

The Restoration Workshop

Family tree activity

Main focus of activity:

- To investigate what the term 'generation means
- To research own family tree and begin to create own family tree diagram,

NB – if there would be issues with pupils creating their family tree due to different family circumstances of your pupils, adapt this activity to produce a 'family tree' for one of the horses in the Royal Mews stable, considering the horses bloodline (e.g Cinderella was of the fairytale bloodline and so the pupils could create an imaginary family tree for the horse using fairytale names)

Links to curriculum:

KS2 History

Chronological understanding

- place events, people and changes into correct periods of time

Organisation and communication

- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

KS2 ICT

Finding things out

- to talk about what information they need and how they can find and use it [for example, searching the internet ,using printed material, asking people]
- to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

Developing ideas and making things happen

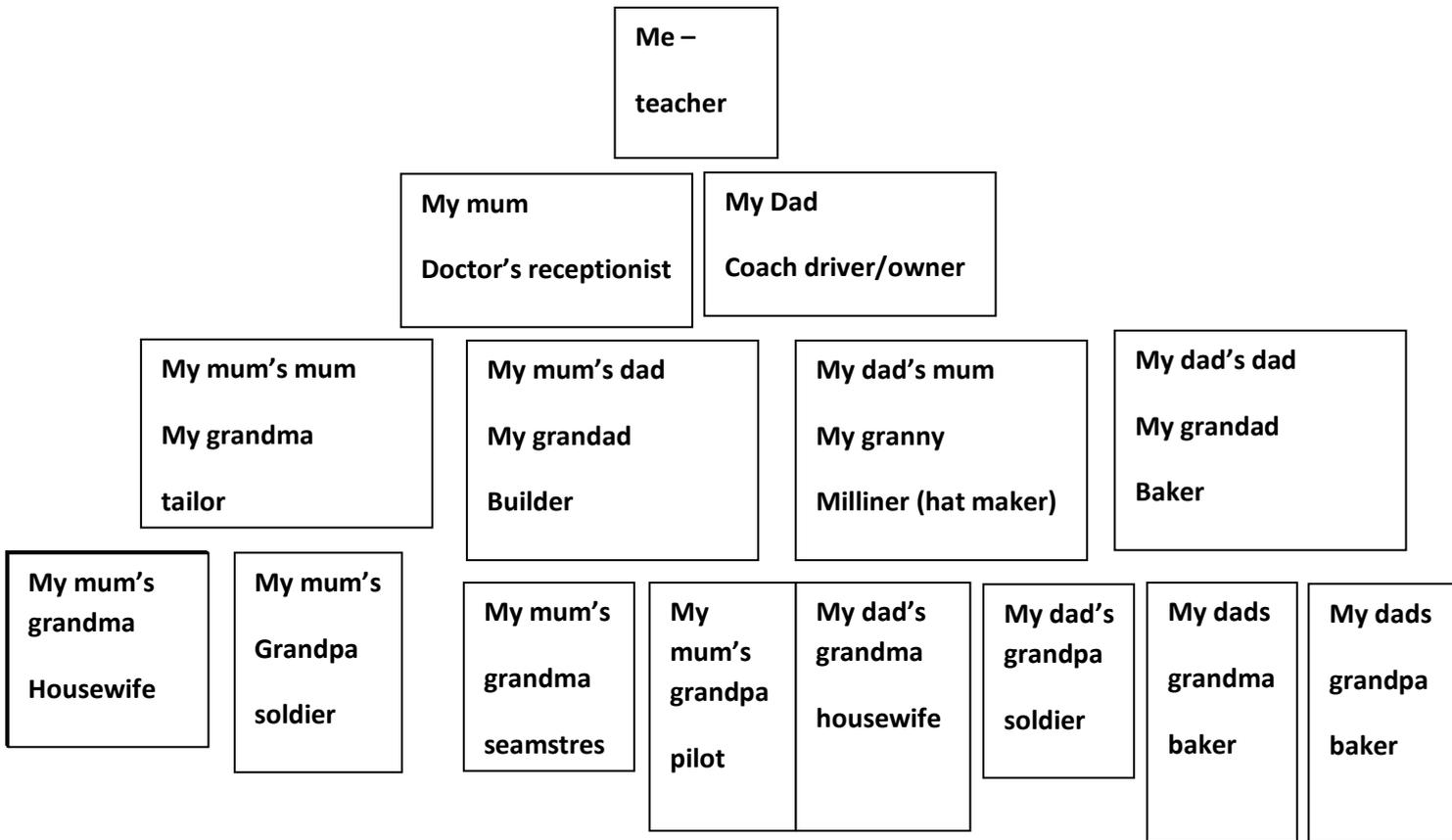
- how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]

Activity outline:

As a class watch the start of the restoration video and discuss the role of Martin Oates as Senior Carriage Restorer for the Royal Mews. Discuss what the main parts of this job are and why it is important.

Discuss the fact that Martin says in his video that he is the fourth generation to have worked at the Royal mews. Explain what this means and demonstrate what the last 4 generations of your own family have been doing in a diagram on the IWB.

E.g.



Discuss how this shows 4 generations and the types of employment and ask children questions from your created chart.

Explain that this can also be the beginnings of a family tree.

Ask the class to think if they know the names of their immediate family and what they do as a job. Ask the pupils to begin to map out their families and their occupations. (NB do this as the horse activity if it would be problematic for pupils to say what the occupations of family members would be).

As an extension activity pupils could complete their family tree or the family tree of the bloodline of the horse using the PowerPoint family tree resource.