



School and Group Visits at Bucks County Museum and Roald Dahl Children's Gallery Workshop Curriculum Links

Toys through the Ages: Year 2

Workshop Outline

(All timings are approximate)

15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Team will remind them how materials and functions of objects will be different.

60 minutes – object handling

The group is split into 4 groups. Each group has 15 minutes to play with and evaluate a box of toys. There are four boxes and each box contains replicas of toys from a different period of time. The children are encouraged to play, share and listen to each other's ideas respectfully. The emphasis is not getting it right or wrong, but trying their best and having fun.

15 minutes – analysis and conclusion

Each group has to decide as a team which time period they think each toy box was from. Their answers are written on sticky notes which they place on the timeline. Once all the teams have answers. The answers are revealed, but the emphasis remains on how well the children did trying their best and having fun.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Science: Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

Science: uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time



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- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in Bucks, from the following periods:
 - Roman Britain
 - Theme in British history that extends pupils' chronological knowledge beyond 1066 including Tudors and Victorians