



Cedar, Cherry, Rowan, Time Tunnel

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point		<p>Brainstorm some Historical events they know about: World War 1 and 2, Victorian Times, etc. Write these up as a class.</p> <p>Ask the children to talk about their experiences of theme parks. What types of rides and attractions did they go on?</p> <p>They are going to become designers for a new attraction at a history museum. The owner of the museum wants the children to create a ride called 'The Time Tunnel', which will take the visitors on a trip through the 'history of the world'. The ride must be:</p> <p>Suitable for families Educational Feature different periods of history</p> <p>The children can research some of the Historical events and make a list of them and the years. Once they have collected some Historical events they will design their 'Time Machine' and write instructions on how it works and what it does.</p> <p>Share their designs and ideas.</p>		iPads
Knowledge Harvest		<p>Ask the children (or give them a list) to think about our Historical events discussed in the Entry Point. Can they put them in chronological order?</p> <p>Create a time line of them.</p>		List of Historical events
Big Picture		<p>Chronology involves putting things in the right order. This is very important when studying history because it helps us to see 'the big picture' – to understand the reasons why things have happened and how the present is influenced by the past.</p>		
History 1	Be able to select and record information relevant to an historical topic.	Place features of historical events and people from the past societies and periods in a chronological framework.	<p>Activity 1</p> <p>In the school hall (or where you will have plenty of space). Start by recapping what a timeline is. Make a line using rope or tape to create your 'timeline'.</p> <p>You will also be creating a timeline for yourself. Prepare some key events/moments on cards, each with a year date for the children to sequence. (It is up to you if you want to be honest about your age!)</p> <p>Explain that this is going to be your (CT) timeline. Work together with the children to sequence your events on your timeline. As part of this task, prompt the children to consider:</p>	<p>Prior to the session, tell the children that they will be creating a timeline to show the key moments and events from their own lives. Children can bring in photographs and artefacts, if they wish, to help illustrate their timeline. They may also want to talk through key events with their parents, such as their first word, when</p>

			<p>What date will go on the far right (the 'end') of the timeline? What date will go at the start? What order should the events be shown on the timeline? How will we space these events? Should the timeline have a scale? Which are happy events? Which are sad events? Talk about some of the events that have happened in your life (such as moving to a different school or location). How did that event affect those that come after it? If you had made a different decision, would some of those events have been different? Help the children to understand that events/decisions in the past can influence those that occur later and in the present.</p> <p>Activity 2 The children will create their own timeline using artefacts they bought in for the lesson. They can use card to write events too and home learning.</p>	<p>they got their first milk tooth, a first holiday, and so on. For home learning create a time line.</p>
History 2	Be able to find out about aspects of the past from a range of sources.	Place features of historical events and people from the past societies and periods in a chronological framework.	<p>Recap on home learning about their family trees. Using PPT create their family tree with information.</p>	<p>Home learning prior to this learning – Create their family tree, with as much information as possible. Laptops</p>
History 3	Know that the study of history is concerned with the past in relation to the present	Summarise the main events from a period of History, explaining the order of events and what happened.	<p>Activity 1 As a class brainstorm all the measures of time or phrases relating to time that they can think of. What is the shortest measure of time that they know? What is the longest? These might include: day, week, month, year, decade, century, millennium, B.C.E, C.E, and so on.</p> <p>Activity 2 Take the word 'century' – a hundred years. Ask the children to write down what they think life was like exactly one hundred years ago from today. What was school like? What did you do for leisure? What was the diet like? What did the home look like? Make contrasts to society today.</p>	

