History, geography and society, grade 1

All units for this subject and grade (unreviewed AI drafts)

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Grade 1 Society: Rules, Fairness and Community Jobs (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 1

Big idea

Rules help people stay safe and get along, and different places need different rules. Fair does not always mean everyone gets exactly the same: sometimes it means sharing equally, sometimes taking turns, and sometimes giving someone what they need so they can join in. When a rule is not working, the people who use it can talk and agree a better one. In a town, people do many different jobs: some make things you can hold (goods) and some do things for other people (services), and every job needs skills and tools.

This is the first society unit of grade 1 (term 1). It builds on the kindergarten unit My day and my class (classroom roles, making one class rule with a "so that..." reason) and on Families, then and now, and people who help us (helpers in school and town). Here the rules move outside the classroom, the idea of fairness is added, and jobs are sorted and explained.

Outcomes

By the end of the unit most children can:

1. Match a rule to a place (a park, a library, a swimming pool, a road crossing, a bus, a café kitchen) and give its reason with "so that...".
2. Show a fair share of a small number of objects between two people, and explain one time when fair means taking turns.
3. Explain, using a story, that fair can also mean giving someone what they need to join in, even when others do not get the same thing.
4. Say what was wrong with a rule that was not working in a game, help their group agree a better rule, and say whether it worked better.
5. Sort made-up job cards into "makes a thing you can hold" (goods) and "does something for people" (services), and name one tool and one skill a job needs.
6. Work with a group on a shared task, sharing out the roles in a fair way.

Prior knowledge

- Kindergarten society: our day in order, classroom roles and jobs, making a class rule and saying why, helpers in school and town.
- Kindergarten health and PE: taking turns, stop/look/listen with a grown-up.
- Grade 1 maths term 1 runs alongside: sharing 10 counters into two equal groups uses facts within 20.

- No reading is needed. Every rule, place, job and tool card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 3 needs the hall, playground or a cleared space. Lesson 5 can take two sessions if groups want more time to build.

Lesson	Title	Main activity
1	Rules in different places	Match rule cards to place cards and give "so that..." reasons
2	What is fair?	Share counters, take turns with a timer, the story of the step, fair and unfair ways to choose
3	When a rule isn't working	Play a beanbag game with an unfair rule, agree a better rule, play again
4	Jobs in Little Hill	Sort made-up job cards into goods and services; match tools and skills
5	Building Little Hill together	Groups build one building and a rule sign for a class town; show what you know

Materials (whole class unless noted)

- Lesson 1: per pair, a set of 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen), a set of 14 rule picture cards (listed in lesson 1) and a sorting mat with 6 boxes; large copies of the place cards for the board; a museum place card for the closing check.
- Lesson 2: per pair, 10 counters and 2 paper cups; per group of 4, one toy and a 1-minute sand timer; story picture cards A-D (Kit and Ari); per pair, 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box; a cup of numbered lolly sticks; for the closing check, 8 stickers or counters and a picture of two children; large counters for any child who still mouths small objects.
- Lesson 3: per group of 4, one hoop, one beanbag, one yellow bib (or sash) and a strip of floor tape for the throwing line (about 2 metres from the hoop); the cup of numbered lolly sticks from lesson 2; the "Class Fox line leader" story card; a large "Our new rule" sheet and a pen; the "paint table" picture card for the closing check. Indoor alternative per group: a cardboard box and a scrunched paper ball.
- Lesson 4: per pair, 8 made-up job cards (baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser), a sorting mat ("makes a thing you can hold" with a picture of hands holding a loaf; "does something for people" with a picture of a helping hand), and 8 tool cards (oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer); a banana (or a picture of one) and a picture of a lorry and a ship; two closing-check cards (dentist, potter).
- Lesson 5: per group of 4, 3-4 clean empty cardboard boxes, paper, crayons, glue sticks, masking tape, child-safe scissors, a lolly stick and a small card for a rule sign, 4 group role cards (builder, decorator, sign maker, checker) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot); a long paper strip as the town street; the "ways to choose" cards and the cup of numbered lolly sticks from lesson 2; pre-cut shapes, glue dots and tape tabs for fine-motor support; the cards needed for the one-to-one check (see Assessment).
- Blank cards and pencils for the extensions in lessons 1 and 4.

- Support cards: two ready-made new-rule picture cards per group (lesson 3); two ready-drawn rule signs per group and a thumbs-up card for the checker (lesson 5).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each group shares out roles and decides, and listen to each group's rule and "so that..." reason.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the swimming pool card and "walk, don't run" rule card, 6 counters and 2 cups, story card C, the baker and bus driver job cards, a picture of a game where one child always goes first. Answer guide:
    1. "Why might a swimming pool have a 'walk, don't run' rule?" (So that nobody slips on the wet floor and gets hurt.)
    2. "Share these 6 counters fairly between Kit and Ari." (3 each.)
    3. Story card C. "Ari gets a step to reach the sink. Kit doesn't need one. Is that fair?" (Yes, because Ari needs it so that both can wash their hands. If a child says "no, it's not the same", ask: "Can Ari wash hands without it?" and accept a changed answer with a reason.)
    4. Baker and bus driver cards. "Which one makes a thing you can hold?" (The baker: bread, cakes.) "What does the other one do for people?" (Drives people where they need to go.)
    5. Picture of a game where one child always goes first. "Is this rule working for everyone? What could the group change?" (No; take turns, pick a lolly stick, or any fair way that gives everyone a go.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Lesson 3 is a moving game: clear the space, agree a "hands up, everything stops" signal, throw underarm only, towards the hoop and never at people. Fetch the beanbag only when the thrower has finished.
- Lesson 5: child-safe scissors only; use clean, empty food boxes and leave out any packaging from foods on the class allergy list (for example nut products).
- Counters, lolly sticks and stickers stay on tables and out of mouths; use large counters with any child who still mouths objects.

Families, feelings and privacy

- All stories use made-up children (Kit and Ari, Class Fox) and a made-up town (Little Hill). Never ask children what jobs the grown-ups at home do, what money their family has, or whether their family follows a rule.
- Children can share a job they would like to do, or a job they have seen in a story, if they want to; nobody has to.
- In lesson 2, keep "fair means giving what someone needs" about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or any other support.

- Show jobs done by people of different genders, ages and appearances. Avoid saying any job is for boys or for girls.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Lesson 3: a child who uses a wheelchair or walking frame throws from where they are, and the throwing line moves to them; children who prefer not to join the active game can be the group's "rule watcher", who says whether the rule is being followed. Seated players can throw a paper ball into a box on a table instead.
- Low vision: large cards with bold outlines; describe each card aloud. Fine-motor needs in lesson 5: pre-cut shapes, glue dots and tape tabs.
- Colour is never the only clue: the sorting mats use picture symbols (thumbs up and down, hands holding a loaf, a helping hand).

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF pages 32-34 for civics, page 37 for economics). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (the lifeguard in lesson 1; the teacher in lesson 3)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lessons 4 and 5)
  - D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school." (lesson 1)
  - D2.Civ.6.K-2 "Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority." (lesson 5)
  - D2.Civ.8.K-2 "Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules." (lesson 2)
  - D2.Civ.9.K-2 "Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group." (lessons 3 and 5)
  - D2.Civ.12.K-2 "Identify and explain how rules function in public (classroom and school) settings." (lesson 3)
  - D2.Eco.3.K-2 "Describe the skills and knowledge required to produce certain goods and services." (lesson 4)
  - D2.Eco.4.K-2 "Describe the goods and services that people in the local community produce and those that are produced in other communities." (lesson 4)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Rules, places and jobs differ between countries and towns. Swap the cards for places and jobs children know, and use your local road-crossing rule (for example, a green figure, or no signal at all).

- Some jobs fit both columns (a builder makes a house you can see and touch, but also does a service for the family who asked; a café cook makes food and serves it). Accept any placement a child can explain; the cards were chosen so most have one clear answer.
- "Fair" is a big idea that adults disagree about. These lessons show three everyday kinds (equal shares, taking turns, giving what someone needs) and do not claim this is the whole story.
- The game in lesson 3 has a deliberately unfair first rule. Keep the first round short (about 3 minutes) so no child feels left out for long, and rotate who wears the bib between groups, choosing in a fair way.
- Money, prices and saving (later C3 economics indicators) are left for grade 2. Laws and governments are left for grade 2 and later.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 032dbc6 on 9 November 2026 (timings, links, counts, sources, safeguards and the one-to-one check were consistent); two materials notes were fixed in 00cf8e7, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Rules in different places

Unit overview - Next: Lesson 2

Goal: Children match rules to the places that need them and say why each rule helps, using "so that...".

Length: about 40 minutes.

Materials

- Per pair: 6 place picture cards (park playground, library, swimming pool, road crossing, bus, café kitchen); a sorting mat with 6 boxes, one for each place; 14 rule picture cards:
  - Park: "Wait your turn for the slide"; "Put litter in the bin".
  - Library: "Use a quiet voice"; "Turn pages gently".
  - Swimming pool: "Walk, don't run"; "Swim only when the lifeguard is there".
  - Road crossing: "Stop, look and listen with a grown-up"; "Cross when the green figure shows".
  - Bus: "Stay sitting while the bus moves"; "Let people get off first".
  - Café kitchen: "Wash hands before cooking"; "Keep hot pans away from the edge".
  - Everywhere: "Be kind"; "Ask a grown-up for help".
- Large copies of the 6 place cards for the board.
- A museum place card for the closing check.
- Blank cards and pencils for the extension (drawing a new rule card).

Steps

✎ Opening (5 min)

Recall the kindergarten class rule: "Last year your class made a rule. What was it for?" Accept any answer with a reason. Say: "Rules are not only for classrooms. Today we visit six places and find the rules each one needs." Put the large place cards on the board and name each one together.

✎ Main activity (25 min)

1. **Model (5 min).** Take the swimming pool card. Hold up "Walk, don't run". "Where does this rule belong? Why?" Think aloud: "The floor is wet, so that nobody slips and gets hurt." Put it in the pool box. Point out the lifeguard in the picture: "The lifeguard's job is to watch the water and make sure people stay safe."
2. **Pairs match (12 min).** Pairs place the rule cards in the boxes. Walk round and ask "Why does it go there?" Two cards ("Be kind", "Ask a grown-up for help") fit everywhere: pairs put them under the mat.
3. **"So that..." round (8 min).** Each pair chooses one rule and says it with a reason: "In the library we use a quiet voice so that people can read and think." Children who prefer not to speak to the class tell the adult or hold up the card while their partner speaks.

✓ Discussion questions (5 min, with answers)

1. "The library has a quiet-voice rule. Why doesn't the park have one?" (People in a library are reading and thinking; in the park, loud play usually doesn't stop anyone else from doing what they came for.)
2. "Which rules fit in lots of places?" (Be kind, ask for help, taking turns, putting litter in the bin, washing hands before food; accept others with a reason.)
3. "Who helps people keep the rules at the pool?" (The lifeguard. Other places: the bus driver, the librarian, the crossing guard, the cook in charge.)

