ask children to bring in their favourite toy (of course there will need to be rules placed around this and secure storage for these through the rest of the day to avoid any issues but this will greatly increase the interactivity of the lesson).

STARTING ACTIVITY – What is your favourite toy? (10 minutes)

Tell your pupils to talk to their partner and discuss what their favourite toy is (they should have these with them) before opening a wider discussion about this. You could start by saying, “We all have a favourite something and right now, in lockdown, I’m sure you have a favourite teddy, doll, car, book or, well any toy that you just love having around you and hanging out with. Choose carefully; your treasured toy is coming on a journey with you to the past! Take 5 minutes to just have a little play or read!”

MAIN TEACHING – Toy Timeline (15 minutes)

We’re going to make a timeline and we’re going to make it big!



Extra Information

Materials Required:

- ▶ Favourite toy
- ▶ Toy images worksheet (one per pupil)
- ▶ Plain paper
- ▶ Scissors
- ▶ Rulers (or tape measures if possible)
- ▶ Pencils

Key Words:

- ▶ Gregorian Calendar
- ▶ Artefact
- ▶ Timeline
- ▶ Jesus Christ
- ▶ BC (Before Christ)
- ▶ AD (Anno Domini – After Christ)
- ▶ Scale
- ▶ Slinky
- ▶ MP3 Player
- ▶ Crazes

Success Criteria:

- ▶ I can understand past, present and future.
- ▶ I can understand the scale of the timeline.
- ▶ I can place artefacts in the correct time period on a timeline.

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Discuss the meaning of past, present and future with your pupils. Discuss with your pupils that when we are thinking about the past, we often draw a timeline to show the passage of time. Explain that we have letter groups to represent different periods in time before year 0 and after year 0 which is represented in the **Gregorian Calendar** (the one used by most of the world) by the supposed year of the birth of **Jesus Christ**. These letters may seem random because they are in Latin but 'before Christ' is referred to as **BC** and 'after Christ' as **AD** (Anno Domini).

We are going to start with the year 1900 **AD** to 2020 **AD**. Use the following questions to elicit conversation around timelines:

- ▶ Why do you think we are stopping at 2020 AD? *Present day.*
- ▶ How many years will our timeline span? *120 years.*
- ▶ What do you think would be a good scale to use? *Edge the conversation to 10cm = 10years. You will have a timeline 120cm (1.2m) long – clear some space!*

MAIN TASK – (35 minutes)

Time to get creative! Tell your pupils to use paper and tape to construct a length of paper to fit your timeline on. Mark intervals using the agreed scale, 10cm for 10 years works well, and label the years. If you have plenty of space make the timeline as big as you like!


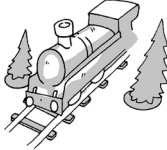
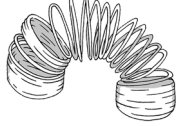
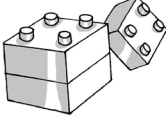


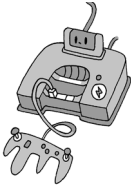
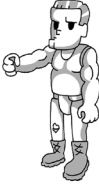

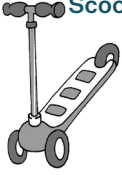

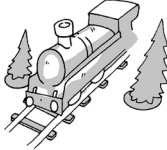
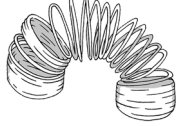
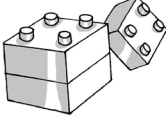


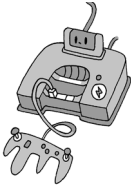
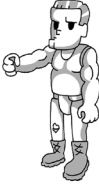

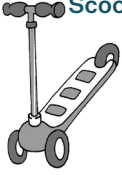

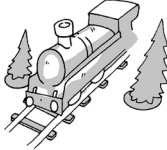
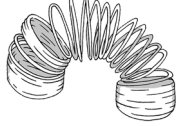
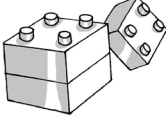


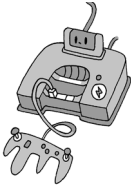
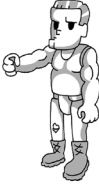

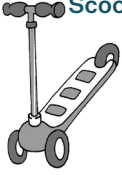
Mini-Plenary: Give your pupils a toybox each - as discussed in the guidance. Explain that Inside the toy box are a selection of the main toy **crazes** from the past 120 years jumbled up! These are the '**artefacts**' that we are going to place onto our timeline.

Take one as an example, and have each of your pupils take the same one, ask them to have a go at placing it on the timeline before you place it in the correct position on the IWB. Now ask the pupils to complete the rest of the timeline using the images in their shoebox.

You can refocus their attention through the activity with the following questions:

- ▶ Which toys are still used today; are they the same or have they changed?
- ▶ Which ones did you play with as a child?
- ▶ Which ones would you like to play with?

TOYS & PLAY - Part 1 - History

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	<p>GUIDANCE – Answers below:</p> <table><tbody><tr><td data-bbox="434 357 831 687"><p>1900AD – Teddy Bears</p></td><td data-bbox="831 357 1227 687"><p>1920AD – Electric Trains</p></td><td data-bbox="1227 357 1610 687"><p>1940AD – Slinky</p></td></tr><tr><td data-bbox="434 687 831 922"><p>1950AD – Building Blocks</p></td><td data-bbox="831 687 1227 922"><p>1960AD – Dolls</p></td><td data-bbox="1227 687 1610 922"><p>1970AD – Toy Cars</p></td></tr><tr><td data-bbox="434 922 831 1182"><p>1980AD – Computer Games</p></td><td data-bbox="831 922 1227 1182"><p>1990AD – Cartoon Action Figures</p></td><td data-bbox="1227 922 1610 1182"><p>2000AD – Smartphones & MP3 Players</p></td></tr><tr><td data-bbox="434 1182 831 1460"><p>2010AD – Micro Mini Scooters</p></td><td data-bbox="831 1182 1227 1460"><p>2020AD – Your pupil's toys</p></td><td data-bbox="1227 1182 1610 1460"></td></tr></tbody></table>		<p>1900AD – Teddy Bears</p> 	<p>1920AD – Electric Trains</p> 	<p>1940AD – Slinky</p> 	<p>1950AD – Building Blocks</p> 	<p>1960AD – Dolls</p> 	<p>1970AD – Toy Cars</p> 	<p>1980AD – Computer Games</p> 	<p>1990AD – Cartoon Action Figures</p> 	<p>2000AD – Smartphones & MP3 Players</p> 	<p>2010AD – Micro Mini Scooters</p> 	<p>2020AD – Your pupil's toys</p>		
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	<p>PLENARY – (5 minutes) Recap the vocabulary they have learnt, BC, AD, scale, past, present, artefact, timeline. Ask the pupils to take time to look at their completed timelines and congratulate them on their work.</p> <p>Take photos to use in later lessons. Finish with a discussion on toys from the past using the prompt questions:</p> <ul style="list-style-type: none">▶ Do you think children from the past had good toys? Why?▶ Which toys would you have liked to have?▶ Do any of the toys remind you of toys you have today?	