



History Topic: How have toys changed over time?

Year: 2 Term: Autumn 2

Key Knowledge/Content:

- **Chronological understanding-** Understand toys from the “past” and “present”.
- **Historical enquiry-** Ask questions and make observations about toys over time.
- **Interpretations of the past-** Consider who might have played with different toys in the past and why.
- **Knowledge and understanding-** Understand why toys have changed over time.
- **Compare and contrast-** Compare toys that were played by girls/ boys or rich/ poor children from the past.

Links to:

Prior learning:

To look at the lives of women alive in the Victorian period e.g. Mary Anning and Grace Darling.

Future learning:

To compare different holidays over time, particularly between the Victorian period and the present day.

Key vocabulary with definition:

Prior vocabulary:

- Victorian- During the time of Queen Victoria.
- Change- What has happened between two objects or times.

New vocabulary:

- Past- Time that has already happened.
- Present- What is happening now, at the moment.
- Electrical- Works through electricity.
- Generation- Different groups of people living at the same time e.g. children, parents, grandparents
- Handmade- Made by hand
- Stereotypes- When someone is assumed of a group of children e.g. boys and girls.
- Health and safety- Rules put in place to keep things safe.
- Technology- Linked to computers and electronic objects.
- Crafted- Made with an artistic skill.
- Entertainment- Something with the purpose of people enjoying it.

By the end of this unit

All children can: recognise toys from the past and present and **ask questions** about different toys, suggesting different answers.

Most children can: notice the similarities and differences between different toys and **order** them on a timeline based on which are newer and older.

Some children can: describe why toys have changed over time and how toys used to target different stereotypes in the past, such as boys and girls.

Background understanding for teachers and parents:

This unit will focus on toys and how they have changed over time. Children will look at a range of toys from different time periods, including the Victorian period and present day, before making comparisons. They will also look at how toys used to be targeted towards particular groups of children.

Curriculum Driver (one):

Healthy Lifestyle

Evidence outcome:

Consider why some toys have had to change over time in order to be safer for children to play with.