✓ Closing check (5 min, with answers)

Show the museum card. "Here is a new place. Think of one rule a museum might need and say 'so that...'." (Any rule with a reason, for example: "Don't touch the things in the glass cases so that they don't break"; "Walk so that nobody bumps into the displays"; "Use a quiet voice so that people can listen to the guide.") Note who gives a rule with a reason.

Vocabulary

rule, reason, "so that", place, safe, lifeguard, librarian.

Differentiation

- Support: give a pair only 3 places and 6 rule cards; say each card aloud.
- Extension: "Make up a new rule for one of the places and draw its card." Or: "Find a rule that would be silly in another place." (A quiet-voice rule in the playground.)

⚠ Safety

- None beyond normal classroom care. Remind children that the road crossing rule is "with a grown-up" (kindergarten road safety).

Teacher notes

- Use local versions: if your crossings have no green figure, change that card to your local rule.
- Keep the talk on the made-up places. Do not ask children whether their family follows a rule.

Lesson 2: What is fair?

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn three everyday kinds of fair (equal shares, taking turns, giving someone what they need to join in) and sort fair and unfair ways to choose who goes first.

Length: about 40 minutes.

Materials

- Story picture cards A-D about two made-up children, Kit and Ari:
  - A: Kit and Ari with a plate of 10 grapes.
  - B: Kit and Ari next to one swing.
  - C: Ari, too short to reach the sink, standing on a step; Kit, tall enough, without one; both washing their hands.
  - D: Kit and Ari with a board game, both wanting to go first.
- Per pair: 10 counters (the "grapes") and 2 paper cups labelled with pictures of Kit and Ari.
- Per group of 4: one toy (the "swing") and a 1-minute sand timer.
- Per pair: 6 "ways to choose" cards and a mat with a thumbs-up box and a thumbs-down box. The cards: "Take turns from a list"; "Pick a numbered lolly stick from a cup"; "Rock, paper, scissors"; "The tallest always goes first"; "Whoever shouts loudest goes first"; "The same child always goes first".
- A cup of numbered lolly sticks for the demonstration.
- For the closing check: 8 stickers or counters and a picture of two children.
- Large counters for any child who still mouths small objects.

Steps

✎ Opening (5 min)

Show card A. "Kit and Ari have 10 grapes. Kit takes 8 and gives Ari 2. Is that fair?" (No.) "What would be fair?" Take ideas. Say: "Today we find out what fair means. It is not always the same thing."

✎ Main activity (25 min)

1. **Equal shares (6 min).** Pairs share the 10 counters between the Kit cup and the Ari cup, one at a time ("one for Kit, one for Ari"). Count: 5 and
2. "Fair can mean the same amount each." Quick try: 6 counters (3 each).
3. **Taking turns (6 min).** Show card B. "There is only one swing. We can't cut it in half! What's fair?" (Take turns.) Groups of 4 pass the toy round, each child holding it until the 1-minute sand timer runs out. "Fair can mean everyone gets a turn."
4. **The story of the step (6 min).** Show card C and tell it: "Ari can't reach the sink, so the teacher gives Ari a step. Kit is tall enough and doesn't get a step. Is that fair?" Take ideas from both sides. Then ask: "Could Ari wash hands without the step?" (No.) "Now both can wash their hands. Fair can mean giving someone what they need so they can join in."

5. **Ways to choose (7 min).** Show card D. "Who goes first?" Demonstrate one fair way: pull a numbered stick from the cup. Pairs sort the 6 "ways to choose" cards onto thumbs up (fair) and thumbs down (not fair).

✓ Discussion questions (5 min, with answers)

1. "Why is 'the tallest always goes first' not fair?" (The same person always wins, and nobody can change how tall they are.)
2. "Why is picking a lolly stick fair?" (Everyone has the same chance; nobody knows which stick they will get.)
3. "When we shared the grapes, everyone got the same. When Ari got the step, Kit did not get the same. Were both fair?" (Yes: the grapes were shared equally, and the step helped Ari do what Kit could already do.)

✓ Closing check (5 min, with answers)

1. Put 8 stickers next to the picture of two children. "Show me a fair share." (4 each.)
2. "Tell me one fair way to choose who goes first." (Take turns from a list, pick a lolly stick, rock paper scissors, or another way where everyone has the same chance.)

Note who shares equally and who names a fair way.

Vocabulary

fair, not fair, share, the same, turn, need.

Differentiation

- Support: share 4 counters (2 each) before 10; sort only 4 "ways to choose" cards (2 fair, 2 not fair).
- Extension: "Share 9 grapes between Kit and Ari. What can you do with the one left over?" (Cut it in half, give it to someone else, save it; accept any idea with a reason.) Or invent a new fair way to choose.

⚠ Safety

- Counters and lolly sticks stay on tables, out of mouths; use large counters with any child who still mouths objects.
- The "swing" is a toy passed hand to hand; no real swinging.

Teacher notes

- Keep the step story about Kit and Ari. Do not point to real children in the class who use a step, a chair, a hearing aid or other support.

- Some children will say the step is not fair because it is not the same. That is a reasonable first answer; the question "Could Ari wash hands without it?" usually helps. Accept a changed answer with a reason.
- Rock, paper, scissors gives each player the same chance only if both show their hand at the same time; mention this if children raise it.

Lesson 3: When a rule isn't working

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children notice when a rule is not working for everyone, agree a better rule as a group by listening to each other, and test whether the new rule works better.

Length: about 40 minutes. Teach in the hall, the playground or a cleared classroom.

Materials

- The "Class Fox line leader" story card: a made-up class where the first child to reach the door is the line leader, showing children rushing to the door.
- Per group of 4: one hoop, one beanbag, one yellow bib (or sash), and a strip of floor tape for the throwing line about 2 metres from the hoop.
- Indoor alternative per group: a cardboard box and a scrunched paper ball.
- A large "Our new rule" sheet and a pen.
- The "paint table" picture card for the closing check (only the children at the front table can use the paint; children at other tables are waiting).
- A cup of numbered lolly sticks (from lesson 2) for choosing who wears the bib first.
- For support: two ready-made new-rule picture cards per group (for example "Everyone takes a turn wearing the bib" and "Throw in the order of the lolly sticks").

Steps

✎ Opening (5 min)

Agree the stop signal: "When I put my hand up, everything stops and you put your hand up too." Practise once. Recall lesson 2: "What does fair mean?" (Sharing the same, taking turns, giving what someone needs.)

✎ Main activity (25 min)

1. **Class Fox (6 min).** Show the story card. "In Class Fox, the first child to reach the door is line leader. What happens?" (Children run and push; the fastest children are always leader; slower children never are.) "Is this rule working?" (No.) "What could Class Fox change?" Write ideas on the "Our new rule" sheet (a turns chart; a lolly stick each morning). "The people who use a rule, with the teacher, can agree to change it."
2. **Game, round 1 (4 min).** Groups of 4 at a hoop. Use the lolly sticks to choose who wears the yellow bib. Rule 1: "Only the player in the yellow bib throws, every time. The others fetch the beanbag." Throw underarm from the line into the hoop. Stop after about 3 minutes.
3. **Agree a better rule (6 min).** Groups sit together. Ask: "Was rule 1 fair? How did it feel to only fetch?" Each child says one idea while the others listen; the group agrees one new rule (for example: pass the bib on after each throw; take turns round the circle). Groups can agree by talking, by a show of hands, or by picking a lolly stick if two ideas are tied.
4. **Game, round 2 (5 min).** Play again with the new rule.

5. **Back together (4 min).** Each group shows its new rule with a thumbs up (worked better), thumbs sideways (a bit better) or thumbs down (not better), and says why if they want to.

✓ Discussion questions (5 min, with answers)

1. "What was the problem with rule 1?" (The same child threw every time; the others only fetched. It was not fair, and it was not much fun for most of the group.)
2. "How did your group choose the new rule?" (We each said an idea, listened and agreed, or put our hands up, or picked a stick.)
3. "Who can change a rule?" (The people who use it, working together and with the person in charge, such as the teacher for class rules.)

✓ Closing check (5 min, with answers)

Show the paint table card. "The rule is: only children at the front table can use the paint. Is it working for everyone?" (No: the other tables never get to paint.) "What could the class change?" (Take turns by table; put paint on every table; use a turns chart.) Note who sees the problem and who suggests a fairer rule.

Vocabulary

rule, change, agree, listen, fair, better.

Differentiation

- Support: offer two new rules on picture cards and let the group choose one.
- Extension: "Your new rule worked. Could it be even better? What else might go wrong?" (For example: someone throws too hard, so add "underarm only".)

⚠ Safety

- Clear the space; groups well apart. Throw underarm, towards the hoop, never at people. Fetch the beanbag only after the throw.
- Use the stop signal before every change of round.

Access

- A child who uses a wheelchair or walking frame throws from where they are; move the throwing line to them.
- A child who prefers not to join the active game can be the group's "rule watcher", who says whether the rule is being followed, and has a full say in the new rule.
- Seated players can throw a scrunched paper ball into a cardboard box on a table.

Teacher notes

- Keep round 1 short (about 3 minutes) so nobody feels left out for long. Rule 1 is unfair on purpose; say so afterwards.
- Most groups will choose turns. If a group's new rule doesn't work, that is useful: "What would you change next time?"

Lesson 4: Jobs in Little Hill

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children sort jobs in a made-up town into those that make things you can hold (goods) and those that do something for people (services), and say what tools and skills a job needs.

Length: about 40 minutes.

Materials

- Per pair: 8 made-up job cards from the town of Little Hill: baker, bus driver, nurse, librarian, farmer, bin collector, builder, hairdresser. Show people of different genders, ages and appearances.
- Per pair: a sorting mat with two boxes: "makes a thing you can hold" (picture: hands holding a loaf) and "does something for people" (picture: a helping hand).
- Per pair: 8 tool cards: oven, tractor, steering wheel, stethoscope, comb and scissors, bin lorry, bricks and trowel, library computer.
- A banana (or a picture of one) and a simple picture of a lorry and a ship.
- Two closing-check cards: a dentist and a potter.
- Blank cards and pencils for the extension (drawing a new job card).

Steps

✎ Opening (5 min)

"Little Hill is a made-up town. Lots of people work there. Who might work in a town?" Take ideas (from stories, from walking around). Say: "Today we find out what each job does for the town."

