

# Timeline Project Pack for Juniors

## (7-10 years old)

### Notes for Teachers

This project pack aims to provide lots of practical, group based activities around the theme of Timelines. It is ideal for a range of occasions such as Sunday Schools, holiday clubs, and activity days, and is designed to be used over 5 sessions of approximately an hour.

It is intended to be a starting point for ideas and not an exhaustive resource pack. The children you are working with will determine which activities you use and the way you use them, and the number and type of any other things you might want to include. The pack is written as a resource for you to pick and choose from, so you can present the activities to the children as you think best. There are some photocopyable resources in the pack but you will need to spend some time preparing each session and collecting materials.

This Project pack is aimed at Juniors (7-10 years old); others in the same series are intended for Infants (3-6) and Seniors (11-14). Your pupils will get maximum benefit if the project is undertaken as a whole Sunday School or Youth Group project, so that they can optimise what they learn through sharing what they have done with each other. Many of the activities across the age ranges are similar and can be adapted to be used with a wider age range.

The project is divided into 5 broad time periods for the 5 work units (these periods are the same in the other projects):

1. Creation to Noah
2. Abraham to Joseph
3. Moses and the Judges
4. Kings and Prophets
5. Jesus and the Apostles

In each unit there are activities which briefly review what happened, and games which help the children to learn the order in which things happened. At the back of the pack there are picture cards for each of the major Bible characters mentioned; you can of course add more of your own. Many of the games are flexible and can be adapted to use with other units. It would be well worth keeping the games to use at odd moments during normal Sunday School lessons as a bit of revision.

Although junior children will have had some experience of talking about chronologies and sequencing at school, they are unlikely to be very familiar with a timeline which extends over such a long period. Please don't expect them to remember dates, though they will be interested to have them to look at. The important thing is to help them get a feel for which order things happened in.

Some of the younger children may be confused about dates which count down to 0 and then back up again. It's probably best not to attempt a complicated maths lesson. An easy way is to focus on the words Before and After, which they will all relate to. Tell them about BC meaning Before Christ, and suggest that, although it has a Latin meaning, they could take AD to remind themselves that these dates are (mostly) After the Death of Jesus.

# Making a Timeline

The main focus of the Project is going to be a time line. A basic timeline is printed here for you to copy onto whatever surface you decide to use. Don't put any names on the timeline you make - the children can add them as they go through the project.

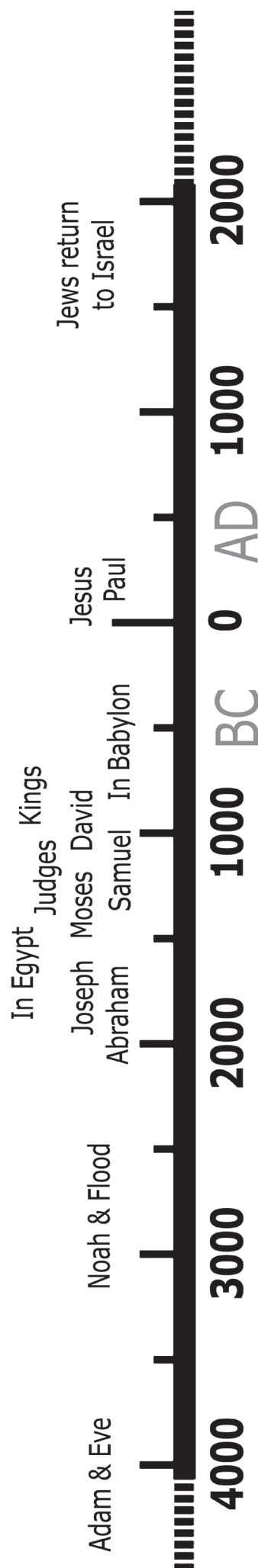
How you make your timeline will be affected by the accommodation you have. Generally speaking, the more permanent and the larger your timeline is the better, as it will enable it to be used and referred to throughout the sessions. It should be easy to attach things to it and remove things from it so the children can use it as a learning tool instead of looking at it as a picture.

It is probably best if you prepare most of the timeline yourself rather than use a whole session on making it. The following are suggestions for different ways of making a timeline, but you may have a better idea.

- A permanent mural painted onto the wall.
- A washing line stretched over the room with pegs to hold cards with dates and pictures on.
- A large sheet of paper from a roll - for example, news print or the reverse side of a roll of wallpaper.
- A series of pinboards or display boards, one for each thousand years, which can be taken down and stored between sessions.
- A banner, printed with a basic blank timeline, which can be rolled up and stored compactly. This could be made with fabric paints and a length of cheap fabric, or could be printed by a firm who make advertising banners.