History 4	Know about the ideas, beliefs, attitudes and experiences of people in the past.	Describe the features of historical events and way of life from periods I have studied; presenting to an audience.	<p>P27 (Have some cards for a historical personality for those who don't do their home learning) Explain to the children that they will be creating a special type of timeline, called a 'living graph'. Ask the children to look at their cards from their home learning. They will need to create an x-axis for their graph that includes a span of dates relevant to the period that they are studying. They should then place their cards on the x axis, in the correct sequence that they occurred. Children should then draw a positive and a negative y-axis (see p27) – with the x-axis becoming the central dividing line. Do they think their historical personality had, overall, a positive or a negative impact on history? What opinion did they have at the start of the session? Has this changed by looking at the facts?</p> <p>Extension Imagine that they are their historical personality or someone who was affected by one or more of their decisions. They should record their feelings in a letter to a friend, discussing how they feel. Prompt the children to think about what was happening at the time. Who was in support/opposed to the historical personality and why? Would the person in question have cared what other people think?</p>	<p>Home Learning - choose a historical personality eg, Julius Caesar, Emperor Qin Shi Huang, Henry VIII, Napoleon Bonaparte, Mary Queen of Scots and Mumtaz Mahal. The following website might be useful for background information: bbc.co.uk/history/historic-figures – the BBC history website has a useful A-Z section on historical figures, with a biography of each. Create about eight to ten statement cards with dates that describe key things that the historical personality did during their lifetime. These might include achievements, inventions, laws that they passed, wars they were responsible for or were a part of, rivalry and intrigue, marriages, and so on.</p>
History 5	Be able to place the events, people and changes in the periods they have studied into a chronological framework.	Place features of historical events and people from the past societies and periods in a chronological framework.	<p>Activity 1 In pairs the children can create a PPT on a chosen civilisation. Civilisations could include: the Aztecs, Babylonians, Chinese (such as the Tang Dynasty), Ancient Egyptians, Greeks, Indus Valley Civilisation, Islamic Golden Age and the Romans. The following IPC history units are a good source of background information and resources: in Milepost 2, Scavengers and Settlers and Temples, Tombs and Treasures, and in Milepost 3, AD900 and The Great, the Bold and the Brave. As part of their research, the children should consider the following:</p>	Laptops

			<p>Key rulers Wars and conflict Inventions and new discoveries Expansion (new buildings, settlements, colonies) Explain to the children that they will be assembling a timeline for their civilisation, therefore they should think about the key dates and facts that they think would give a good overview of the historical 'highs' and 'lows' of their civilisation. Some useful websites include: resources.woodlandsjunior.kent.sch.uk/homework/history.html – the Woodlands Junior School website is an award-winning resource, providing excellent information on a number of historical periods. camelotintl.com/world/index.html – Camelot International website features a 'history of the world' section. Click on a continent to access a timeline of their history. (Note: this site does feature advertising.) hyperhistory.com/online_n2/History_n2/a.html – HyperHistory is an excellent resource for this unit. It provides access to timelines relating to people, history and events – as well as maps showing early civilisations and invasions. fsmitha.com/t-index.html – an extensive timeline of world history. Use the 'subject index' links to help the children find relevant information. (Note: this site does feature advertising.) timeforkids.com/TFK – Time for Kids is an excellent site that features timelines of different countries. Select and then click on 'Around the World' to access the menu of countries.</p> <p>Activity 2 Create a time line with their information/PPT.</p>	
History 6	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied.	Describe the features of historical events and way of life from periods I have studied; presenting to an audience.	<p>The children will be looking at inventions and how different cultures and civilisations throughout time approached and sought to solve the same problems. It will also help them to understand that inventions build on each other – each new invention seeks to offer something new or better than the last. Children will be tracing these developments throughout history. Assign a different 'invention' for each group to research. These might link back to the timeline work that the children did in the previous task or cover a different era. Some ideas might include: Land transport</p>	Laptops

			<p>Air travel Writing Communication/sending messages Medicine/surgery Books and printing Photography Television Computer</p> <p>The children can record their work in one or both of the following ways:</p> <ul style="list-style-type: none"> • Creating a progression timeline by sequencing each key invention, then linking them with a 'progression arrow'. On the arrow, the children should write how the invention was improved or developed each time. • Children stand in a line, pretending to be the inventors. They should each explain their own invention and what it does. <p>They should then add how their invention builds on the previous one, pointing out its weaknesses and the areas where their own invention has improved upon it.</p>	
Geography 1	Be able to collect and record evidence to answer geographical questions.	Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.	<p>Brain storm as a class the history of Maidstone. Has the village/town/city been around for a very long time? Who might have lived there in the past? Why might the original settlers have chosen that site? What are its natural features? How has the settlement changed/grown over time? Does the name of the village/town/city have any special significance? What evidence is there of previous settlers? The children can draw a map of the local area as it is now and then and show how it's changed. OR Create a PPT on the local area. They can use Google Maps</p>	<p>Home Learning – Historical facts about Maidstone.</p> <p>Visit Maidstone Museum?</p> <p>Laptops</p> <p>Google maps</p>
Geography 2	Be able to make plans and maps in a variety of scales using symbols and keys.	Describe how some places are similar and dissimilar in relation to their human and physical features.	<p>History is largely about the movements of people, from civilisations and empires seeking new lands and resources, to explorers and traders looking to open up new avenues of commerce. Look back at the timeline and maps that the</p>	