✎ Main activity (25 min)

1. **Goods or services (8 min).** Model with the baker: "The baker makes bread. Can you hold bread?" (Yes.) "Things you can hold are called goods." Then the bus driver: "Can you hold what a bus driver does?" (No; the driver takes people places.) "When someone does something for people, it is called a service." Pairs sort the 8 job cards.
2. **Tools (7 min).** Pairs put a tool card next to each job. Check together: baker - oven; farmer - tractor; bus driver - steering wheel; nurse - stethoscope; hairdresser - comb and scissors; bin collector - bin lorry; builder - bricks and trowel; librarian - library computer.
3. **Skills (5 min).** "What does a baker need to know or be good at?" (How to mix and measure, how hot the oven is, how long to bake, washing hands.) Pairs choose one other job and tell each other one thing that person needs to know or be good at. Share two or three.
4. **From far away (5 min).** Hold up the banana. "Can bananas grow in Little Hill's cold winters?" (No.) "Bananas grow in warm places. Farmers there grow them, and lorries

and ships bring them here. Some goods are made in our town, and some come from other places."

✓ Discussion questions (5 min, with answers)

1. "Is the nurse making something you can hold?" (No; the nurse looks after people who are ill or hurt. That is a service.)
2. "Which job would Little Hill miss most if it stopped for a week? Why?" (Any answer with a reason, for example: the bin collectors, because rubbish would pile up and smell. Point out that every job matters to someone.)
3. "The builder makes a house you can touch. Is that goods or a service?" (It could be both: the house is a thing, and building it is something done for the people who asked. Accept either with a reason.)

✓ Closing check (5 min, with answers)

Show the two new cards one at a time. "Does this person make a thing you can hold, or do something for people?"

1. Dentist. (Does something for people: looks after teeth. A service.)
2. Potter. (Makes a thing you can hold: bowls, cups, pots. Goods.)

Note who sorts both correctly and who can say why.

Vocabulary

job, goods, service, tool, skill, make, town.

Differentiation

- Support: sort 4 job cards only (baker, farmer, bus driver, nurse); say each card's name aloud.
- Extension: "Make a new job card for Little Hill. Draw the tool it needs and say whether it makes goods or a service."

⚠ Safety

- None beyond normal classroom care. If you bring a real banana, check the class allergy list; do not eat it in the lesson.

Teacher notes

- Never ask what jobs the grown-ups at home do. Children may say a job they would like to do, or one from a story, if they want to.
- Avoid saying any job is for boys or for girls; if a child says so, ask: "Could anyone learn to do that job?"

- The builder card is deliberately tricky (see discussion question 3). Every other card has one clear answer: goods - baker, farmer, builder (usually); services - bus driver, nurse, librarian, bin collector, hairdresser.

Lesson 5: Building Little Hill together

Unit overview - Previous: Lesson 4

Goal: Children work in a group on a shared task, share out roles in a fair way, and make a building and a rule sign for a class model of Little Hill. The end-of-unit one-to-one check runs during the week.

Length: about 40 minutes (can take two sessions).

Materials

- Per group of 4: 3-4 clean, empty cardboard boxes; paper; crayons; glue sticks; masking tape; child-safe scissors; a lolly stick and a small card for a rule sign.
- Per group: 4 role cards with pictures (builder: puts the boxes together; decorator: draws windows and doors; sign maker: makes the rule sign; checker: checks the group is following its plan and everyone is joining in) and one building card (bakery, bus stop, library, clinic, farm shop, hair salon or bin depot).
- The "ways to choose" cards from lesson 2 and a cup of numbered lolly sticks.
- A long paper strip on the floor or a table as the town street.
- For fine-motor support: pre-cut shapes, glue dots and tape tabs.
- For support: two ready-drawn rule signs per group to choose from, and a thumbs-up card the checker can hold up.
- For the one-to-one check during the week: the swimming pool card and the "walk, don't run" rule card (lesson 1), 6 counters and 2 cups, story card C (lesson 2), the baker and bus driver job cards (lesson 4), and a picture of a game where one child always goes first.

Steps

✎ Opening (5 min)

"Today our class builds Little Hill together. Each group makes one building and one rule sign. A town only works when lots of people do different jobs, and your group only finishes if everyone does a job too." Show the role cards and the building cards.

✎ Main activity (25 min)

1. **Share out the roles (4 min).** Each group chooses a fair way from the "ways to choose" cards to share out the 4 role cards (for example, pick a lolly stick, then choose roles in number order). Groups of 3 combine decorator and sign maker; groups of 5 have two builders.
2. **Build (15 min).** Groups build their building from boxes and make a rule sign that belongs to their place (for example, the bakery: "Wash hands before baking"; the bus stop: "Wait in a line"). The sign maker draws the rule; the whole group agrees its "so that..." reason.
3. **Our street (6 min).** Groups place their buildings on the town street. Walk along it together; each group points to its rule sign.

✓ Discussion questions (5 min, with answers)

1. "How did your group decide who did which role?" (We used a fair way: picked sticks, took turns, or talked and agreed.)
2. "What would happen if everyone in your group made the sign and nobody built?" (The building wouldn't get finished. Sharing jobs helps a group finish a shared task, like jobs in a town.)
3. "What does our town still need?" (Any building with a reason, for example: a school, a park, a fire station.)

✓ Closing check (5 min, with answers)

Each group says its rule with "so that...". (Any rule that fits the place, with a reason that explains how it helps, for example: "Wait in a line at the bus stop so that everyone gets on safely and in turn.") Note groups whose reason links to safety, fairness or getting along.

End-of-unit one-to-one check

Run the five-question check in the unit overview (Assessment section) during the week, about 4 minutes per child, while other children add to the town or draw a job they might like to do (by choice; nobody has to).

Vocabulary

group, role, share, agree, town, street.

Differentiation

- Support: give the group a ready-drawn rule sign to choose from (two choices); pre-cut windows and doors.
- Extension: add a second sign, or make a job card for someone who would work in their building and say whether it is goods or a service.

⚠ Safety

- Child-safe scissors only; cut away from fingers and bodies.
- Use clean, empty food boxes; leave out packaging from foods on the class allergy list (for example nut products).

Access

- Every role can be done in different ways: a checker can use a thumbs-up card; a sign maker can choose a picture instead of drawing.
- Fine-motor needs: pre-cut shapes, glue dots and tape tabs.
- Children may give the rule and reason by speaking, signing, pointing to the sign or with a partner speaking for them.

Teacher notes

- The checker role is not a boss: it means checking the plan and that everyone joins in. Say this when handing out cards.
- Keep the town for a week so children can add to it during the one-to-one checks.

Grade 1 Society: Then and Now: Timelines and Old and New Objects (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 2

Big idea

Things happen in an order, and we can show that order on a timeline using words like first, next, before, after, long ago and now. Life in the past was different from life today in some ways and the same in others: children long ago also learned, played and helped, but many of their tools and toys were different. We find out about the past from sources: old objects, old pictures, written labels and what older people remember. A source can answer some of our questions, and it can also make us think of new ones.

This is the second society unit of grade 1 (term 2). It builds on the kindergarten unit Families, then and now, and people who help us (sorting "long ago" and "now", three time bands, what an old photo can and cannot tell us). Grade 1 adds longer sequences, before/after language, comparing a whole part of life (school) then and now, and asking questions of a source.

Outcomes

By the end of the unit most children can:

1. Put five picture cards of a made-up story in time order and talk about them with first, next, then, last, before and after.
2. Compare a picture of a made-up classroom from long ago with a classroom now, and say one thing that changed and one thing that stayed the same.
3. Sort old and new versions of everyday objects (phones, music players, keys, toys) onto a three-part timeline (long ago, when today's grown-ups were small, now) and give one clue for each choice.
4. Name at least two kinds of source (an object, a picture, a written label, what a person remembers) and say one thing a source can tell us.
5. Find who made an object, where and roughly when from a museum-style label read aloud by an adult, and ask one question about the object.

Prior knowledge

- Kindergarten society term 2: "long ago" and "now"; three time bands; old photos as clues.
- Grade 1 society term 1: working in pairs and groups, sharing roles fairly.
- Grade 1 mathematics term 1: counting and ordering to 20, used for numbering timeline cards.

- No reading is needed. Every card has a picture; words on cards are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	What comes first? Making a timeline	Order a school day and the story of Rosa growing up on a washing-line timeline
2	A classroom long ago and now	Compare two classroom pictures; sort changed and stayed the same
3	Old and new objects	Sort phones, music players, keys and toys onto a three-part timeline, giving clues
4	Museum detectives	Kinds of sources; read museum labels for maker, place and date; ask questions
5	Our Little Hill timeline	Listen to a memory (a visitor or the Mrs Okafor story), build a class timeline, show what you know

Materials (whole class unless noted)

- Lesson 1: a string "washing line" across the board with pegs; 6 large school-day cards (arriving at school, morning story, maths, lunch, outdoor play, going home); per pair, 5 "Rosa grows up" cards (baby, crawling, first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5); per pair, 3 sunflower cards (seed, sprout, flower) for the closing check; blank cards and pencils for the extension; per pair, 3 "Rosa grows up" cards (baby, first steps, in grade 1) for the support group.
- Lesson 2: two large classroom pictures (Little Hill School long ago and now; see lesson 2); per pair, a set of 8 small detail cards and a sorting mat with three boxes ("long ago", "now", "both"), each box with a picture symbol (an old clock, a sun, two linked hands); a real slate (or a picture) and a small whiteboard for the closing check; magnifying glasses (optional).
- Lesson 3: three large time-band cards (long ago, when grown-ups were small, now), each with a symbol (an old clock, a younger grown-up, a sun); per group of 4, 12 object picture cards (listed in lesson 3); per group, a "clue" card set (material, wires or batteries, screen, worn or new); a big iron key picture and a key card for the closing check. Optional: a museum or library loan box of real old objects (see Safety).
- Lesson 4: four large "source" cards (an object, a picture, a written label, a person remembering); per pair, 3 museum label cards with a picture (listed in lesson 4); a "question words" card (who, what, where, when, why, how) with a picture for each; a spinning-top label card for the closing check; a large sheet of paper and a marker for the class questions (kept for lesson 5); blank cards and pencils for the extension.
- Lesson 5: the three time-band cards from lesson 3 on a long strip; the 12 object cards from lesson 3 (one set) plus 6 Little Hill picture cards (listed in lesson 5); the class question sheet from lesson 4; the Mrs Okafor memory card (made up, read by the adult) or an agreed visitor; masking tape or Blu-tack, a sticky note and pen; the lesson 3 clue cards for the support group; the stove and hand bell detail cards from lesson 2 (for Access); the cards needed for the one-to-one check (see Assessment).
- For tactile or low-vision access: large, bold-outline versions of every card; for lessons 3 and 5, real objects or raised-outline cards for at least one set (for example the keys) where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 5: watch how each child places a card on the class timeline and listen for a clue or a question.
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: the 5 "Rosa grows up" cards, the two classroom pictures from lesson 2, the three phone cards from lesson 3, the spinning-top label card from lesson 4. Answer guide:
    1. "Put Rosa's pictures in order." (Baby, crawling, first steps, starting kindergarten, in grade 1.) "What happened just before Rosa started kindergarten?" (First steps.)
    2. Classroom pictures. "Tell me one thing that is different now and one thing that is the same." (Different: for example slates and chalk now whiteboards or tablets, a stove now radiators, long rows of desks now tables in groups. Same: for example children learning, reading, a teacher, playing outside.)
    3. Phone cards. "Put these phones on the timeline: long ago, when grown-ups were small, now. Tell me one clue." (Candlestick phone, wall phone with a cord, smartphone. Clues: shape, wires and cords, buttons or a dial, a screen.)
    4. "How can we find out about long ago?" (Any two kinds of source: old objects, old pictures or photos, labels or writing, asking older people.)
    5. Spinning-top label card, read by the adult. "Who made it? Where? About how long ago?" (A toymaker; in Little Hill; about 100 years ago.) "What would you like to ask about it?" (Any question about the object, for example "Who played with it?" or "How does it spin?")
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- If you use real old objects: only objects from a school, museum or library loan box that the lender says are safe to handle. Leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint (old paint can contain lead). Handle over a table with two hands; no taking apart. Everyone washes hands after handling old objects.
- Washing-line pegs and string: the line is fixed at adult height on the board; children hand cards to the adult or peg them while standing.
- Small objects stay on tables and out of mouths.

