

## **Highland Folk Museum Pre-visit – Timeline activity**

This activity is designed to help pupils to gain a sense of context for their visit to the Highland Folk Museum. It can be used with most age groups (primary and secondary) and for visits to the whole site or just to part of it.

### **What you will need**

Printer and/ or marker pens

A4 paper (different colours if possible)

Guillotine

Laminator

String (& drawing pins or sticky tape to attach string to wall)

Clothes pegs/ bulldog clips/ paperclips

### **Preparing for the activity**

1. Print out the sheets that follow these instructions (please feel free to adapt this activity by adding sheets to more fully support your class's learning, or by getting the pupils to make the sheets themselves). You may want to use different colours of paper for different sheet types, e.g. one colour for Highland Folk Museum sheets, another for Scottish history events and another for events elsewhere in the world.
2. Cut out individual events or markers and laminate.
3. Stretch the string across a space or wall in the classroom.

### **How long is a piece of string?**

You may want to extend this activity to show the stretch of history covered by the museum in a wider historical context (anything from beginning with the Picts to stretching this back to pre-history). Or you may want to be able to add more events and detail within the period of time we cover. The more time or detail you want to cover the longer the piece of string you will need.

**The activity**

Once the string is on the wall your class can begin to construct the timeline. Start by giving out the century markers (i.e. 1700, 1800, 1900, 2000, 2100 and any others you have added yourself). Get the pupils to work out how to order these on the piece of string and how to space them – gaps need to be left between the century markers to stand for the passing of time between each century marker and to allow space for the events to be added. Other class members can help the pupils to place these evenly. The century markers should be attached to the string using clips or pegs.

Your class now have a timeline to which they can add events and other markers. Now give out the markers related to the Highland Folk Museum. Ask the class to help pupils to place these at the right place on the timeline. To give this a context within their own lives you can get pupils to place the “Today” marker and/ or the “When I was born” marker on the timeline.

Pupils can now practice counting back and forward across the timeline, e.g. see if pupils can use the timeline to work out how many years ago from today our Township or Farm are set.

Now pupils can add events to help them to see the periods covered by the museum in a wider context. You may wish to add, adapt or leave out the sheets provided below, depending on the age of your class and the topics they are studying e.g. if you are looking at changing technologies or why people left the Highlands you might want to include the arrival of the railways and the establishment of the Highland Agricultural Society, but others may wish to leave these out.

**Further activities**

Make this more relevant to the pupils by adding events or information that they have been studying or can relate to. Pupils may wish to add other events themselves that they know about.

17000

18000

19000

2000

21000

Highland Folk  
Museum  
1730s  
Township

Highland Folk  
Museum  
1930s farm  
and  
community

Today

When I  
was  
born

**Battle of  
Culloden  
1746**

**Act of  
Proscription –  
tartan banned  
1746**

Highland  
Agricultural Society  
established to  
encourage new  
farming methods –  
1784

Planned towns  
established in the  
Highlands, e.g.  
Kingussie 1795

Vacation of townships – people moving to towns or in some cases moved off the land – e.g. from Raites Township to Kingussie 1830s  
1830s

Highland Railway – Inverness and Perth Junction Railway opened in 1863.

**First World  
War  
1914 – 1918**

**World War II  
1939 – 1945**