



Everybody's Playing

Year 1 Topic – Spring Term

History in Year 1

Spring Term – Everybody's Playing



The history of technology and toys is the topic we have chosen to teach children about **changes within living memory including aspects of change to National Life.**

Technology is so central to modern daily life and something all children experience everyday. The way technology and toys children experience, has changed immensely over the last 100 years, and this allows our children to appreciate historical development through a topic that is relevant to all their lives. Many of our families are from different ethnic backgrounds with many family members who still live abroad. This means our children are familiar with video messaging and using social media platforms on a range of devices including smart phones and ipads. Almost all families now have at least 1 mobile phone and increasingly, these are replacing land lines in our children's lives. Toys are increasingly replaced with online gaming and smartphones.

Children start by looking at where we are now, looking how we use technology today. They then learn what living memory means and gain an understanding of what life was like 100 years ago. Children then move through the last 100 years learning about key events and people in the history of technology in chronological order; the first computers, televisions, telephones, home computers and gaming, the world wide web and smart phones and tablets. They learn about toys over the last 100 years and are given the opportunity to play with some examples such as old spinning tops and dolls. Links are made to our computing curriculum by the inclusion of a lesson teaching the importance of e safety with a key focus on how easy and widespread our information is now shared through all these communication platforms and gaming devices.



At the end of the unit, children return to the key question of **How has technology and toys changed within living memory?** and complete a knowledge drop to demonstrate their learning across the topic. Key learning in the unit is demonstrated through the use of a quiz at the beginning and end of the unit, looking at the key facts we want children to take with them in their long term memory.

This unit of work is only 11 lessons long. The 12th session has been allocated as an enriching experience. Towards the end of the unit children will take part in a **virtual workshop on toys through time.**



In Year 1 pupils are taught

The past and events that have happened in the past in their own and their families lives.
Similarities and differences in the past and now.

The difference between living memory and beyond living memory and changes beyond living memory - looking at the development of communication and technology through living memory and the building of the Salamanca at Middleton Railway as a key event beyond living memory

How to put a series of events in chronological order

How to ask and answer simple questions about the past using different sources including books, videos and newspaper reports

How to write, draw and talk about the past



In Year 1, children demonstrate their learning through the gathering of evidence in a floor book.



Tuesday 22nd January 24
L.O: To investigate how toys have changed across living memory. HISTORY

how have toys changed?

Look at this doll. How do we know it is old?

Prior Learning
So far we have explored how a timeline is important in explaining what a timeline is and how it shows a list of events. Children may know from the older days to now!

teddy bear

I know this toy is old because it's scruffy. - Edin

I know these toys are new because I've seen them in the supermarket. - Madi

Let's use our timeline knowledge

Children then took part in a sorting activity (old and new).

Next steps - Let's look at computer games. I wonder which is the oldest/newest

Monday 23rd January 2024 - A.V.O.
L.O. To describe some simple similarities and differences between angles

I think this is "a little bit old but not too old". It has colours! - Azeem

Children enjoyed comparing toys. It was a great way of learning SEN/EAL. EAL through visuals

SEN/EAL

This looks dull and boring - it must be old! - Fatima

This one is newer and looks fun but I think it's old because of the funny monster! -

I play minecraft at home! - Ismael

Fortnite must be my fave game! - Yusuf



History 30.1.24

L.O: To understand how and when television was invented

We begin our lesson with a quick quiz question which we copied on our prior learning

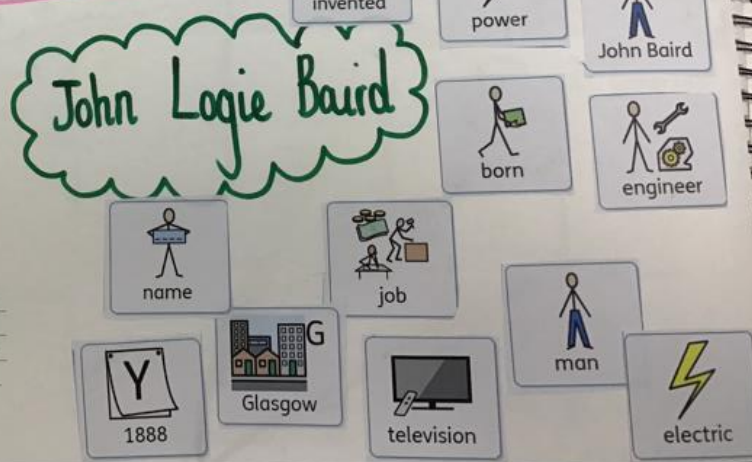
Q4. What were old toys normally made of?

- plastic
- ⊗ material (50%)
- ⊗ wood (50%)

Some children put their hand up for material, stand for wood

Prior learning

Children have learned about how the past is "History" Children have explored old toys and have compared them to new, looking at differences and similarities.



Our children were confident in using key vocabulary. We began to use our history and literacy skills to write about John Logie Baird

Cross curricula

John Baird was a Rindand central to the television skoolund



John Baird was an engineer and he was good at his job. He was born in Scotland.

SEN/EAL discussion

to b

"He made televisions!" - Amirah

"John Baird made the tv because he went to school" - Miriam

"John Baird worked hard at his job" - Amirah

Jon Baird was in a vision
Jon Baird was a scientist
Jon Baird went to college

Misconceptions

Not every misconception however, some children found it hard to retain facts, a practical approach in future?



History 22.2.24
L.O: To understand how telephones have developed and changed. Lesson 7

What were old telephones like?

Phone (Icon)

Children have become familiar with how daily life has changed in the last 100 years. They have demonstrated an understanding of old and modern toys, computers and televisions.

The old were phones big

Old phones had wires

phones most of

Children were encouraged to compare

heavy expensive &

old phones and new phones are different

old phones had wires

new phones are easy and old phones were hard

new phones touch screen

play games

old phones? button heavy phones

Imaan: "this phone is very old because it is big and chunky"

Faizah: "I know my phone is newer than Imaan's because it has a flat screen!"

expensive

play with my friends and my brother

Monday, 19th February, 2025
 L.O: To understand how telephones have developed and changed

A similarity is: Phones ring people ✓
 old phones had wires

A difference is: **Similarities & differences**

Old Phones **New Phones**

Old Phones were heavy phones	New Phones were smaller
Old phones don't have wires	New phones were expensive

A similarity is: both need power

A difference is: one needs electric

Old Phones **New Phones**

heavy expensive	Light TOUCH SCREEN
to call people	play games
big buttons	touch pick

Big phones came from a period of time when they were expensive - 1920s

Time

As time has gone on, phones have gotten lighter & RG

Misconception FI found it difficult to understand that new phones were mobile and did not need wires

No misconceptions, however there were some difficulties in understanding...

Telephone (Icon)

Children were encouraged to use new vocabulary.

A few of the carefully selected texts we use to support our historical learning in reading and writing lessons