Families, feelings and privacy

- Every person in this unit is made up (Rosa, Mrs Okafor, the children in the Little Hill School pictures) and the town is the made-up Little Hill from term 1.
- Never ask children to bring photos or objects from home, to say how old their relatives are, or to describe their home, their family's history or how their family lives. Children who want to tell you about something from home can do so; nobody has to.
- Some children have no baby photos, have moved home or country, or live apart from family. Rosa's timeline is about a made-up child for this reason; do not ask children to make their own life timeline in this unit.

- The lesson 5 visitor is optional. If you invite one, choose an adult the school already knows (for example a retired staff member or a regular volunteer), agree with them beforehand what they will talk about, and tell families in advance. If no visitor is possible, use the Mrs Okafor memory card; the lesson works the same way.
- Show people of different ages, genders, abilities and appearances in the pictures, long ago and now. Avoid saying that life long ago was simply "worse" or "better": say what was different.

Access and taking part

- Every card has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Children who do not want to speak to the class can tell a partner or the adult, or hold up a card.
- Low vision and blind children: large, bold-outline cards described aloud; in lessons 3 and 5, a real object or raised-outline card for at least one object family, so the child can sort by touch (heavy iron key, small metal key, flat plastic key card).
- Children who cannot reach the washing line hand their card to an adult or a partner and say or point where it goes.
- Colour is never the only clue: the sorting mats and time-band cards use picture symbols (an old clock, a younger grown-up, a sun, two linked hands).
- Deaf children: face the class when telling the story; in lesson 5 the visitor (or adult reading the memory card) speaks facing the children and uses the picture cards as they speak; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 46 for chronology, page 48 for historical sources). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lessons 1 and 5)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.9.K-2 "Identify different kinds of historical sources." (lesson 4)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lessons 4 and 5)
  - D2.His.11.K-2 "Identify the maker, date, and place of origin for a historical source from information within the source itself." (lesson 4)
  - D2.His.12.K-2 "Generate questions about a particular historical source as it relates to a particular historical event or development." (lessons 4 and 5)
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- "When grown-ups were small" depends on how old the grown-ups are. The middle cards (a wall phone with a cord, a cassette player) fit many adults who were children in the 1980s or 1990s, but not all. Accept any placement a child can explain, and swap cards to fit your community.

- Some objects belong in more than one place: a small metal door key was used long ago and is still used now. Lesson 3 uses this on purpose to show that not everything changes.
- The Little Hill School pictures are made up. Real classrooms long ago differed between countries and between rich and poor places; if you use real archive photos, check the licence and say where and when they are from.
- Children of this age are still learning how long "long ago" is. The unit uses three bands and "about 100 years ago" on labels, not exact dates; dates and longer timelines come in later grades (see the progression).
- Comparing perspectives (D2.His.4.K-2) and comparing two accounts of the same event (D2.His.6.K-2) are left for grade 2.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Peer check: Gemini 4 Argon did a text check at da91f30 (not an educator or classroom review). Timings, internal links and the C3 quotes were correct. Its notes were fixed in the follow-up commit (see PEERCHECKS.md): the Mrs Okafor card now answers questions about the slate, candlestick telephone and cassette player; the stove and bell cards are listed in the lesson 5 materials; lesson 1 keeps Rosa's cards up for lesson 2; and a doubled label was removed from the grade 1 plan. The follow-up commit is 09a3c44, which Argon also diff-checked the same day.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: What comes first? Making a timeline

Unit overview - Next: Lesson 2

Goal: Children put events in time order on a timeline and talk about them with first, next, then, last, before and after.

Length: about 40 minutes.

Materials

- A string "washing line" fixed across the board at adult height, with pegs.
- 6 large school-day cards: arriving at school, morning story, maths, lunch, outdoor play, going home. (Change them to match your school's real day.)
- Per pair: 5 "Rosa grows up" cards (Rosa as a baby, crawling, taking her first steps, starting kindergarten, in grade 1) and a 5-box number strip (1 to 5).
- Per pair (support group): 3 "Rosa grows up" cards only (baby, first steps, in grade 1).
- Per pair: 3 sunflower cards (seed, sprout, flower) for the closing check.
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

Hold up the "lunch" and "arriving at school" cards. "Which happens first today?" Peg "arriving" on the left of the line and "lunch" further right. Say: "This line is a **timeline**. Things that happen first go at this end. Things that happen later go further along."

✎ Main activity (25 min)

1. **Our school day (8 min).** Hand the other four school-day cards to children (or pairs). Each child brings their card and says where it goes: "Maths comes **after** morning story and **before** lunch." The class checks with a thumbs up or a thumbs down. Finish with the full day and read it together from left to right: "First..., next..., then..., last...".
2. **Rosa grows up (12 min).** Introduce Rosa: "Rosa is a made-up girl. These pictures show her growing up." Pairs put the 5 cards on their number strip, 1 to 5. Walk round and ask: "How do you know this one comes before that one?" (Clues: she is smaller; she is lying down, then crawling, then standing; she has a school bag.) Pairs who finish check another pair's strip and say one "before" and one "after" sentence.
3. **Same order, different line (5 min).** Peg Rosa's cards on the washing line under the school day. Ask: "Rosa's timeline is much longer than the school day. How long did it take Rosa to grow from a baby to grade 1?" (Years; about six years.) Say: "A timeline can show a day, or years, or even a very long time ago. We will use timelines all this unit."

✓ Discussion questions (5 min, with answers)

1. "What happened just after Rosa crawled?" (She took her first steps.)
2. "What happened before Rosa started kindergarten?" (Any earlier card: baby, crawling, first steps.)
3. "Could Rosa start kindergarten before she was a baby?" (No; she has to be born and grow first. Some things must happen in order.)

✓ Closing check (5 min, with answers)

Each pair gets the 3 sunflower cards, mixed up. "Put the sunflower in order." (Seed, sprout, flower.) Then ask individual children: "What came before the sprout?" (The seed.) "What came after the sprout?" (The flower.) Note who orders the cards and who uses "before" and "after".

Vocabulary

timeline, first, next, then, last, before, after, order

Differentiation

- **Support:** use the 3-card Rosa set (baby, first steps, in grade 1); say the sentence frame "First..., then..., last...".
- **Extension:** draw one more card for Rosa's timeline (for example "Rosa learns to ride a bike") on a blank card and decide where it goes.
- **Early finishers:** mix up a partner's strip and put it back in order.

Access

- Children who cannot reach the washing line hand their card to an adult and point or say where it goes.
- Low vision: large bold-outline cards, described aloud ("Rosa is lying on a blanket"); blind children can order the Rosa cards with raised outlines or by size of the figure, with the adult describing each card.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Only adults move the washing line; children peg cards standing on the floor, not on chairs.

Teacher notes

- Rosa's cards are about a made-up child. Do not ask children to make their own life timeline or bring baby photos (see Families, feelings and privacy in the unit overview).

- Keep the school-day line and Rosa's cards up for the rest of the unit (lesson 2 points back to Rosa's timeline); it is a useful reminder of left-to-right order.

Lesson 2: A classroom long ago and now

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children compare a made-up classroom from long ago with a classroom now, and say what changed and what stayed the same.

Length: about 40 minutes.

Materials

- Two large pictures (drawn or made up for this unit, not photos of real children):
  - **Little Hill School long ago (about 100 years ago):** long rows of wooden desks fixed together; children writing on slates with chalk; a teacher at a blackboard; an iron stove with a coal bucket; an abacus; a hand bell; a shelf of a few books; children skipping in the yard through the window.
  - **Little Hill School now:** tables in groups; whiteboards and pens; a teacher at a big screen; a radiator; a bin of counting cubes; a bookshelf with many picture books; children playing outside through the window.
- Per pair: 8 small detail cards cut from copies of the pictures (slate and chalk; whiteboard and pen; iron stove; radiator; hand bell; big screen; children reading a book; children playing outside) and a sorting mat with three boxes: "long ago" (old clock symbol), "now" (sun symbol), "both" (two linked hands symbol).
- A real slate (or a picture of one) and a small whiteboard for the closing check.
- Optional: magnifying glasses, one per pair.

Steps

✎ Opening (5 min)

Point to the washing-line timeline from lesson 1. "Rosa's timeline was a few years long. Today we go back much further: about 100 years, long before your grown-ups were born. This is Little Hill School long ago." Show the long-ago picture only. "What do you notice?" Accept anything the children see.

✎ Main activity (25 min)

1. **Look closely (7 min).** Show both pictures side by side. Model one comparison: "Long ago children wrote on a slate with chalk. Now we write on whiteboards or paper. That **changed**." Then: "Long ago children played outside. Now children play outside too. That **stayed the same**." Children point to more details with a partner.
2. **Sort the details (10 min).** Pairs sort the 8 detail cards onto the mat: long ago (slate and chalk, iron stove, hand bell), now (whiteboard and pen, radiator, big screen), both (children reading a book, children playing outside). Walk round: "How do you know?"
3. **Matching jobs (8 min).** Ask pairs to find a long-ago card and a now card that do the same **job**: slate and whiteboard (for writing); iron stove and radiator (for keeping warm). Then hold up the hand bell: "The bell called children in from the yard. What does our school use now?" (A bell, a buzzer, a whistle or the teacher calling; accept

what is true for your school.) Hold up the big screen: "Is there a long-ago card that does this job?" (Not really; the blackboard is closest.) Say: "Some things are the same job done a new way. Some things are new."

✓ Discussion questions (5 min, with answers)

1. "Why did the long-ago classroom need a stove?" (To keep warm in cold weather; there was no radiator.)
2. "Name one thing that is the same in both classrooms." (Children learn, read books, have a teacher, play outside; accept others with a reason.)
3. "Was it better long ago or now?" (There is no single right answer. Help children say what was **different**, for example "slates could be wiped and used again, like whiteboards".)

