



Silver shoe from Aylsham, Norfolk

Toys Resource Pack

Key Stage 1
History

eResearched and written by Megan Dennis

www.heritage.norfolk.gov.uk



Introduction

This Toys Resource Pack is designed to work with Key Stage 1 of the National Curriculum history syllabus. The pictures in this pack are supplemented by information available online on the Norfolk Heritage Explorer website.

The Resource Pack provides details from the website, photographs and drawings from the paper archives held by Norfolk Landscape Archaeology designed to help children develop an awareness of archaeological objects and how they can be used to understand the past. The pack also includes possible teaching activities and ideas for cross curricular working.

The pack is part of a series of Resource Packs linked to the National Curriculum available from Norfolk Landscape Archaeology. Find details and download other packs on the Norfolk Heritage Explorer website:

www.heritage.norfolk.gov.uk

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Background

It is very hard to identify toys in the archaeological record. It is likely that children played with everyday objects. Many toys would have been homemade from organic materials that do not survive. Some objects found in Norfolk have been identified as toys, or part of toys.

Most of these toys are small models of larger objects— for example dolls, guns, bells, plates and cutlery. Many of these are very similar to modern toys, although their corroded and broken state often makes it difficult for children to recognise them.

Dolls were made in a variety of materials but most commonly only metal ones remain. A strange mis-shapen lead doll from Congham is a good example. The missing head may have been made from organic materials—cloth stuffed with straw or scraps of fabric. The copper alloy male doll from Quidenham is easily dated by the style of clothes he is wearing. Other toys may have had removable fabric clothes. Some of these toy dolls come in pieces—for example the arm from Shotesham or the leg from Barton Bendish. These would have been joined together with string to make jointed dolls that could move their legs and arms.

Military toys like guns, cannon and soldiers were popular throughout the medieval and post medieval period. Some of these were accurate scale models. The cannon from Bawsey would originally have been complete with wooden wheels which have since been lost. The toy musket from Breckland came with a ramrod to push the charge into the barrel. The ramrod is now stuck inside the barrel. It is more common for the ramrod to get lost separately. These war toys were made as fully-working miniatures of adult weapons - gunpowder, firing mechanisms and all - and could actually fire a projectile such as a miniature cannonball. A few have split barrels from explosions when the missiles got jammed, suggesting that this was regularly done.

Miniature cooking pots and musical instruments like the bell from Flitcham are also relatively common finds. Nowadays, of course, the same objects are made in plastic. Other toy kitchen equipment, like frying pans and plates, have also been found. The plates must have been part of quite elaborate tea sets which would have been relatively expensive.

These toys were widely available and mass produced. They would have been keenly marketed from the medieval period. Just like every child wanting a Buzz Lightyear today in the post medieval period the most popular toy was the jointed doll and the toy musket. These finds clearly contradict the traditional view that in the Middle Ages there was no childhood in the sense that we understand it today.

Text adapted from:

British Archaeology, undated. British Archaeology 35. Available:
<http://www.britarch.ac.uk/ba/ba35/ba35feat.html> Accessed 14 April 2007.

Toys in the National Curriculum

Although the National Curriculum does not prescribe history content any longer it does suggest that teachers use a variety of historical sources. It is often difficult for teachers to identify and use historical archives and local case studies. This is why this series of Resource Packs have been created.

This pack contains photographs and drawings of medieval and post medieval toys from Norfolk. The pack and associated material has been created in consultation with local teachers and the QCA guidelines for Key Stage 1 History. It will also be useful for teachers following other specifications and may be used in a variety of different ways. The packs give students a chance to interact with material evidence in a fresh and interesting way.

Toys in the QCA/Department for Education and Skills Schemes of Work History at key stages 1 (Year 1)

Unit 1: How are our toys different from those in the past?

Section 3: What were other people's toys like?

Show the children the pictures from the Toys Resource Pack. Encourage the children to ask questions about the toys. Some of the pictures only show part of the toy. Ask the children to draw a picture of the toy before it was broken.

Section 4: How do we know that some toys are old?

Make a mixed collection of photographs old and new toys and include the pictures of toys in the Resource Pack. Ask the children to sort the toys into two sets. Talk about the characteristics of each set. Encourage the children to use adjectives. Make a set of cards with adjectives written on them, for example broken, shiny, rusty and clean. Read a word and discuss its meaning. Ask the children to match the cards to the sets of toys. Help children to generalise about how we know a toy is old.

Section 5: What is the same and what is different about these toys?

Show old and new toys of a similar type, for example the pictures of male and female medieval and post medieval dolls in the pack and modern equivalents. Ask the children to talk about what is the same and what is different. Draw their attention to design, materials and how the toys move, as well as to what the toys look like. Ask the children to draw a picture of each toy and help them to label it. This activity could be extended by asking the

children to represent these ideas in a Venn diagram.

Section 6: How can we show visitors what we have found out?

Suggest that the children make a class toy museum. They will include real old and new toys and pictures of older toys like those in the Resource Pack. Talk about how the toys should be displayed. Explore different ways of organising the 'exhibits' for example by type or by age. Make a three-dimensional time line by arranging toys on a shelf or unit top. Ask the children to label exhibits, make a pictorial guidebook and give visitors guided tours.

