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| **HA Resource Hub Submission Form** |
| **Resource Title: Chronology** | **Age Range: Key Stage 1** |
| **Author name and email contact:**Alf WilkinsonSue.alf@btopenworld.com  | **Resource Details: (e.g. how many documents does it consist of? In which order?)** **One resource on Chronology at KS1** |
| **Necessary prior learning to complete this:**none | **What does it lead to next?** Further exploration of time |
| **Explanation: How should this resource be used?** This is a simple approach to introducing chronology using a child’s family. Birthdays are arranged in date order throughout the year, and then on a timeline. The key part of the activity is the discussion of the terms. It can be extended, as suggested, into a research and mapping activity, as a first steps in geography too. |

**Chronology: Key Stage 1**

Chronology is the study of what happens when; which events happen first, second, third, and so on. It helps us make sense of history by arranging some kind of order to events, and this helps us understand not just what happened but also when.

 **Activity 1:**

On separate pieces of paper or a post-it notes, get the children to write down the names and birthdays of everyone in their family. They might have to ask their parents about the year. Now arrange the pieces of paper/post-it notes in order of birthday through the year – January first all the way through to December. The children will have produced a list of their family’s birthdays in chronological order throughout the year. Now re-arrange the pieces of paper/post-it notes by year, with the oldest person [or first person born] at the top of the list, and the youngest person at the bottom. They will have now produced a list for their family in chronological order of the year they were born! Mark everyone on the timeline below:

1900 1950 2000 2020

**Activity 2:**

You might find it useful to use these words whilst completing the Activity above; ‘day’ ‘week’ ‘month’ ‘year’ ‘decade’ and ‘century.’ They are all words we use to measure the passage of time. You might also discuss ‘before’ and ‘after;’ ‘a long time ago,’ ‘yesterday,’ and ‘last week.’ Do this several times to help the children get a sense of the passage of time and fully understand what each word means.

**Extension Activity:**

Asking the children *where* everyone in the family was born, and make a list of these. Use an atlas to discover where these places are. Depending on the results, download from the internet a map of the local area, the county, the UK, or the world and produce a map with the title ‘Where My Family Come From.’ This will help the children start their geographical journey, by introducing the idea of place; different countries, cities and continents.