

Learning conversation record	
Teacher Nisha	Leaders David
Date 23 rd March 2023	Before / During / After unit of work
Summary of unit of work or lesson and relevant learning outcomes intended	
Y1 History – ‘May I play?’ Play from the past and children’s toys. Exploratory learning conversation.	
Questions asked	Key points, agreed actions and impact sought from them
How far back are you looking at toys and play?	We are looking at Victorian toys and games onwards.
What kinds of toys are in focus?	Everything from teddy bears, 70’s toys to the use of technology.
Can children recognise the scale of difference between the past and toys now?	They are starting to recognise this, as in the nature of the materials used and modern technology, power etc.
What about the concept of ‘play’?	We looked at Victorian games, making their own toys. We also had a parent visitor who talked about ‘special toys’.
This is clearly engaging, but what historical understanding are they learning?	They know that TV has had an impact on the evolution of toys. We looked at Paddington and traced this back to his origin. They were shocked at how long ago this was.
Can they recognise both change and continuity?	This showed in teddy bears. Some specific features have been adapted and some are consistent.
Have any misconceptions arisen?	They thought that all old toys were wooden and that any toy that was dirty or worn must be old. We discussed these views.
What about toys in the future?	We had one interesting conversation where a child thought her toy baby in future would talk to her and eat real food.
At the end of the unit what will be recorded?	They will write to explain how toys have changed, and present everything in a ‘toy museum’ in the classroom.
Follow up – There is a great opportunity to visit the class museum and talk with children to see what they have learned.	

Subject leader reflection: The topic appears to have developed well, engaging the children as one would expect. Specific strategies have been used to ensure historical aspects are taught and understood at Year 1 level. The follow up discussion with children could use some big questions to get them talking – ‘Why do children play with toys?’ ‘Have they always played with toys?’ ‘How have toys and games changed over time?’