✓ Closing check (5 min, with answers)

Show the real slate and the whiteboard. Ask individual children: "Which one did children use long ago?" (The slate.) "What job do they both do?" (For writing, or for wiping clean and writing again.) "Tell me one thing that stayed the same in the classroom." (See discussion question 2.) Note who names a change and who names something that stayed the same.

Vocabulary

long ago, now, changed, stayed the same, both, slate, compare

Differentiation

- **Support:** sort only 4 cards (slate and chalk, whiteboard and pen, children reading, children playing) with the adult; the two "both" cards show that some things stay the same.
- **Extension:** find a third thing that stayed the same in the pictures and explain it to another pair.
- **Early finishers:** use a magnifying glass to find the smallest difference between the pictures.

Access

- Low vision: large pictures described aloud, detail by detail; detail cards with bold outlines.
- Blind children: hold the real slate and whiteboard while the adult describes the pictures; the slate is heavier and cool, the whiteboard smooth and light.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Slates can be brittle: an adult holds the real slate, or children touch it on the table. Use a slate from a loan box that is safe to handle (see the unit overview Safety section).

Teacher notes

- The pictures are made up. If you use real archive photos instead, check the licence and tell children where and when each photo is from.
- Avoid "children long ago were naughty" or "school was horrible". Stick to what can be seen in the pictures.

Lesson 3: Old and new objects

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children sort old and new versions of everyday objects onto a three-part timeline and give a clue for each choice.

Length: about 40 minutes.

Materials

- Three large time-band cards, pegged left to right on the washing line: **long ago** (old clock symbol), **when grown-ups were small** (a younger grown-up symbol), **now** (sun symbol).
- Per group of 4: 12 object picture cards in four families of three:
  - Phones: a candlestick phone (long ago); a wall phone with a cord and buttons (when grown-ups were small); a smartphone (now).
  - Music: a wind-up gramophone with a horn (long ago); a cassette player with headphones (when grown-ups were small); a smart speaker (now).
  - Keys: a big iron key (long ago); a small metal door key (when grown-ups were small, and still used now); a key card (now).
  - Toys: a wooden spinning top (long ago); a remote-control car with batteries (when grown-ups were small); a tablet game (now).
- Per group: a set of 4 clue cards with pictures: **what it is made of** (wood, iron, plastic); **wires or batteries**; **a screen**; **worn or new-looking**.
- A big iron key picture and a key card for the closing check.
- Optional: a museum or library loan box of real old objects (see Safety).
- For blind and low-vision children: the key family as real objects or raised-outline cards (heavy iron key, small metal key, flat plastic key card).

Steps

✎ Opening (5 min)

Hold up the candlestick phone card and the smartphone card. "These are both phones. Which is older? How can you tell?" Collect clues: the old one is tall, has a separate part to hold to your ear, and no screen. Show the clue cards and name each one.

✎ Main activity (25 min)

1. **Model the middle (5 min).** Peg the candlestick phone under "long ago" and the smartphone under "now". Hold up the wall phone. "This one is not as old as the first phone, but it is older than a smartphone. Many grown-ups had one like this at home when they were small." Peg it in the middle.
2. **Groups sort (12 min).** Each group sorts its 12 cards into three rows on the table: long ago, when grown-ups were small, now. For each card, one child holds up the clue card they used. Walk round and ask: "Which clue told you?"
3. **The tricky key (4 min).** Ask: "Where did you put the small metal key?" Groups will disagree. Say: "Small metal keys were used when your grown-ups were small, and lots

of doors still use them now. Some things change a lot, some change a little, and some stay nearly the same." Accept the key in the middle or under "now" with a reason.
4. **Check another group (4 min).** Groups look at one other group's rows and give a thumbs up or ask one "why?" question.

✓ Discussion questions (5 min, with answers)

1. "What do the newer objects often have that the old ones don't?" (Screens, batteries, wires or charging cables, buttons; accept plastic.)
2. "The gramophone and the smart speaker do the same job. What is it?" (Playing music.)
3. "Why do you think phones changed?" (Accept ideas: people invented new things, so they could carry them, so they could see pictures. This is a good guess, not a fact we checked.)

✓ Closing check (5 min, with answers)

Show the iron key and the key card. Ask individual children: "Which is older?" (The iron key.) "Tell me one clue." (It is made of iron; it is big and heavy; it looks worn; the key card is plastic and flat, and it works with a machine in the door.) Note who chooses correctly and gives a clue.

Vocabulary

old, older, newer, clue, invent, change, timeline

Differentiation

- **Support:** sort only the phone and key families (6 cards) with the adult, using one clue each.
- **Extension:** draw what a phone might look like in the future and say where it would go on the timeline (after "now").
- **Early finishers:** make a "same job" line: put one object from each family in a row and say the job each one does.

Access

- Blind and low-vision children sort the key family by touch (real keys or raised-outline cards), with an adult describing the other cards.
- Children can answer by speaking, signing, pointing or holding up a clue card.
- Groups share out the jobs (holding cards, sorting, holding the clue card, checking) in a fair way, as in term 1, so every child gets a turn at each job.

⚠ Safety

- Real old objects only from a loan box the lender says is safe to handle; leave out anything sharp, heavy, glass, electrical, with old batteries, or with peeling or flaking paint. Handle over a table with two hands. Wash hands afterwards.

- No real phones or tablets are passed round; use pictures.

Teacher notes

- "When grown-ups were small" is different for every adult. If your community's grown-ups did not use wall phones or cassette players, swap in objects they did use and say so.
- Do not ask children what phones, keys or music players their family has at home.

Lesson 4: Museum detectives

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children name different kinds of sources, find who made an object, where and roughly when from a museum label read aloud, and ask questions about it.

Length: about 40 minutes.

Materials

- Four large source cards with pictures: **an object** (a hand holding a key), **a picture** (a framed photo), **a written label** (a museum label card), **a person remembering** (an older person with a thought bubble).
- Per pair: 3 made-up museum label cards, each with a picture of the object and a label the adult reads aloud:
  - "School slate. Made by the Little Hill slate works, in Little Hill, about 100 years ago."
  - "Candlestick telephone. Made in a telephone factory in a big city, about 100 years ago."
  - "Cassette player. Made in a factory far away, about 40 years ago."
- A "question words" card with a picture for each word: who (a face), what (an object), where (a map pin), when (a clock), why (a thinking face), how (cogs).
- For the closing check: a spinning-top label card ("Wooden spinning top. Made by a toymaker in Little Hill, about 100 years ago.").
- A large sheet of paper and a marker for the class questions (kept for lesson 5).
- Blank cards and pencils for the extension.

Steps

✎ Opening (5 min)

"In lesson 2 we looked at pictures. In lesson 3 we looked at objects. How else can we find out about long ago?" Collect ideas, then show the four source cards and name them: "These are all **sources**. A source is something that tells us about the past."

✎ Main activity (25 min)

1. **What can a source tell us? (6 min).** Hold up the slate label card. Read the label aloud slowly. Ask: "**Who** made it?" (The Little Hill slate works.) "**Where**?" (In Little Hill.) "**When**?" (About 100 years ago.) Point to the who, where and when pictures on the question words card as you ask.
2. **Pairs read labels with an adult (10 min).** Adults move between pairs and read the other two labels aloud as many times as needed. Pairs point to the who, where and when pictures and answer each one. Answers: candlestick telephone: a telephone factory; a big city; about 100 years ago. Cassette player: a factory; far away; about 40 years ago.

3. **What can't it tell us? (4 min).** "Does the slate label tell us the name of a child who used it?" (No.) "Does it tell us if they liked school?" (No.) Say: "A source tells us some things. Other things we can only wonder about, so we ask questions."
4. **Ask a question (5 min).** Each pair picks one object and makes one question using a question word: "Who used this slate?", "How did the candlestick phone work?", "Why did people stop using cassettes?" Write (or scribe) the questions on a big sheet for lesson 5.

✓ Discussion questions (5 min, with answers)

1. "Name two kinds of source." (Any two: an object, a picture or photo, a written label or writing, a person remembering.)
2. "Which label told us about something from the longest time ago?" (The slate and the candlestick telephone, both about 100 years ago.)
3. "Could a person remember the cassette player?" (Yes, some grown-ups used one when they were small. A person remembering is a source too.)

✓ Closing check (5 min, with answers)

Read the spinning-top label to individual children. Ask: "Who made it?" (A toymaker.) "Where?" (In Little Hill.) "About how long ago?" (About 100 years ago.) "What question would you like to ask about it?" (Any question about the top.) Note who finds each answer and who asks a question.

Vocabulary

source, label, museum, who, what, where, when, why, how, question

Differentiation

- **Support:** use one label card with the adult, answering only who and where, with the question-word pictures to point at.
- **Extension:** make a museum label for an object in the classroom on a blank card: what it is, who made it (or "we don't know"), where, and about when, with the adult's help.
- **Early finishers:** think of a second question for a different object.

Access

- Every label is read aloud by an adult; no child needs to read.
- Low vision: large label cards with bold pictures, described aloud.
- Children can answer by speaking, signing, pointing to a question-word picture, or choosing a card.

⚠ Safety

- No special safety needs in this lesson.

Teacher notes

- The labels are made up for this unit; Little Hill and its slate works are fictional. If you visit a real museum or use a loan box, use the real labels and check them first.
- Keep the class question sheet for lesson 5.

Lesson 5: Our Little Hill timeline

Unit overview - Previous: Lesson 4

Goal: Children use a person's memories as a source, build a class timeline of the made-up town of Little Hill, and show what they know.

Length: about 40 minutes, plus about 4 minutes per child for the one-to-one check during the week.

Materials

- The three time-band cards from lesson 3, on a long paper strip on the floor or the wall (long ago, when grown-ups were small, now).
- One set of the 12 object cards from lesson 3.
- 6 Little Hill picture cards: a horse and cart, a gas street lamp (long ago); a box-shaped television, a red telephone box on the street (when grown-ups were small); an electric bus charging, a street light with a small solar panel (now).
- The class question sheet from lesson 4.
- Either an agreed visitor (see Families, feelings and privacy in the unit overview) or the **Mrs Okafor memory card** (below), read by the adult.
- Blu-tack or masking tape for the strip.
- A sticky note and pen (for "Mrs Okafor was six", or the visitor's name).
- The clue cards from lesson 3, for the support group.
- The stove and hand bell detail cards from lesson 2 (for Access).
- The cards needed for the one-to-one check (see Assessment in the unit overview).

The Mrs Okafor memory card (made up)

Read this aloud as a person's memory. Mrs Okafor is a made-up older person.

> "When I was six, about 70 years ago, I went to Little Hill School. Our classroom had a big stove, and on cold days we sat close to it. The teacher rang a hand bell to call us in from the yard. We played skipping and hopscotch. There was one telephone for our whole street, in a red telephone box, and you needed coins to use it. On Saturdays my grandad wound up his gramophone and we danced in the kitchen."

