

Caroline Haslett Primary School - History Knowledge Organiser

Topic: Old Toys

Autumn Year: 1

Changes within living memory

Knowledge

| Old Toys | New Toys |
|-------------------------------------|--------------------------|
| often wooden | often plastic |
| usually mechanical or moved by hand | usually need batteries |
| usually handmade | usually made by machines |

Victorian toys were usually made from wood, metal and paper. Children from rich Victorian families played with rocking horses and dolls that were made out of expensive materials. Children from poor Victorian families played with toys that were usually homemade. Victorian children and children who lived during the First and Second World Wars enjoyed playing outside. There are many similarities and differences between old and new toys - this can be down to how they move and what they are made from. Some toys, like teddies, have hardly changed over time.

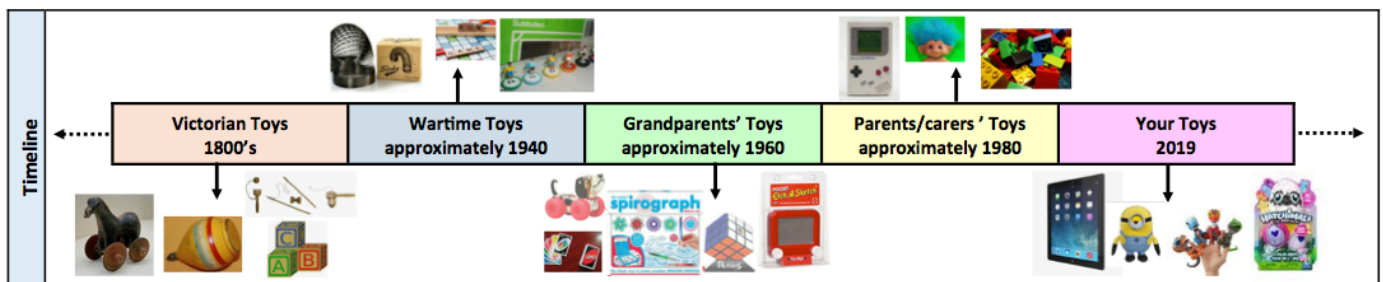
Vocabulary

- Approximately** - about; almost, exactly
- Chronology** - the order of events in time
- Differences** - the condition of being different from or not like
- Era** - a period of time in History that normally begins with a significant event.
- Handmade** - made by hand or with tools, rather than by a machine
- Plastic** - a material that is light in weight and does not break easily
- Similarity** - likeness / something that is the same as or nearly the same as something else
- Victorian** - during the reign of Queen Victoria (link to prepare for learning in Y2)
- Wood** - the material which forms the trunks and branches of trees

Possible Activities

- Sort toys between old and new and identify similarities and differences between them.
- Bring in your own toys, your parents/carers' toys and then your grandparents/carers' toys and identify similarities and differences. Put them in order from newest to oldest.
- Discuss how the materials from which the toys are made have changed over time and why this is the case.
- Place toys on a timeline in the chronology in which they were played with. Write a short description about the toy.
- Discuss which toys your grandparents would have played with that you still play with today.

Key Resources / Images



| Historical Skills | |
|--|--|
| Chronological understanding | <ul style="list-style-type: none"> • Sequence at least 4 objects in chronological order on a timeline, including photos from different periods of their life. • Use words and phrases such as: old, new, before, after, past, present, then and now, a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Use and understand the terminology past and present with support. • Use and understand the terminology now and then confidently. • Use and understand a simple timeline using pictures. |
| Historical knowledge and understanding | <ul style="list-style-type: none"> • Recognise the difference between past and present in their own and other's lives. |
| Historical interpretation | <ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories). • Ask questions such as: What was it like? What happened? How long ago? |
| Historical enquiry | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. |
| Historical organisation and communication | <ul style="list-style-type: none"> • Begin to describe historical events. • Speak about how they have found out about the past. • Recount changes that have occurred in their own lives. • Begin to record what they have learned [drawing, writing, drama, annotated diagrams, photos, ICT, timelines with objects etc]. |