

**Knottingley Glass**  
**Teacher Resources**

<b>Lesson Plan 1</b>	
<b>Oral History Project</b>	<p><b>Lesson Context:</b> First Lesson in a short series designed to develop student's understanding of their own historical context</p>
<b>Learning Objective:</b> To understand what oral history is and reflect on our relationship to it.	<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1 All children will understand that history can be passed down through generations through stories.</li> <li>2 Most children will understand <b>how</b> history is passed down</li> <li>3 Some children will understand that they are part of the same process.</li> </ol>
<b>AFL Opportunities:</b> Questioning Activities, Identifying vocabulary (can provide data)	<p><b>Personal Learning and Thinking Skills:</b> Communication, speaking and listening, paired work and interpretation</p>
<p><b>Activities:</b></p> <p><b>Starter</b> Listen to a short oral history clip – children have to find how many words relate to the past or are in the past tense. E.G. Yesterday I was going to the park. - Children can create a tally chart as they listen to the clip.</p> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>• Have one or two volunteers tell a short story about something a parent or grandparent did. <ul style="list-style-type: none"> <li>○ Discuss with class how the pupil came to learn that story. E.G. Who do you think told (the pupil) the story? Why do you think they told them that story?</li> </ul> </li> <li>• Working in pairs, ask the children to think of a story they have been told about a friend or relative in the past. They should then draw a picture to represent each other's story.</li> </ul> <p><b>Plenary</b> Display one or two pictures and ask the children to discuss.</p> <p><b>Differentiation:</b> Less able pupils could be provided with a story to represent in a picture. More able pupils could draw two smaller pictures that represent different ways a story could be told.</p> <p><b>Resources:</b> Audio clip and player, scrap paper and pencils. Drawing paper and colouring pencils/pens.</p>	

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<b>Lesson Plan 2</b>	
<b>Oral History Project</b>	<b>Lesson Context:</b> Second Lesson in a short series designed to develop student's understanding of their own historical context
<b>Learning Objective:</b> To understand how we record history and reflect on why it is important.	<b>Success Criteria:</b> <ol style="list-style-type: none"> <li>1 All children will understand that history can be recorded using different means.</li> <li>2 Most children will understand <b>what</b> the different means are.</li> <li>3 Some children will understand that they are part of the same process.</li> </ol>
<b>AFL Opportunities:</b> Questioning Activities, Identifying vocabulary (can provide data)	<b>Personal Learning and Thinking Skills:</b> Communication, speaking and listening, group work and interpretation
<b>Activities:</b> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Use a series of chronological photographs from a significant event. Give children a different part of the story and in small groups ask them to write down what they think was happening in their photograph.           <ul style="list-style-type: none"> <li>○ See if they can piece the story together from their different accounts and discuss the outcome.</li> </ul> </li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>• Discuss with pupils the different ways in which we can record our personal histories.           <ul style="list-style-type: none"> <li>○ Talk about holidays or special events and how we remember them, through photographs, video, recordings, a diary etc.</li> </ul> </li> <li>• Working in small groups, children will record two personal stories about a significant event or favourite holiday. They can use audio equipment, drawings or write notes to record the stories.</li> </ul> <p><b>Plenary</b></p> <p>Choose one or two stories to listen to or read out. Ask the pupils to re-tell the stories as they understand them.</p>	
<b>Differentiation:</b> Less able pupils can be provided with a story to record. More able pupils can lead the recording sessions.	
<b>Resources:</b> Recording equipment (computers with microphones, dictaphones or hard disc recorders), pens and paper, chronological photographs of an event.	

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<b>Lesson Plan 3</b>	
<b>Oral History Project</b>	<p><b>Lesson Context:</b> Third Lesson in a short series designed to develop student's understanding of their own historical context</p>
<b>Learning Objective:</b> To understand how we record history and reflect on why it is important.	<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1 All children will understand that history can be recorded using different means.</li> <li>2 Most children will understand <b>what</b> the different means are.</li> <li>3 Some children will understand that they are part of the same process.</li> </ol>
<b>AFL Opportunities:</b> Questioning Activities	<p><b>Personal Learning and Thinking Skills:</b> Communication, speaking and listening, paired work and interpretation</p>
<p><b>Activities:</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Use a short oral history transcript. Give a few children a part to read aloud and ask them to write down the answers to these questions. <ul style="list-style-type: none"> <li>○ What does this story tell us about the storyteller?</li> <li>○ What kind of life do they lead?</li> <li>○ Are there any similarities with your life?</li> </ul> </li> </ul> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>• Working in the same groups as last lesson, using a different media to last lesson, children will record a further two personal stories about a significant event or favourite holiday. They can use audio equipment, drawings or write notes to record the stories.</li> </ul> <p><b>Plenary</b></p> <p>Choose one or two stories to read or listen to. Ask the pupils to re-tell the stories as they understand them.</p> <p><b>Differentiation:</b></p> <p>Less able pupils can be provided with a story to record. More able pupils can lead recording sessions.</p>	
<p><b>Resources:</b> Audio clip and player, scrap paper and pencils. Drawing paper and colouring pencils/pens.</p>	

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<b>Lesson Plan 4</b>	
<b>Oral History Project</b>	<b>Lesson Context:</b> Final Lesson in a short series designed to develop student's understanding of their own historical context
<b>Learning Objective:</b> To understand that history can be interpreted in different ways and reflect on why this is important.	<b>Success Criteria:</b> <ol style="list-style-type: none"> <li>1 All children will understand that history can be recorded and interpreted in different ways.</li> <li>2 Most children will understand <b>what</b> the different ways are.</li> <li>3 Some children will understand that they are part of the same process and be able to show examples.</li> </ol>
<b>AFL Opportunities:</b> Questioning Activities	<b>Personal Learning and Thinking Skills:</b> Communication, speaking and listening, group work and interpretation
<b>Activities:</b> <p><b>Starter</b>            Listen to a short audio clip of one of the children's stories – Discuss what they think of when they hear the clip, how it makes them feel and whether there are any similarities with their own stories.</p> <p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>• Working in new groups of 6, choose one of their classmate's stories to interpret and present for the class.               <ul style="list-style-type: none"> <li>○ In terms of presentation techniques consider freeze frame, thought tracking and narrating. There could also be a "When I heard Tony's story I thought..." approach, coupled with freeze frame imagery to highlight key points.</li> <li>○ The groups could also use any visual work that was created in recording the stories for their presentations</li> </ul> </li> </ul> <p><b>Plenary</b>            Present each group's interpretation to the class. Discuss the class reaction to the interpretations and whether they are true to the original.</p> <p><b>Differentiation:</b>            Less able pupils can be provided with an interpreted story to present.            More able pupils can lead presentations.</p>	
<b>Resources:</b> Audio player and media from previous lessons	