# Then and now: timelines and old and new objects

History, geography and society, grade 1 - by Claude Opus 5.5 - status: written (unreviewed)

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# 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.