

LIVING IN THE PAST. TOYS

Learning outcome: to watch the toys film and gain an understanding of what it would have been like for a poor boy like Charlie in Victorian times. What were the toys like in Morris' Toy shop? Can pupils identify and discuss changes between Victorian and today's toys.

Assessment criteria:

As an outcome produce a short piece of drama or role play showing what it would have been like to be a child like Charlie in Victorian times and the types of toys he played with. What are the differences between toys from Victorian times and toys of today.

National Curriculum links.

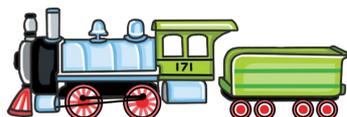
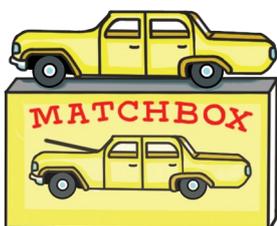
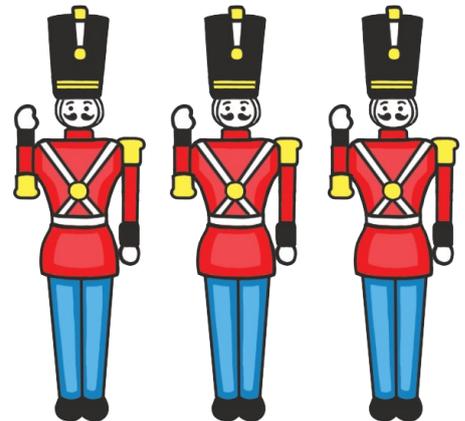
English: Year 1

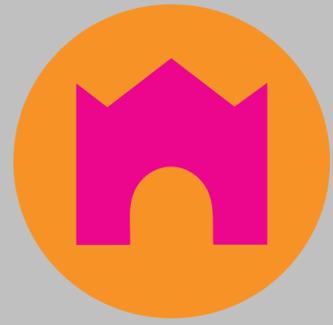
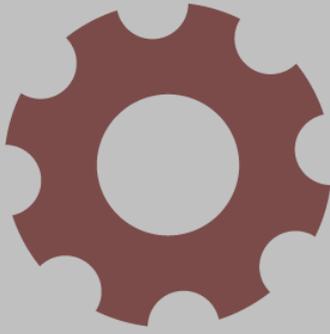
Writing – composition

Pupils should be taught to:

write sentences by:

- * saying out loud what they are going to write about.
- * composing a sentence orally before writing it.
- * sequencing sentences to form short narratives.
- * re-reading what they have written to check that it makes sense.
- * discuss what they have written with the teacher or other pupils.
- * read aloud their writing clearly enough to be heard by their peers and the teacher.





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Year 2

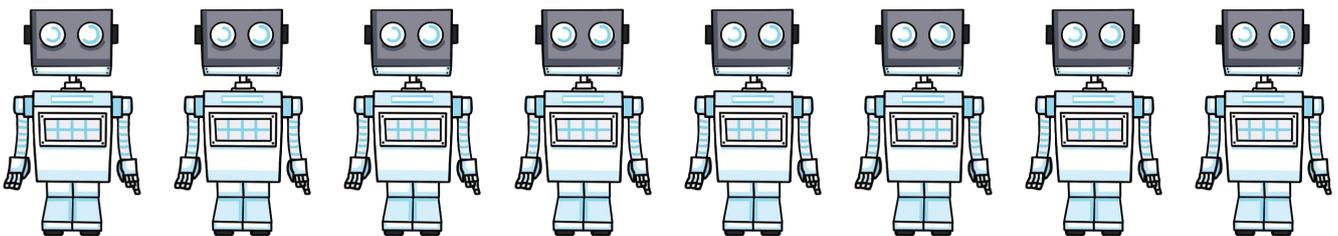
Pupils should be taught to:

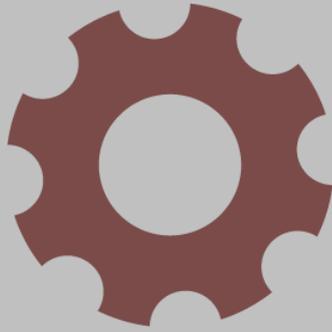
develop positive attitudes towards and stamina for writing by:

- * writing poetry
- * writing for different purposes

consider what they are going to write before beginning by:

- * planning or saying out loud what they are going to write about.
- * writing down ideas and/or key words, including new vocabulary.
- * encapsulating what they want to say, sentence by sentence.
- * make simple additions, revisions and corrections to their own writing by:
- * evaluating their writing with the teacher and other pupils.
- * re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].





