

History Year 1: A Class Toy Museum

Introduction

This lesson is one in a series looking at toys from the past and present. Pupils will use a word bank on computer to write simple sentences about toys which will be printed to label exhibits in a class toy museum.

Using a prepared set of word banks, pupils will create text about their toys by selecting from the words available, and typing in high-frequency words not included in the word bank. You will need to create the word banks with words that pupils have used to describe toys in discussion.

Skills involved

What will the children learn?

History:

- Match adjectives to the appropriate set of artefacts
- Recognise similarities and differences between old and new toys.

What prior experience do the children need?

Pupils should have experience of looking at, handling and talking about toys from the present and the past. They should have classified the toys in various ways. They should have been encouraged to describe the toy's appearance. Ideally pupils should have visited a museum or art gallery. They should have used a word-processing program with a word bank.

Equipment

- A selection of toys, past and present
- Computers with printers
- Word processing programs with word banks already set up with files containing words used by pupils in earlier lessons on this theme.

The Lesson

- Ask if pupils have visited a museum or art gallery
- Ask how they or their parents/guardians found out about the exhibits. Encourage them to explain that there were labels which gave information about the exhibits
- Ask pupils what the labels looked like (printed/handwritten?). Why do they think the labels were printed?
- Explain that the children are going to set up a toy museum in the classroom and that the exhibits will have to be labelled
- Establish the distinction between a short label or caption and a sentence
- Ask the pupils what sort of information could be included on the labels (name of the toy/age/description/how it was used etc)
- Allocate one or more toy to each pair or group
- Pupils should work in pairs or small adult-led groups, looking at their toy and producing text, on screen, that is clear and error-free by selecting from the word bank and using the keyboard to enter simple single words

- Print out and mount the labels.

Why are we using ICT?

Word processors that include word banks allow pupils to produce pieces of text that would otherwise be beyond their spelling and/or writing capabilities. Pupils will understand that museum exhibits have printed labels and that their museum will be more authentic if its labels are also printed.

References

QCA Schemes of Work ICT Unit 1b: Using a word bank; Unit 1d: Labelling and classifying

<http://www.standards.dfes.gov.uk/schemes2/it/itx1b/?view=get>

QCA Schemes of Work History Unit 1: How are our toys different from those in the past?

<http://www.standards.dfes.gov.uk/schemes2/history/?view=get>

History National Curriculum Programme of Study KS1: Chronological understanding, Historical Enquiry, Organisation and communication

http://www.nc.uk.net/webdav/servlet/XRM?Page%2F@id=6004&Session%2F@id=D_yis3e4CTrLs7ag596Pwl&Subject%2F@id=3251

Where do we go next?

- Discuss with the children how the museum exhibits should be displayed
- Ask the children to sort the toys chronologically
- Create simple headings (our toys, our parents' toys, our grandparents' toys) for three 'galleries' and then subdivide these into decades
- Ask the children to suggest where each toy should be placed, giving their reasons. Encourage them to realise that the condition of the toy does not necessarily reflect its age!
- The internet has several sites showing photographs of old toys. These are no substitute for handling toys, but can be used to extend pupils' understanding of the ranges of toys available through the ages. Can pupils suggest which gallery the photographs of the toys would belong in? Why do they think this?

Differentiating the activity

- Some pupils will only be able to select simple words to create a short label
- More able pupils will create longer captions from the words available
- A few pupils will be able to make greater use of the keyboard to write their own sentences about the toys, demonstrating greater chronological understanding.

Reflecting on their work

- Are pupils happy with the museum display?
- Does it resemble a museum they have seen? In what ways?
- Do the labels/captions/sentences help a visitor to learn more about the exhibits? How?
- Do the children think that using the word processor to create labels was a good idea? Why/why not? Encourage pupils to put forward both perspectives.

Supporting links

- <http://www.mape.org.uk/curriculum/history/toys.htm> – toys categorised by decade
- <http://www.teddy-bear-uk.com/museum.htm> – dedicated to teddy-bears
- <http://www.collectorsoldtoyshop.com/> – lots of small photos
- <http://www.100megsfree3.com/lonestar/album.htm> – Tonka toys
- <http://www.grasshopper-toys.com/> – excellent links to sites with lots of photographs.