




Curriculum Outdoors

Curricular Area: Social Studies – People, past events and society



<p><u>Experience and Outcomes</u></p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p><u>Learning Outcome</u></p> <p>Pupils will be able to create a timeline illustrating the life of an individual.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • 4 A4 size cards showing significant events with dates in the life of hypothetical child • Washing line and pegs (optional) • Chalk • 4 pieces of paper (or dry wipe boards) A4 size and pen per pupil • 6 A5 size illustrated cards showing Robert Burns significant events and dates per group/pupil 
<p><u>Activity</u> Create 2 timelines to illustrate key points in the life of i) pupil ii) Robert Burns</p> <ol style="list-style-type: none"> 1. Teacher introduces timelines by showing 4 key points in a (hypothetical) individual's life (eg. date of birth, date started school, siblings born) and with pupil input and sets them out in correct sequence. This can be on the ground or hung from washing line. 2. Pupils make their own personal timeline cards (illustrations with simple caption including dates) and set them out in sequence along a chalk line on the ground. 3. Using the 6 cards illustrating significant dates in the life of Robert Burns, pupils create a new timeline for this historical figure. <p>Alternative for Second Level</p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a Use timelines to investigate the life of John Muir and his impact.</p>	<p><u>Assessment</u></p> <p>Photographs of pupil timelines and of Robert Burns timelines.</p> <p>Pupils can identify significant events in their lives and retell in sequence.</p> <p>Pupils can talk about the significance of key dates in the life of chosen historical individual and place in sequence.</p>