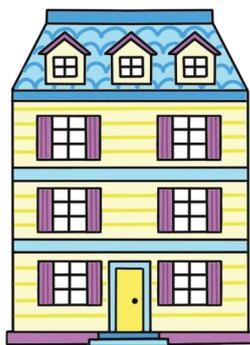
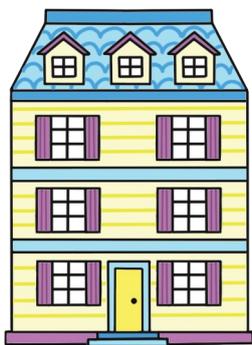
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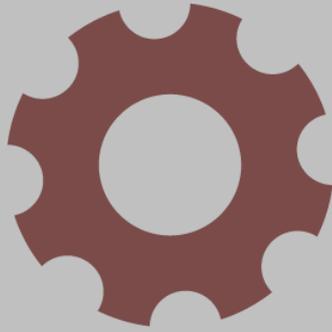
- * read aloud what they have written with appropriate intonation to make the meaning clear.

Everyone loves toys! And nowadays there is no limit to the types of toys and games that you can buy. Toys that you can build, toys that help you build your imagination. Toys today are often made from plastic which is bright and colourful, strong and hard-wearing, and waterproof which means it's easy to keep clean. Lots of today's toys use batteries to move, make sounds or light up. Electronic games on tablets and mobile phones are also hugely popular. These have to be plugged into mains electricity to charge them up. Lots of toys are based on characters from children's TV programmes and films. We buy toys in toy shops, supermarkets and grocery shops, we get toys free on the cover of magazines and comics, and some fast food outlets even give toys away with their children's meals. We can buy toys online on a computer, tablet or mobile phone without leaving home. But it wasn't always like this. In Victorian times plastic hadn't been invented, and houses did not have electricity or television, so toys were very different to today.

Resources needed: Living in the Past. Toys Film, Film introduction and scripts pdf.

Suggested discussion questions: 'What was it like for poor Charlie being a boy that only dreamed of having toys from Mr. Samuel Taylor Morris' toy shop?' 'What were the toys like that Charlie played with?' 'What kind of toys would Charlie see in the toy shop window?' 'How does you think Charlie feels about not being able to have new toys from Morris' toy shop?'





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- **Activity:** Create a small piece of drama or role play linked to the toys film. Perhaps they could work in small groups or in pairs and take on a different role, describing the toys in Morris' toy shop window. You could be children just like Charlie, all staring through the window of the toy shop dreaming of having one of the toys on display.

You will need to plan what you are going to act out, you should produce a basic script, if you want you can use Charlie's script for inspiration.

- **Alternative activity:** Make a list or complete a table showing the differences between toys from today and from Victorian times. Try and use as much detail as possible.

Additional resource: Charlie's script:

My name's Charlie and I am 6 years old. I love to go and peep through Morris's Toy Shop window. I dream of having lovely toys like those. I come from a poor family, see. The toys that me and my friends play with are very different from the ones in the toy shop. Poor children like me hardly have any toys at all. Most of the toys we do have are homemade. The Mothers make dolls out of wooden clothes pegs and old rags for the girls. I have got a bit of old rope to skip with. Father found it at work, but the rich families buy skipping ropes with shiny, painted handles. I am very lucky because for my birthday Father carved a little wooden train for me. My cousin also gave me his old building blocks now he's too big for them. There are things we can play with for free too. I love playing hopscotch, and you only need a stone to do that. We scratch the numbers and the squares on the road with the stone then use it to throw. My brother made a football from rag stuffed with newspaper. It doesn't go very far but it's better than nothing.