Answers for likely questions: games (skipping, hopscotch, marbles); food at school (soup and bread); television (not at home when she was six; one came later); how she got to school (she walked with her big brother); slates (yes, we wrote on slates with chalk and wiped them with a cloth); a candlestick telephone (not one I used; my grandad said the post office had one when he was small); a cassette player (they came later, when I was grown up). If a question has no answer here, say "Mrs Okafor's card doesn't tell us; who could we ask?"

Steps

✎ Opening (5 min)

Read the class questions from lesson 4. Say: "Today we have a new source: a **person remembering**. We can ask questions and listen."

✎ Main activity (25 min)

1. **Listen to a memory (8 min).** The visitor talks for about 3 minutes, or the adult reads the Mrs Okafor card. Children ask 3-4 questions from the sheet or new ones. With the card, the adult answers from the answers given; if the card does not say, the adult answers "Mrs Okafor's card doesn't tell us. That is something we could wonder about."
2. **Build the Little Hill timeline (12 min).** Hand out the 12 object cards and 6 Little Hill cards, one or two per child or pair. Each child places a card on the strip and gives a clue: "The gas lamp goes in long ago, because it has a flame and no wires." Everyone checks with a thumbs up or asks "why?". Add a sticky note "Mrs Okafor was six" (or the visitor's name) between long ago and when grown-ups were small.
3. **Walk the timeline (5 min).** Children walk along the strip from long ago to now and say one thing that changed and one that stayed the same (for example children still play outside; people still call each other, but on different phones).

✓ Discussion questions (5 min, with answers)

1. "Mrs Okafor remembered a telephone box. Where did that go on our timeline?" (When grown-ups were small, or between that and long ago; accept either with a reason.)
2. "What can a person remembering tell us that an object can't?" (How they felt, what they did, games they played, who they were with.)
3. "What did we learn that stayed the same in Little Hill?" (Children go to school, play, listen to music, phone people; accept others with a reason.)

✓ Closing check (5 min, with answers)

Ask individual children: "Point to long ago on our timeline. Point to now." (The left end and the right end.) "Tell me one kind of source we used this week." (An object, a picture, a label, a person remembering.) Note answers; the full one-to-one check (see the unit overview) is done during the week.

Vocabulary

memory, remember, source, timeline, long ago, now, changed, stayed the same

Differentiation

- **Support:** place one card with an adult, using the clue cards from lesson 3; walk the timeline holding a partner's hand or the adult's hand if wanted.

- **Extension:** add a card for the future at the far end of the timeline and explain it.
- **Early finishers:** find two cards on the timeline that do the same job (for example the gramophone and the smart speaker).

Access

- Children who cannot reach the strip hand their card to a partner or adult and say or point where it goes; a wall strip at sitting height works for wheelchair users.
- Blind and low-vision children place the key family by touch, and walk the timeline with an adult describing each card.
- Deaf children: the visitor or reader faces the class and holds up the matching picture card (stove, bell, telephone box, gramophone) while speaking; use the school's interpreter or signs where the child uses sign language.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Floor strip: keep it along a wall so nobody trips; children walk, not run, along it.

Teacher notes

- A visitor shares only what they choose. Agree the topic (their school days) beforehand. Children do not have to ask a question.
- Do not ask children about their own family's past. If a child tells you something from home, thank them and carry on.
- Leave the timeline up for term 3, when the class makes a map of Little Hill.

Grade 1 Society: Maps with a Key, and Land and Water on a Globe (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 3

Big idea

A map shows a place as if we were looking down on it from above. Maps use small pictures called **symbols**, and a **key** tells us what each symbol means, so anyone can read the map. We can use a map and its key to find things and to say where they are, and we can make our own map of a place we know. A **globe** is a round model of the whole Earth; it shows land and water, and there is much more water than land.

This is the third society unit of grade 1 (term 3). It builds on the kindergarten unit Near and far, our school walk and a picture map (a map is a picture from above; near, far, next to, in front of, behind) and uses the made-up town of Little Hill from grade 1 term 1 and term 2. Grade 1 adds symbols and a key, finding things with the key, making a map with a key, and a first look at a globe.

Outcomes

By the end of the unit most children can:

1. Match three classroom objects to their pictures "from above" and say that a map shows a place from above.
2. Use the key of the Little Hill map to say what three symbols stand for, and find one of each on the map.
3. Say where something is on the map with **next to**, **near**, **between** and **across the river** (not left and right).
4. With a group, make a simple map of a corner of the classroom with a key of at least three symbols.
5. Point to land and to water on a globe, and say one way a globe is different from a flat map.

Prior knowledge

- Kindergarten society term 3: a map is a picture from above; near, far, next to, in front of, behind; a picture map of the school.
- Grade 1 society terms 1 and 2: the made-up town of Little Hill; working in pairs and groups.
- Grade 1 mathematics: counting to 20 (counting symbols on the map) and flat shapes (drawing outlines from above).
- No reading is needed. The key uses pictures; the words in the key are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	Looking down from above	Look down on objects on a tray, draw their outlines, match "side" and "from above" pictures
2	Symbols and a key	Meet the Little Hill map; match symbols to the key; invent a symbol
3	Using the key to find things	Count symbols; follow position clues to place toys on the map
4	Making a map with a key	Groups make a map of a classroom corner with a key; a partner group reads it
5	Land and water on a globe	Explore a globe and a flat world map; find land and water; show what you know

Materials (whole class unless noted)

- Lesson 1: per group of 4, a tray with 4 objects (a plastic cup, a small box, a ball, a wooden block); per child, a sheet of paper with a large square drawn on it (the "tray") and a pencil; per pair, 8 matching cards (4 "from the side" and 4 "from above" pictures of a cup, a chair, a table and a toy car); per child, a 3-card "from above" set (cup, box, ball) for the closing check; for tactile access, the real objects and felt or card cut-outs of their outlines.
- Lesson 2: a large Little Hill map (A1 or bigger; how to draw it is in lesson 2) with a key of 6 symbols; per pair, a small copy of the map and a set of 6 loose symbol cards; blank cards and pencils for inventing a symbol; a raised-symbol version of the map and key (see Access); the tray drawings from lesson 1.
- Lesson 3: the large Little Hill map and the pair copies from lesson 2; per pair, 4 small toys or counters with pictures (a cat, a kite, a ball, a duck); 4 large clue cards (read by the adult; listed in lesson 3); the playground symbols from lesson 2 and sticky tack; a large toy or picture of a bear for the closing check; the 4 toys as real small objects for the raised-symbol map.
- Lesson 4: per group of 4, a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (door, wall and window marked); pre-cut paper shapes for furniture (rectangles and circles; adult-cut); glue sticks; crayons; a blank key strip with 4 boxes; per group, 4 job cards with pictures (shape placer, symbol drawer, key maker, checker); per group, one small toy for hiding and a star sticker (for the closing check); sticky or foam shapes and card for tactile maps; the tray drawings from lesson 1.
- Lesson 5: a globe on a stand (a raised-relief globe if the school has one); a flat world map; the large Little Hill map and the group maps from lesson 4; an inflatable globe ball; a class tally chart with a wave picture (water) and a hill picture (land); per child, a wave card and a hill card; for the one-to-one check, a cup, a box, a ball, the 3-card "from above" set from lesson 1 and a pair copy of the Little Hill map (for blind or low-vision children, the lesson 1 tactile outline cut-outs and the lesson 2 raised-symbol map and key instead).
- For tactile or low-vision access: large, bold-outline cards described aloud; raised symbols (felt, foam or glued string) on one copy of the Little Hill map and its key; a raised-relief globe or a globe with land areas outlined in glued string where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 4: the group map is evidence for outcome 4. Note which children chose a symbol, placed a shape or helped make the key; every child should have one job (see lesson 4).
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: a cup, a box and a ball and the 3-card "from above" set; a pair copy of the Little Hill map with its key; the globe; the flat world map. For blind or low-vision children, use the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2. Answer guide:
    1. "Which picture shows the cup from above? The box? The ball?" (Cup: a circle (a ring); box: a rectangle or square; ball: a circle.) "What does a map show?" (A place seen from above; any answer about looking down counts.)
    2. "Point to this symbol in the key. What does it mean? Find one on the map." Do this for three symbols (for example tree, house, school). (Each symbol's meaning is in the key; any matching symbol on the map counts.)
    3. "Where is the pond? Use a place word." (For example next to the trees, near a house, across the river from the school.) Accept any true position word; "left" or "right" is fine if the child says whose left ("on my left").
    4. Outcome 4 is assessed from the group map in lesson 4, not in this check.
    5. Globe. "Show me some water. Show me some land." (Any water or land area.) "How is the globe different from this flat map?" (It is round; you can turn it; it is a ball like the Earth; the flat map shows the whole world at once.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Trays and objects: plastic or wooden objects only (no glass or china). Small objects stay on tables and out of mouths.
- Scissors: the adult cuts the furniture shapes in advance; children only glue and draw.
- Globe: an adult carries it and puts it on a table. Children turn it gently with one hand while it stays on its stand; nobody spins it fast.
- The inflatable globe in lesson 5 is passed hand to hand in a circle, not thrown or kicked.

Families, feelings and privacy

- Little Hill is a made-up town. Every map in this unit is of Little Hill or of the school. Never ask children to draw or describe their home, their street, where they live or how they get to school, and do not mark children's homes on any map.
- Children who want to say where they have been or where their family comes from can do so on the globe in lesson 5; nobody has to. Do not ask children where they or their family were born.
- Some children have moved home or country, or live in more than one home; this is another reason the unit uses a made-up town.

Access and taking part

- Every card and every symbol has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Colour is never the only clue. Each map symbol has its own shape (see lesson 2), and water has wavy lines as well as blue colour. On the globe, tell children with colour-vision differences that water is usually the smoothest and largest part; a raised-relief globe helps everyone feel the difference.
- Low vision and blind children: large, bold-outline cards described aloud; a raised-symbol copy of the Little Hill map, explored with the adult guiding the child's hand from the key to the map; tactile maps in lesson 4 made with sticky or foam shapes.
- Children who cannot reach the large map or globe have a pair copy of the map on their table, and the globe is brought to them.
- Deaf children: face the class when giving clues; point to the symbol or place as you say each word; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 41 for geographic representations). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lessons 1 and 4)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 2 and 3)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 5)
- The same PDF (page 14) says that particulars "such as ... the difference between a map and a globe" are decisions for each state. Teaching map versus globe in grade 1 is **my choice**, not a C3 requirement.
- Ocean, Wikipedia, read on 10 November 2026, for the teacher fact in lesson 5: "Approximately 71% of Earth's surface ... is covered by ocean."
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Written 10 November 2026. Text-checked by GLM-5.3 Flash the same day (C3 indicator quotes and page numbers against the PDF, the ocean figure and its classroom wording, map counts, key, job cards, materials and links): no errors reported, so no changes were needed. Also text-checked by Gemini 4 Argon the same day (all files, links, timings, counts and citations): no errors, two optional notes (tactile materials for the one-to-one check; both shops share one symbol), both added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The kindergarten map unit says grade 1 returns to a school walk and makes a route map of the local area. This unit keeps maps inside the school and the made-up town (no walk outside the school and no real streets), to protect privacy and to keep the focus on symbols and keys. Schools that already do local walks safely can add one.

