World History
Lesson plan 3: Chronology

This lesson can be used as a single one hour lesson or used as a series of lessons from the World History resource. It covers cross curricular objectives as well as historical points at Key Stage Two/CfE second level but it could also be used as a skill based lesson for Key Stage 3.

Objectives

1. Aim to understand the time periods of history.
2. Aim to understand how time periods are classified and how that could change according to the county you are living in.
3. Aim to understand chronological order.

National Curriculum/Curriculum for Excellence links

| English | discussion, making decisions and questioning, oral speaking skills, working within a group and using others’ ideas to develop opinions, questioning evidence and the ability to use of a variety of language to describe. To adapt speech and language depending upon the audience and listening to discussion and/or presentations and identifying key points. To develop the ability to use dramatic techniques to explore issues and to use character, action and narrative to convey story and themes. To use a variety of written composition and examine the entomology of words. |
| History | chronological understanding, historical interpretation, historical enquiry and World History. |
| Creativity | imagination and construction of stories. |
| ICT | |

Resources

- Worksheets:
  - Definitions of time worksheet
  - News report worksheet
  - Object cards worksheet
  - Odd one out worksheet
- Scissors, glue and A3 paper
- World History website
- Interactive White Board (IWB)
Teaching and learning activities

Introduction

1. Explain that in order to understand changes you have to look at time periods. Discuss how time is always moving and people have devised different ways to record this which helps us to put events in order and know when things happened in the past.

2. Split the class into pairs and complete the definitions of time worksheet for AD, BC, Century, Millennium, and decade. The aim is to think about the origins of the words. Alternatively, this could be completed on the IWB.

3. Explain what a timeline is including how BC moves backwards in time from one and AD moves forward. To illustrate this, use the World History interactive timeline on your IWB.

One

1. Print out the object cards worksheet and divide the pupils into small groups. Ask the students to put the cards in a line of date order moving left to right with the oldest artefact first.

2. Feedback and give each group the correct order. Pupils can then stick the pictures down in the correct order on an A3 sheet of paper.

3. The teacher should give the class an outline of dates for the Romans, Egyptians, Anglo-Saxons, the medieval period, Tudors, Victorians and 20th Century.

4. Using the World History website, ask the pupils to find out the country of origin for each object and write it underneath the picture.

5. Each group should then use the information in the articles to write one fact that interests them about each artefact.

6. As a class discuss how people classify their time periods and why places such as South America and Africa may not refer to time periods such as the Tudors. Pupils need to consider that countries identified with particular Empires (who governed large parts of the world) classified time periods according to a ruler or family of rulers. By the end of this task pupils should have created a timeline which relates to the history of the world.
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Two

1. In their groups, pupils should complete the odd one out worksheet. They could use their timeline from activity one or the World History website to research each object and discover the odd one out. The aim of the task is to identify artefacts that are from different time periods and/or different places.
2. Feedback as a class asking the pupils to explain their choices.

Three

1. Show the class a clip from an episode of Newsround: http://www.bbc.co.uk/iplayer/categories/childrens/news/ or a clip such as: http://www.bbc.co.uk/learningzone/clips/the-white-horse-of-uffington-castle-and-dragon-hill/5866.html on the IWB.
2. After the pupils have watched the clip the teacher should discuss with the class what makes an interesting news report and how it is informative but also interesting to watch.
3. Split the class into groups of 3-4 pupils. Tell them that they are going to make a news report about the objects on the World History website. (For additional teacher information about making a news report see BBC News School Report: http://news.bbc.co.uk/1/hi/school_report/default.stm)
4. Hand each group the news report worksheet. Pupils will need access to the World History website to research the information for their news report.
5. Each group must then perform their role play. It would be a good idea if the teacher or another pupil could actually video each group.
6. After watching all the reports ask students to feedback one interesting fact about an object from each report they heard.
Plenary

Play 'class chronology'. Divide the class into four groups and give them one minute to place themselves in order of age starting with the oldest through to the youngest pupil. They must be standing in a line in the correct order within a minute.

Extension or homework

1. Put the ages of the members of their family into a chronological timeline.
2. Select one object, time period or country/continent and find out four more facts about it using the web links on the World History website.