

Build a Timeline: Devon's Multicultural History

Lesson Plan

<p>National Curriculum links & curriculum fit</p>	<p>KS2 History: the Roman Empire and its impact on Britain. Anglo-Saxons and Vikings; local history study.</p> <p>KS3 History: A chronologically secure knowledge and understanding of British, local and world history.</p> <p>KS2 & KS3 RE: Christians, Muslims and Jews</p>
<p>How to use</p>	<p>This is the first activity in the Telling Our Stories pack.</p> <p>This timeline exercise could work well as an introduction to a study of multicultural history, or as a standalone activity.</p>
<p>Aims</p>	<p>Knowledge of local, national and global history.</p> <p>Skills - deducing, inferring.</p>
<p>Duration</p>	<p>40-60 mins</p>
<p>Materials required</p>	<p>Printed cards – we suggest one set per 6 students.</p> <p>Answer sheet.</p> <p>Prep two or three stories you'd like to explain explain further, using Teacher's Notes (Resource 1b).</p>
<p>Differentiation</p>	<p>You could match the dates to the pictures in plenary at the start.</p> <p>As you go round the tables, support some tables where needed.</p>
<p>Background reading & references for teachers</p>	<p>Teachers' notes.</p> <p>Telling Our Stories website.</p>

Process

Stage 1: Warmup and Preparation (5 - 10mins)

- Ask the students what they know about the history of Devon (or even Britain) in recent or distant history. You could create a large timeline together on the board. This can also be a baseline assessment.

Prompt:

Do you think there was anyone from Africa or Asia or America here?

- **For KS3**, students could produce a timeline of key events connected to the dates used in the finished timeline. This will reveal their assumptions about local history.
- Divide the students into small groups - they will need a reasonable amount of space to work. Tables of four to six will work.
- Give them the instructions: "I'm going to give you 14 pictures, 14 captions and 14 dates. Your task is to match up the pictures, dates and captions and put them in order on a timeline. You have 15 minutes".

Stage 2: Group work on timeline (15 - 20 mins)

- Give each group a set of pictures, dates and captions.
- Monitor their progress and encourage/assist as necessary.
- Encourage them to bring in prior knowledge, use clues from the pictures, work together.
- As they finish, encourage them to compare with other tables (unless you're doing it as a competition).

Stage 3: Plenary (15 - 20 mins)

- When all groups are finished, hand out the answer sheet so they can check the correct answers.
- Discuss the rationale for their choices - what evidence were they using? (Probably a combination of prior knowledge, arithmetic, decoding pictures, guesswork).
- Then move the discussion on to the **content** of the timeline. As the timeline is usually high in energy and sometimes quite competitive, students may not have been considering what is on the cards. The matching stage is the hook for the deeper discussion and understanding.
- Ask the students what events or people surprised them, and which ones they would like to know more about. This could lead to their own research.
- Return to the original discussion in **Stage 1** – how does this timeline compare with what you thought before?
- As the timeline activity continues until well into the 20th century, this is a chance to say that history is not just about things that happened many hundreds of years ago - it's also about our parents' generation.
- We suggest that the teacher chooses two or three stories that catch your attention. Read the **Teachers' Notes** fully for those stories, so that you can go into more detail on those. Bear in mind that this pack also includes whole activities on Hawkins and Ganesh! There is also more information on our [website](#) for each story.