

**Knottingley Glass
Teacher Resources**

Lesson Plan 1		
Oral History Project	Lesson Context: First Lesson in a short series designed to develop student's understanding of their own historical context	
Learning Objective: To understand what oral history is and reflect on our relationship to it.	Success Criteria: <ol style="list-style-type: none"> 1 All children will understand that history can be passed down through generations through stories. 2 Most children will understand how history is passed down 3 Some children will understand that they are part of the same process. 	
AFL Opportunities: Questioning Activities, Identifying vocabulary (can provide data)		Personal Learning and Thinking Skills: Communication, speaking and listening, paired work and interpretation
Activities: Starter 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. Main Activity <ul style="list-style-type: none"> • Have one or two volunteers tell a short story about something a parent or grandparent did. <ul style="list-style-type: none"> ○ 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? • 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. Plenary Display one or two pictures and ask the children to discuss.		
Differentiation: 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.		
Resources: Audio clip and player, scrap paper and pencils. Drawing paper and colouring pencils/pens.		

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

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

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Lesson Plan 4	
Oral History Project	Lesson Context: Final Lesson in a short series designed to develop student's understanding of their own historical context
Learning Objective: To understand that history can be interpreted in different ways and reflect on why this is important.	Success Criteria: <ol style="list-style-type: none"> 1 All children will understand that history can be recorded and interpreted in different ways. 2 Most children will understand what the different ways are. 3 Some children will understand that they are part of the same process and be able to show examples.
AFL Opportunities: Questioning Activities	Personal Learning and Thinking Skills: Communication, speaking and listening, group work and interpretation
Activities: Starter 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. Main Activity <ul style="list-style-type: none"> • 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"> ○ 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. ○ The groups could also use any visual work that was created in recording the stories for their presentations Plenary Present each group's interpretation to the class. Discuss the class reaction to the interpretations and whether they are true to the original.	
Differentiation: Less able pupils can be provided with an interpreted story to present. More able pupils can lead presentations.	
Resources: Audio player and media from previous lessons	