Connections
Through Generations



Years 1 & 2

Your students will learn about the lives of people in the past as they interview a person from an older generation. They will learn words to describe events in the past, present, and future and words to describe a point of view. Your students will consider the importance of places to people in their community and people from different cultures. They will learn about sequences and different ways that stories from the past can be told.

Rationale

We can use knowledge about what has changed and what has stayed the same to prepare for the future.

Essential questions

- How are families different?
- Why are some places important to preserve?
- How has life changed and stayed the same?
- How can we use language to describe time and point of view?

Glossary

before, education, first, food, future, generation, humour, impulsivity, interviewee, interviewer, last, later, memories, month, next, past, present, preserve, previous, recording, reporter, technology, week, year

Rich assessment task

Your students will work in groups to develop questions to ask an older person about an aspect of their life. They will use what they learn about life in the past to develop a 'Spot The Difference Poster' showing how life has changed, and how it has stayed the same.

Future action

Students will use their knowledge of the lives of people in the past to participate in conversations with their parents and grandparents. They will pose interesting questions and think of follow-up questions. Students will use language to describe events in the past, present, and future and provide reasons for their conclusions. They will develop an interest in different ways that people tell stories and an appreciation of the importance of place to different cultures.