

History Key Stage 1

Chronology



Activity

Timelines



Outcome

For the children to be able to demonstrate that they have a concept of the passing of time by ordering the following: a dinosaur; a space station; a knight; a steam train; a Stone Age child; an ancient Egyptian or pyramid; a present day school child and a Second World War soldier (see **Pupil sheet 1**, page 20).



Materials and resources

Worksheets provided:

- **Pupil sheet 1:** Chronology Key Stage 1 assessment sheet (page 20)
- **Pupil sheet 2:** Stages in life (page 21)
- **Pupil sheet 3:** Vehicles (page 22)
- **Pupil sheet 4:** Homes (page 23)

Washing lines and pegs. Cards for: times of day; days of the week; months of the year; stages in life; centuries.

Collections of objects, for example:

- socks – booties to sports socks
- toys – rattles to Lego Technic
- T-shirts – baby vests to football shirts

Collections of photos, pictures or models:

- local buildings or the class's houses
- weapons from clubs to guns
- means of transport from horseback to shuttle
- clothes from Stone Age to present day
- long strips of paper, pens, etc.

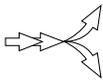
Differentiation by task, outcome and organisation

Measurement of time

This is a good activity to start with. It begins with the passing of time using words familiar to all the children. It has a mathematical basis and results in a display of time words which the children can then use for reference.

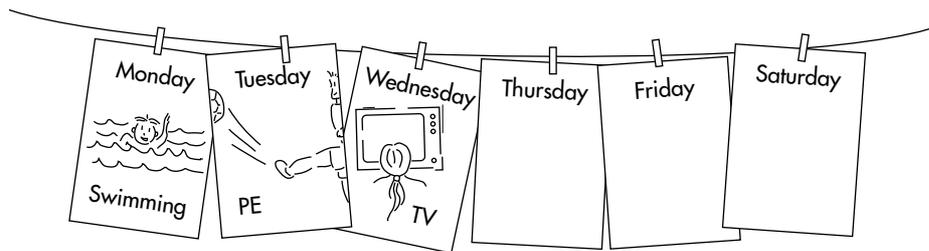


Either select the tasks for the children or allow them to choose their own. The children can work on their own but they must talk to their peers about their illustration. Alternatively, they can work in cooperative groups, each group being given a separate task.

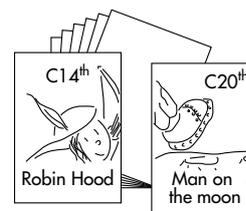


On separate tables in the classroom, place sheets of A4 card with clear headings on them. The headings should comprise days of the week, months of the year, times of the day, seasons, etc. On one table the headings will be the days of the week, on another the months of the year, on another times of the day, and so on. The children should be told to illustrate the cards appropriately starting with events that happen in school. They will need to talk to each other about what they are going to draw, eg 'On Monday we always go swimming'.

When a sequence is completed the children should then order them and display them on the wall or by pegging them to a washing line across the room.



This activity can easily be extended to hours of the day, years, periods in history, and centuries. Children who choose to illustrate the centuries will need to be provided with appropriate materials and resources to inform their illustrations. For example:

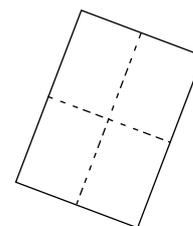


Once children have completed their contribution to the class display, they can start to make personal timelines relating what they do at home each day. These they can do on long strips of paper, writing their own time words at the top.



Pairs activity

Divide the class into random pairs. Give each child a sheet divided into four. Ask them to draw in each quarter something they do every day. When they have finished the drawing they should cut the sheet into four and give it to their partner who then has to put the four pictures in the correct chronological sequence.

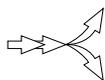


Personal timelines

Organise the children into random pairs and sit them knee to knee in a carousel (see page 42). Ask the first pair to talk about what they used to do when they were babies that they do not do now. Ask some children for feedback. Make new pairs and ask the children to talk about what they do now that they could not do when they were babies. Again ask for feedback and then in new pairs ask the children to talk about what they will do when they are adults that they do not or cannot do now. Again ask for feedback. Organise the pairs into fours and give each four a piece of sugar paper and some pens. Ask each four to record their ideas on the paper. Decide which groups are going to do babies, which now and which adults. The children can draw or write their ideas.

Differentiation Pack 4: History

When the children have had sufficient time, organise the class into a circle so that groups can feed back to the whole class.



Next the children can work individually, illustrating their own personal timeline on a long strip of paper.

Baby	Now	Adult
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This activity can be extended to include events in the children's lives, eg birth of siblings, broken arms, etc. This can be a homework task, the children taking home a sheet such as the one shown below:

My life by: _____
Age 1 2 3 4 5 6 7 8

This activity can be further extended by involving parents and grandparents in the same exercise. The children can find out what their parents were doing during their lives in five- or ten-year spans. For example:

My life by: _____
Age 0 10 20 30 40

This information can then be used as the basis for assemblies or drama work.



Timelines using artefacts, events and pictures

Organise the class into random fours. Each table has a collection of objects or pictures which the groups have to arrange in chronological order. For example, toys, clothes, pictures of homes, toy vehicles, etc. Each group has to arrange the items and make a quick record of how they did it. The items could be numbered and the children could record the order of the numbers.

When all groups have finished sorting the children should move onto the next table and so on. At the end of the session groups can compare the ways they sorted the various items and items can be pegged up or displayed in the correct order.



Children can then work in pairs on the worksheets (**Pupil sheets 2 to 4**, pages 21 to 23) provided, putting the pictures in the correct order. They can then write sheets for each other to sort. Here they will need books and pictures to help them with their illustrations.



Assessment opportunity

Pupil sheet 1 (page 20) can be used as an individual assessment activity.

Boudicca Battle



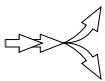
Outcome

To know the key events of the Roman invasion and the Boudicca rebellion. To use source material. To remember key facts. To start to ask questions about Roman organisation.



Materials and sources

Source material containing information on the battle with Boudicca. This should be a combination of books with an account of the battle in it, information sheets with original source material, tapes of both primary source material and secondary accounts. As many colour pictures with the two sides as possible and a prize!



Differentiation by outcome

Activity

Organise the material onto tables (about eight tables for a class of 32 children). Tell the children they are going to:

- move around the tables to get as much information as possible
- work in pairs
- aim to get details of the Boudicca rebellion for a competition.
- record the detail in any way they like: drawing, cartoon, flowchart, anything.

Let the children have half an hour to gather material. Then place the children in groups of six (three pairs) or groups of four if they are not used to working in groups (two pairs). Tell them:

- this is a competition
- they need to combine ideas to produce a **group** account of the rebellion of Boudicca
- the group with the **most** detail will win a prize.

Each group reads or presents an account. The teacher judges the winner and explains why.

Next lesson ask the same groups to compile a quiz, eg blockbuster or 20 questions to answer or multiple choice or sentence completion (with the answers). These can be kept and given to different groups to complete in a week's time to see how much they remembered. A learning circle discussion can then be held by the teacher on 'ways we remember' so that individual children can be helped to target set.

Note: This activity can be used for any or the 'factual events' aspects of the Romans as invaders and settlers.