- Compass directions (north, south, east, west), grid references, scale and continent and ocean names are left for later grades (see the progression). The globe lesson names only "land" and "water"; children may name places they know, but no names are taught or assessed.
- Left and right depend on where you stand, so the unit uses next to, near, between and across for map positions. Children who use left and right are asked "whose left?"; this is a choice, not taken from a source.
- "Blue for water" is true of most globes and maps but not all; check yours (lesson 5).
- The "land or water?" game in lesson 5 is a game, not a measurement; where a hand lands is not truly random. The fact that there is more water than land comes from the source above, not from the game.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities, the Little Hill map layout, the symbols and the timings are my choice, not taken from a source.

Lesson 1: Looking down from above

Unit overview - Next: Lesson 2

Goal: Children see that things look different from above and from the side, draw objects "from above", and say that a map shows a place from above.

Length: about 40 minutes.

Materials

- Per group of 4: a tray with 4 objects: a plastic cup, a small box, a ball and a wooden block.
- Per child: a sheet of paper with a large square drawn on it (the "tray") and a pencil.
- Per pair: 8 matching cards: 4 "from the side" pictures (a cup, a chair, a table, a toy car) and 4 "from above" pictures of the same things.
- Per child: a 3-card "from above" set (cup, box, ball) for the closing check.
- For tactile access: the real cup, box and ball, and felt or card cut-outs of their outlines from above (a ring, a rectangle, a circle).
- The kindergarten classroom picture map, if the school still has it (optional, for the opening).

Steps

✎ Opening (5 min)

Hold a plastic cup at children's eye level. "What shape do you see?" (Sides and a rim, a bit like a rectangle.) Now hold it low so children look down into it. "What shape now?" (A circle, a ring.) Say: "The same cup looks different when we look at it **from the side** and **from above**. A bird flying over us sees everything from above. A **map** is a picture of a place from above." If you have the kindergarten picture map, show it: "You made a map like this in kindergarten."

✎ Main activity (25 min)

1. **Look down on the tray (10 min).** Each group stands round its tray and looks straight down. "Which objects look like a circle from above? Which look like a square or a rectangle?" (Cup: a circle or ring; ball: a circle; box and block: rectangles or squares, depending on the shapes.) Children may move the objects first and then look again.
2. **Draw the tray from above (10 min).** Each child draws the outline of each object, from above, inside the square on their paper, in the place where it sits on the tray. "Draw only what you see from above: the outline." Walk round and ask: "Where is the ball on your drawing? Is it next to the cup on the tray too?" Say: "Your drawing is a map of the tray."
3. **Side or above? (5 min).** Pairs match each "from the side" card with its "from above" card (cup with a circle, chair with a square seat and four small corners, table with a big rectangle, toy car with a long rectangle with wheels peeping out).

✓ Discussion questions (5 min, with answers)

1. "Why does a ball look like a circle from the side and from above?" (It is round all over; it is the same shape from every side.)
2. "Why does a map show places from above?" (So we can see where everything is at once; from the side, tall things hide things behind them.)
3. "Look at your tray drawing. If someone moved the ball, would your map still be right?" (No; the map would need to change. A map shows where things were when it was made.)

✓ Closing check (5 min, with answers)

Each child has the 3-card "from above" set. Hold up the real objects one at a time: "Show me this one from above." (Cup: the ring or circle; box: the rectangle; ball: the circle.) Accept the circle for either the cup or the ball if the child explains (the cup card has a rim inside the circle). Then ask a few children: "What does a map show?" (A place from above.) Note who matches the cards and who uses "from above".

Vocabulary

from above, from the side, outline, map

Differentiation

- **Support:** use 2 objects on the tray (ball and box); match only the cup and toy car cards.
- **Extension:** draw the whole group table from above, with the tray on it.
- **Early finishers:** move two objects on the tray, and ask a partner to change the drawing to match.

Access

- Blind and low-vision children explore each object with their hands, then find its outline cut-out (ring, rectangle, circle) and place it on a square of card, in the same place as the object on the tray. The adult describes each card aloud in the matching task.
- Children who cannot stand round the tray have it brought to their table and look down from their seat.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Plastic or wooden objects only; no glass or china.
- Children look down at the tray from where they stand; nobody climbs on a chair or table to get higher.

Teacher notes

- Keep the tray drawings for lesson 4, where children make a bigger map in the same way.
- The cup card "from above" should show a ring (a circle with a smaller circle inside) so it is different from the ball.

Lesson 2: Symbols and a key

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that maps use small pictures called symbols, and that a key tells us what each symbol means.

Length: about 40 minutes.

Materials

- A large Little Hill map (A1 or bigger) with its key (how to draw it is in the teacher notes).
- Per pair: a small copy of the map with its key, and a set of 6 loose symbol cards (house, tree, shop, school, water, bridge).
- Blank cards and pencils for inventing a symbol.
- A raised-symbol copy of the map and key (felt, foam or glued string).
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Hold up one child's tray drawing from lesson 1 (with permission) and a real cup. "On this map the cup is a small circle. We did not draw the whole cup; we drew a small picture that stands for it." Say: "A small picture that stands for something on a map is a **symbol**."

✎ Main activity (25 min)

1. **Meet Little Hill from above (8 min).** Show the large map. "This is Little Hill, the made-up town we know, seen from above, like a bird flying over it." Point to the river: "What do you think these wavy lines are?" Let children guess, then say: "Some of you guessed. How can we be sure?" Show the **key** in the corner: "The key tells us what each symbol means." Go through the six symbols one at a time, pointing to the key and then to one on the map.
2. **Match the key (10 min).** Pairs take the 6 loose symbol cards and lay each one on the matching symbol in their map's key, saying what it means ("This one is a tree"). Then they find one of each on the map and put a finger on it. Walk round: "How did you know that is a school?" (It has the same symbol as the school in the key: a building with a flag.)
3. **Invent a symbol (7 min).** "Little Hill is building a playground. It needs a symbol." Each pair draws a simple symbol for a playground on a blank card (for example a slide or a swing). Share two or three. Ask: "What else would the map need, so people know what our symbol means?" (We would need to add it to the key.)

✓ Discussion questions (5 min, with answers)

1. "Why do maps use symbols and not big pictures?" (Big pictures would not fit; small symbols keep the map clear; you can draw many.)
2. "Why does a map need a key?" (So everyone knows what the symbols mean; without it people have to guess.)
3. "The water is blue on our map. How else can we tell it is water?" (The wavy lines; the key shows the wavy-line symbol means water.)

✓ Closing check (5 min, with answers)

Point to a symbol in the key on the large map (or hand a child a loose symbol card): "What does this symbol mean? Can you find one on the map?" Ask several children, using different symbols. (Each answer is in the key: house, tree, shop, school, water, bridge.) Note who uses the key to work it out, and who finds a matching symbol on the map.

Vocabulary

symbol, key, map, from above

Differentiation

- **Support:** start with 3 symbols (house, tree, water); add the others when the child is ready.
- **Extension:** invent a symbol for one more thing (for example a bus stop) and draw a key box for it.
- **Early finishers:** count how many tree symbols are on the map (6) and how many house symbols (4).

Access

- Blind and low-vision children use the raised-symbol copy: the adult guides the child's hand to each raised symbol in the key, then helps the child find the same shape on the map.
- Each symbol has its own shape, so colour is never the only clue: house (a square with a triangle roof), tree (a circle on a short stick), shop (a square with a striped awning), school (a building with a flag), water (wavy lines; blue as well), bridge (two parallel lines across the river).
- Children can answer by speaking, signing, pointing or choosing a symbol card.

⚠ Safety

- No special risks. Raised symbols must be stuck down firmly so small pieces do not come off.

Teacher notes

- **How to draw the Little Hill map** (this layout is my choice; keep it the same for lessons 2, 3 and 5):
  - A river runs across the middle of the map, from one side edge to the other, with one bridge in the middle.
  - On the **school side** of the river: the school just next to the bridge; 2 houses at one end; a park with 3 trees at the other end.
  - On the **pond side** of the river: a pond at one end with 3 trees next to it; 2 shops (a bakery and a toy shop) just next to the bridge; 2 houses at the other end.
  - Totals: 4 houses, 6 trees, 2 shops, 1 school, 1 bridge, water for the river and the pond.
  - The key, in a box in one corner, shows the six symbols, each with a word for the adult: house, tree, shop, school, water, bridge.
- Do not add children's homes, real street names or real places to the map.
- Keep the playground symbols for lesson 3.

Lesson 3: Using the key to find things

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children use the key to find and count things on a map, and say where things are with next to, near, between and across the river.

Length: about 40 minutes.

Materials

- The large Little Hill map with its key, and the pair copies from lesson 2.
- Per pair: 4 small toys or picture counters: a cat, a kite, a ball and a duck.
- 4 large clue cards, each with a picture of the toy and the clue (read by the adult; the clues are in step 2).
- The playground symbols the pairs drew in lesson 2, and sticky tack.
- A large toy or picture of a bear for the closing check.
- The raised-symbol copy of the map from lesson 2, with the 4 toys as real small objects for touch.

Steps

✎ Opening (5 min)

Point to the key on the large map. "Who can remember what the key is for?" (It tells us what the symbols mean.) "Today we will use the key to find things in Little Hill." Recap the place words from kindergarten: next to, near, far. Add two new ones with the map: **between** ("the bridge is between the school and the shops") and **across the river** ("the pond is across the river from the park").

✎ Main activity (25 min)

1. **Count with the key (7 min).** Pairs use their copy of the map. "Find the house symbol in the key. How many houses are in Little Hill?" (4.) "How many trees?" (6.) "How many shops?" (2.) Pairs touch each symbol as they count. Check together on the large map.
2. **Clue hunt (12 min).** Read one clue card at a time and show its picture. Pairs put the toy on their map where the clue says:
    - "The cat is next to the pond." (Anywhere beside the pond.)
    - "The kite is in the park, between two trees." (In the park, between any two of its 3 trees.)
    - "The ball is across the river from the school, next to a shop." (On the pond side of the river, beside the bakery or the toy shop.)
    - "The duck is on the water, but not on the river." (On the pond.) After each clue, one pair shows where they put the toy on the large map and says why.
3. **Whose left? (6 min).** Ask a child sitting opposite you to stand on the other side of the large map. Point to the pond: "Is the pond on the left or the right?" Children on each side give different answers. "We are both right! Left and right change when you turn round. **Next to** the pond does not change." Turn the pair maps round and check: the

cat is still next to the pond. Say: "On a map, we use next to, near, between and across. If you say left or right, say whose left."