Possible Teaching Activities

- Role play. Give each of the children a picture of a toy from the past. Ask them to imagine they are living in the past. Get them to ask each other questions about their toys. Why do you like it so much? Who bought it for you? Do you play with it every day?
- How are toys different in the past? Draw your favourite old toy and label it.
- Old and new. Compare pairs of twos of similar types—for example dolls or guns. Ask the children what is the same and what is different. Draw their attention to design, movement, materials and appearance.
- Toys Timeline. Ask the children to create a timeline of the pictures of toys. Ask them to write museum labels for each toy describing what it is, how old it is and what it is made of.
- Ask the children to write about an old toy, making up a story about it. Use the Toys Resource Pack for inspiration. They could write a story about how the toys got lost and became battered and broken. Or the children could make up a story together and create a class book.
- If you could ask the toy questions what questions would you ask? Now answer as many of those questions as possible
- Tell the story of a day in the life of a toy when it was originally used
- Tell the story of a toy from when it stopped being used to it being found by an archaeologist.
- Tell the story of a day in the life of the toy's owner
- One pupil chooses a toy from the Resource Pack that other children do not see. The pupils then have to ask questions to guess what it is.
- Look at one of the toys. Go round the class and get a new observation from each person about the object: e.g. what it might feel like: heavy, light, rough, smooth, comfortable, its value, its shape, size etc.

Cross Curricular Links

ITC

Ask the children to produce the labels for the toys using a word processor to assemble text held in a word bank.

Literacy

Ask the children to write labels for the toy exhibits and pictures.

Art

Ask the children to draw pictures of their favourite old toys.

Design and Technology

Ask the children to look at the dolls in the resource pack. They then make a simple puppet by marking out, cutting and joining pieces of fabric. Children look at a selection of designs including the dolls in the Resource Pack and base their design on the old toys they have learnt about. This task would also provide a context for work in literacy and offers an opportunity for children to make up their own play or to retell a familiar story using their puppets.

Science

Talk about what the toys are made of—are they wooden or metal or plastic? Ask them to put them into different groups.

Using the Images with an Interactive Whiteboard

You can find high quality images from this pack on the Norfolk Heritage Explorer Teachers' Resources gallery:

<http://gallery.e2bn.org/gallery588.html>

Look at each of the pictures of toys in turn. Think about the sort of information you could get from them if you knew more about them. In groups think of 3 questions that you could ask about the toys that would explain more about their use. Write the questions on the board using the Notebook function. Different groups can then answer your questions. Suggested questions: Can it be held comfortably? Does this suggest how it might have been played with? Would it be easier to use with a handle or wheels? How was it made? Does the toy move? How would it move? How could the handle or wheels be fixed?

Using the screenshade function hide half of the image. Ask the children what they think the object is. Compare their answers to the image as you slowly reveal more of the picture. Do they change their minds about what the toy looks like as they are given more information?

Finding Out More

Websites

British Archaeology, undated. British Archaeology 35. Available:
<http://www.britarch.ac.uk/ba/ba35/ba35feat.html> Accessed 14 April 2007.

Books

Egan, G., 1996. Playthings from the Past (London, Jonathan Horne).



The body of a 15th or 16th century lead doll from Congham, NHER 25765.

What is missing?

Available online at: <http://gallery.e2bn.org/gallery588.html>

Copyright Norfolk Museums & Archaeology Service.



A toy bell found in Flitcham, NHER 35258.
Will the bell still ring? Why not?
Available online at: <http://gallery.e2bn.org/gallery588.html>
Copyright Norfolk Museums & Archaeology Service.



A post medieval toy musket found in Breckland.

Why is the gun green?

Available online at: <http://gallery.e2bn.org/gallery588.html>

Copyright Norfolk Museums & Archaeology Service.



A post medieval copper alloy mask found in North Runcton.
This face mask probably comes from a doll. Was it meant to look scary?
Available online at: <http://gallery.e2bn.org/gallery588.html>
Copyright Norfolk Museums & Archaeology Service.



A post medieval silver shoe perhaps from a toy found in Aylsham, NHER 37441.
How big is the shoe?

Available online at: <http://gallery.e2bn.org/gallery588.html>
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The leg of a post medieval doll from Barton Bendish, NHER 23934.

Can you point to the doll's shoe and sock?

Available online at: <http://gallery.e2bn.org/gallery588.html>

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A post medieval copper alloy doll's hand and arm from Shotesham.

How many fingers does the doll have?

Available online at: <http://gallery.e2bn.org/gallery588.html>

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A post medieval copper alloy toy cannon from Bawsey.

Can you see where the wheels were fixed?

Available online at: <http://gallery.e2bn.org/gallery588.html>

Copyright Norfolk Museums & Archaeology Service.



A post medieval copper alloy male doll found in Quidenham.
The doll is wearing a long coat.

Available online at: <http://gallery.e2bn.org/gallery588.html>

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**NORFOLK HISTORIC
ENVIRONMENT
RECORD**

Union House
Gressenhall
Dereham
NR20 4DR

Phone 01362 869 389
Fax 01362 860 951
heritage@norfolk.gov.uk

Written in February 2007.



 **Norfolk** County Council
@ your service