			<p>children created from the previous task. Using the timeline, choose two or three key moments that you have identified – such as the arrival of settlers, a battle between two armies, a famous family or individual moving to the area, and so on. Assign one of these events to each group. From this, ask the children to find out more about the origins and reasons for that movement of people. Depending on the event, this might include:</p> <p>Where did the original settlers come from? What were their reasons for moving? Where else did they settle – are there any patterns? Who were the two sides that fought at the battle? Where did they come from? Why was this location significant? What previous battles had taken place – and where were these located? What was the eventual outcome? Where did the family/individual originate from? Why had they travelled to the area? Did they remain in the area or did they travel elsewhere? What links do they have with other countries and locations around the world?</p> <p>Ask the children to prepare and present their findings to the rest of the class. Look together at the children’s maps and how they have recorded their data. How do these maps help to tell a human and geographical story?</p> <p>For example: Evidence of building and farming by different settlers Areas of contested territory; locations of battlefields, fortifications, etc. Original names of settlements/regions Man-made features that have changed the landscape, such as roads and canals</p> <p>Evaluate how symbols, colours and labels have been used to make the information clear to the viewer. Consider ways the maps might be improved.</p>	
Art 1	Be able to consider works of art in terms of meaning, design,	Explain why I have used different tools to create Art.	Explain that the word ‘history’ nowadays often refers to a written story of the past. However, artists have told the story of the past through their work for many centuries. This work has	Laptops

	materials, technique, place and time.		<p>taken many forms, including tapestries, paintings, sculptures and pottery.</p> <p>Get children to use books and the internet to find information and illustrations on some or all of the following:</p> <p>Aztec codices (concertina folded books), depicting Aztec life and history Egyptian tomb paintings and statues, providing information on religious beliefs and rulers, as well as everyday life, such as farming, hunting and travel Roman mosaics and murals, showing everyday scenes of Roman life (feasts, gladiators, clothing, etc.) The Bayeux Tapestry - made in the 11th century and depicting the war between England and Normandy (France)</p> <p>The following website provides an excellent source of images: britishmuseum.org/explore/youngexplorers/discover.aspx – Explore exhibits at the British Museum by selecting ‘Museum Explorer’ then use the interactive map to select a region and topic.</p> <p>In small groups, tell the children that they are going to pretend they are creating their own art documentary for a history channel.</p> <p>Groups should choose pieces from the different periods they have studied, to talk about as part of their mini show. Children will need to think about a running order and how they can make thematic links between the Art that they have included.</p> <p>At the end of the session, allow time for groups to present their ‘documentaries’. Focus on the choices of art that were made and why they were chosen. Also explore the ordering of the artwork and any thematic links that were made.</p>	
Art 2	Be able to communicate through visual and tactile forms	Explain why I have used different tools to create Art.	<p>Recap the different art styles and techniques that the children studied from the previous session. Tell the children that they are going to be recording an event (or series of events) from one of their timelines that they created as part of their history or geography work.</p> <p>Children will need to choose the media that they will use to capture their event/s. They may wish to create something in the style of one of the techniques they have explored (a concertina book, a tapestry-style timeline, a mural) or explore other techniques, using more modern media (e.g. a</p>	

			<p>selection of collage images scanned and manipulated in an art package).</p> <p>If children are focusing on a historical event, then they may need to reference books and other resources, to record clothing and other details that will help them create an accurate record of the time period.</p> <p>Children to create their own Art piece.</p>	
Art 3	<p>Know how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences</p>	<p>Explain why I have used different tools to create Art.</p>	<p>Art Extension</p> <p>Ask children to research two famous artists from the host country. For each artist, they should choose four or five examples of their work that span their lifetime. Ask the children to make a pictorial timeline sequencing each artist's work.</p> <p>Children should label each art work giving information about its subject matter, date it was created, materials, form and technique. Compare and contrast the timelines and the different works that have been chosen. How do they reflect the history of the host country? How have the artists developed their techniques over time?</p>	
International 1	<p>Understand that there is value both in the similarities and the differences between different countries.</p>		<p>What can we learn from the past?</p> <p>Ask the children to work in groups to decide on the building blocks that will help build a positive future. Children can discuss their ideas and then write these onto separate cards to build their wall of thoughts.</p> <p>View these as a whole class. Can we put any of these ideas into practice ourselves - in the way we work together in the classroom, treat our friends and family, approach new challenges and tasks? Encourage the children to use examples from their learning to support their opinions</p>	
Exit Point			<p>Using their 'Time Tunnel' designs from the entry point, make their design as home learning. Share them with the class and present them, like a 'Dragon's Den' style.</p>	Models
Reflection				