✓ Discussion questions (5 min, with answers)

1. "How did the key help you find the shops?" (We looked at the shop symbol in the key and found the same symbol on the map.)
2. "What do you cross to go from the school to the bakery?" (The river, by the bridge.) Both shops use the same shop symbol, so point to the bakery first, or accept either shop.
3. "Why is 'next to the pond' a better clue than 'on the left'?" (Left changes when you turn round or stand on the other side; next to stays the same.)

✓ Closing check (5 min, with answers)

Put the large bear next to the bakery on the large map (or tell a blind child, guiding their hand). Ask individual children: "Where is the bear? Use a place word." (For example: next to the bakery or a shop; near the bridge; across the river from the school. Both shops share one symbol, so "next to a shop" is a full answer.) Then: "Find me a tree, using the key." (Any tree symbol.) Note who uses a true position word and who uses the key.

Vocabulary

key, symbol, next to, near, between, across the river

Differentiation

- **Support:** use only the cat and duck clues; give the sentence frame "The ... is next to the ...".
- **Extension:** pairs choose a place for their playground symbol, stick it on their map, and give another pair a clue to find it ("The playground is between the ... and the ..."). Add the playground symbol to the key.
- **Early finishers:** write or say their own clue for a toy and give it to a partner.

Access

- Blind and low-vision children use the raised-symbol map and the small real objects; the adult reads each clue and guides the child's hand from the key symbol to the map.
- Deaf children: show the clue card picture and point to each place on the large map as you say the clue; use signs for the place words if the child uses sign language.
- Children who cannot move to the large map show their answer on their pair copy.
- Children can answer by speaking, signing, pointing or placing a toy.

⚠ Safety

- Small toys and counters stay on tables and out of mouths.

Teacher notes

- Accept any place that matches a clue; several places are right for most clues (any spot beside the pond, any two trees in the park).
- "Across the river from" only works when the river is between the two places; check children's answers against the map.
- Leave the Little Hill map up for lesson 5.

Lesson 4: Making a map with a key

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: In groups, children make a map of a corner of the classroom from above, with symbols and a key, and another group uses it to find something.

Length: about 40 minutes.

Materials

- Per group of 4: a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (walls as lines, with the door and window marked).
- Pre-cut paper shapes for furniture: rectangles (tables, shelves, rug) and circles (stools, plant pot). Adult-cut.
- Glue sticks and crayons.
- Per group: a blank key strip with 4 boxes.
- Per group: one small toy for hiding, and a star sticker.
- Per group: 4 job cards with a picture (shape placer, symbol drawer, key maker, checker).
- Sticky or foam shapes and a piece of card for a tactile map.
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Show a tray drawing from lesson 1. "You made a map of a tray. Today each group makes a map of a real place: our [reading corner]." Stand at the edge of the corner and point: "If a bird looked down from the ceiling, what would it see?" (The tops of the tables, the rug, the shelves.) Show one group's outline sheet and point out the walls, the door and the window.

✎ Main activity (25 min)

1. **Jobs (2 min).** Each child in the group takes a job card. **Shape placer:** chooses and places the furniture shapes. **Symbol drawer:** draws a symbol on each shape (for example a book on the shelf). **Key maker:** draws the same symbols in the key strip. **Checker:** looks at the real corner and says if each shape is in the right place. Everyone helps glue.
2. **Place the shapes (8 min).** Groups look at the real corner and lay the shapes on their sheet in the right places before gluing. Ask: "What is next to the shelf in the real corner? Is it next to the shelf on your map too?"
3. **Symbols and key (8 min).** Groups choose a symbol for at least 3 things (for example shelf, rug, table) and draw each one on the map and in the key. "Could another group read your map without asking you?"
4. **Hide and mark (7 min).** While each group watches, the adult puts the group's toy somewhere in the corner. The group sticks the star sticker on its map in the same place

and adds a star to the key: "star = toy". Then the adult moves the toy away again, and groups swap maps.

✓ Discussion questions (5 min, with answers)

1. "How did you decide where the rug goes on the map?" (We looked at the real corner; we checked what it was next to.)
2. "Why does your map need a key?" (So the other group knows what our symbols mean.)
3. "Two groups made maps of the same corner. Why do they look different?" (Different symbols, colours and drawing; they can both be right if things are in the right places.)

✓ Closing check (5 min, with answers)

Each group has another group's map. The adult puts that group's toy back in the place its star shows. One child from the receiving group uses the map to walk to (or point to) the place in the real corner and says how they knew. (For example: "The star is next to the book symbol, and the key says the book symbol is the shelf, so the toy is next to the shelf.") Note which groups' maps let another group find the toy, and which children explain using the key or a place word.

Vocabulary

map, symbol, key, from above, next to

Differentiation

- **Support:** the adult draws the outline with the biggest furniture already in place; the group adds 2 symbols and a 2-box key.
- **Extension:** add the door and window to the key, or add a symbol for a plant or the teacher's chair.
- **Early finishers:** check the map against the real corner and fix one thing.

Access

- A tactile map: the group (or a child with a visual impairment and an adult) places sticky or foam shapes on card, each a different shape or texture, and the key uses the same shapes. In the closing check, the adult guides the child's hand from the star to the nearby shapes and then walks with the child to the place.
- Children who use a wheelchair or cannot walk round the corner do the checker or key maker job, and point to the place in the closing check.
- Any job can be shared. A child who prefers not to draw can place shapes or check.
- Children can answer by speaking, signing, pointing or showing the place.

⚠ Safety

- The adult cuts the shapes in advance; no scissors for children in this lesson.

- Choose a corner with a clear floor; children walk, and stay out of the corner while the adult hides the toy.

Teacher notes

- Choose a corner with 4 to 6 big objects (for example the reading corner: rug, shelf, floor cushion, table). All groups can map the same corner.
- Do not hide the toy anywhere high, inside a cupboard or near the door.
- Keep the group maps for assessment of outcome 4 and display them next to the Little Hill map in lesson 5.

Lesson 5: Land and water on a globe

Unit overview - Previous: Lesson 4

Goal: Children learn that a globe is a round model of the whole Earth, find land and water on a globe and a flat map, and show what they know about maps.

Length: about 40 minutes.

Materials

- A globe on a stand (a raised-relief globe if the school has one).
- A flat world map.
- The large Little Hill map and the group maps from lesson 4.
- An inflatable globe ball (a soft "beach ball" globe).
- A class tally chart on the board with two columns: a wave picture (water) and a hill picture (land).
- Per child: a wave card and a hill card for the closing check.
- For the one-to-one check (later in the week; see the unit overview): a cup, a box and a ball and the 3-card "from above" set from lesson 1; a pair copy of the Little Hill map with its key. For blind or low-vision children: the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2.

Steps

✎ Opening (5 min)

Point to the Little Hill map and the group maps. "These maps show small places: a town, a corner of our classroom. What if we wanted to show the **whole Earth**, where everybody lives?" Bring out the globe. "This is a **globe**. It is a model of the Earth. The Earth is round like a ball, so the globe is round too." Let children say what they notice.

✎ Main activity (25 min)

1. **Land and water (8 min).** Turn the globe slowly. "On this globe, blue means **water**: seas and oceans. The other colours mean **land**." (Check your own globe's key first; most globes use blue for water, but not all.) Children come up in small groups and touch one water place and one land place, saying "water" or "land". On a raised-relief globe, let them feel that the land is often a little raised and the water is smooth.
2. **Globe and flat map (7 min).** Hold up the flat world map next to the globe. "This map shows the whole world too, but it is flat." Find one big blue area on the globe, then the same area on the flat map. Ask: "What is different?" (The globe is round and you turn it to see the other side; the flat map shows everything at once; you can fold or hang the flat map.) "What is the same?" (Both show land and water; both have blue for water.)
3. **Land or water? (10 min).** Children sit in a circle. Pass the inflatable globe hand to hand (not thrown). When the adult says "stop", the child holding it looks where their right hand is touching (or any hand, or the adult checks for them) and says "water" or "land". The adult marks the tally chart. After about 20 turns, count the two columns

together. Say: "This is a game, not a real measurement. But people who have measured the whole Earth found that there is much **more water than land**: about 7 parts out of every 10 parts of the Earth's outside are ocean." Compare with the class tally: "Did our game show more water too?" (Usually yes; if not, that is fine; the game is a guess, the measurement is the fact.)

✓ Discussion questions (5 min, with answers)

1. "What is a globe?" (A round model of the whole Earth.)
2. "How is a globe different from a flat map?" (It is round; you turn it; it shows the Earth's real shape; a flat map shows everything at once.)
3. "Is there more land or more water on Earth?" (More water.)
4. "How are the Little Hill map and the globe the same?" (Both are pictures of places from above; both use colours or symbols that mean something.)

✓ Closing check (5 min, with answers)

Each child has a wave card and a hill card. Point to places on the globe and the flat map one at a time: "Land or water?" Children hold up a card. (Blue areas: water, the wave card; other colours: land, the hill card.) Then ask a few children: "How is the globe different from the flat map?" (Round, turns, shows the real shape of the Earth.) Note who holds up the right card and who gives a difference.

Vocabulary

globe, model, Earth, land, water, ocean, flat map

Differentiation

- **Support:** at the globe, touch only one big water area and one big land area, with the adult naming them.
- **Extension:** find the biggest blue area on the globe and the same area on the flat map, and say why it looks a different shape on the flat map (the round globe is spread out flat).
- **Early finishers:** look at the group maps from lesson 4 and say what is the same as on the globe (both have a key or colours that mean something).

Access

- Blind and low-vision children: a raised-relief globe, or a globe with land areas outlined in glued string, explored with the adult; on the inflatable globe, the adult tells the child whether their hand is on land or water.
- Colour vision: point out that water is usually the largest and smoothest part, and land usually has more lines and names on it; the wave and hill cards have pictures, not only colours.
- Children who cannot hold or pass the ball can touch it as it is held next to them, or say "stop" for the class.
- Children who want to say where they have been or where their family is from can find it on the globe with an adult; nobody has to, and the teacher does not ask.

- Children can answer by speaking, signing, pointing or holding up a card.

⚠ Safety

- An adult carries the globe and puts it on a table; children turn it gently with one hand while it stays on its stand.
- The inflatable globe is passed hand to hand, not thrown or kicked.

Teacher notes

- The fact for the class comes from the Wikipedia article on the ocean (see Sources in the unit overview): "Approximately 71% of Earth's surface ... is covered by ocean." "About 7 parts out of every 10" is a rounded way to say this to young children.
- The tally game will not give exactly 7 out of 10 and may even give more land; say it is a game, and the measurement is what tells us the answer.
- Do not teach names of continents or oceans in this lesson; they come in later grades. Children may name places they know.
- Teaching the difference between a map and a globe at this age is my choice; the C3 framework leaves it to each state (see Sources).