Don't forget to go forward to the present day on the timeline.

There are many very good commercially available Bible timelines and historical charts which it may be useful to have available for reference. Some good resources are available free on the internet if you have access to it - use a search engine to help you look. Search under "chronology" as well as "time line".



# Unit one: Creation to Noah

## Introduce the timeline to the students

Time spent on this is important as it will help the children to understand what a timeline is and have some idea of how to put things into context with things they already know. Here are some ideas:

- Ask each child to put their name or a sketch of themselves with the current date at the end of the timeline.
- Identify with the children where the Old and New Testaments come on the Timeline.
- Play some games using the timeline to familiarise them with it:
- Write some dates on Post-It notes and get the children to take it in turns to put them in the right place on the timeline.
- Position a few children on the timeline and talk together about who is standing near the oldest or the most recent date.
- Call out a date and see who is the first or last to point to it.



### Talking point

Use a Bible to look at how many chapters are covered in this unit (Genesis chapters 1 to 10). A lot happens in these few chapters, and a lot of time is spanned!

### Talking point

Ask the class if they can summarise what happened during this period. You may be surprised by how much they know, but if they don't know very much you have an opportunity to fill in some gaps.



2100BC

2000BC

IN THE  
BEGINNING  
GOD CREATED  
THE HEAVENS  
AND EARTH

THE FALL



FLOOD



BABEL



ABRAHAM



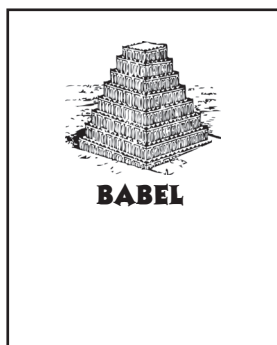
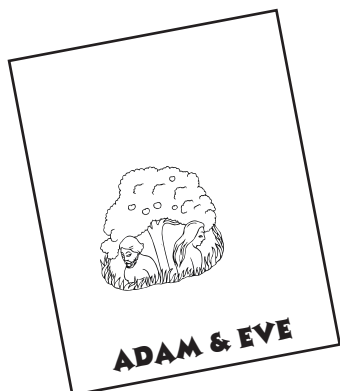
ISAAC



# Unit one: Creation to Noah

## For the timeline

- Use big illustrated name cards to put the significant names and events from this time period on the timeline. You could use the picture cards at the back of this book.
- Divide the group into 3, and produce 3 posters for the timeline, one about Adam and Eve, one about the Tower of Babel and one about Noah.



## Other activities

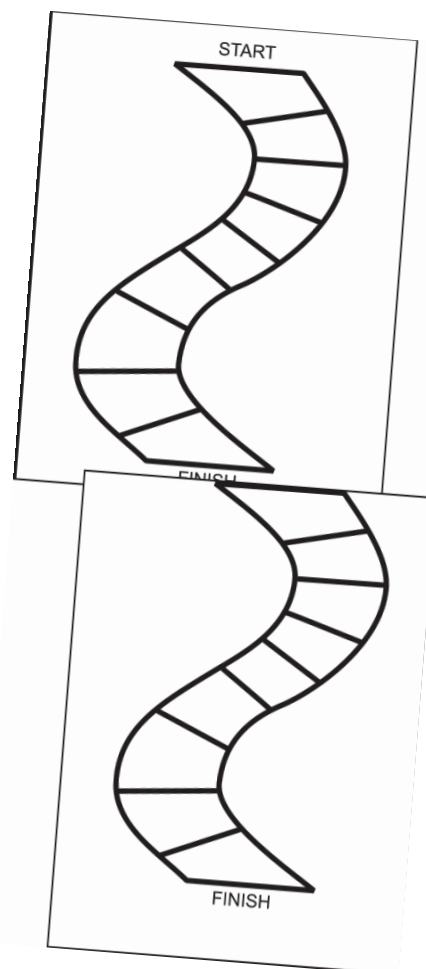
- Play the dice game printed on the next page.
- Talk to the children about world history events they know of and mark them on the timeline.

## Timeline game

- Use the game grid on page 8 to play a simple counting-on game to see who gets to the end first. Enlarge the game board onto A3 paper (or larger). Talk to the children about what happened at the start of the Bible, and do a simple sketch of, for example, a scene from the creation. Continue asking what came next, spacing out the pictures along the length of the track.

Alternatively, you could make copies of the picture cards from the back of this book and stick them in place along the track. Give the children a counter each and a dice and take it in turns to throw the dice, moving the counters along the track. The person who reaches "finish" first, wins.

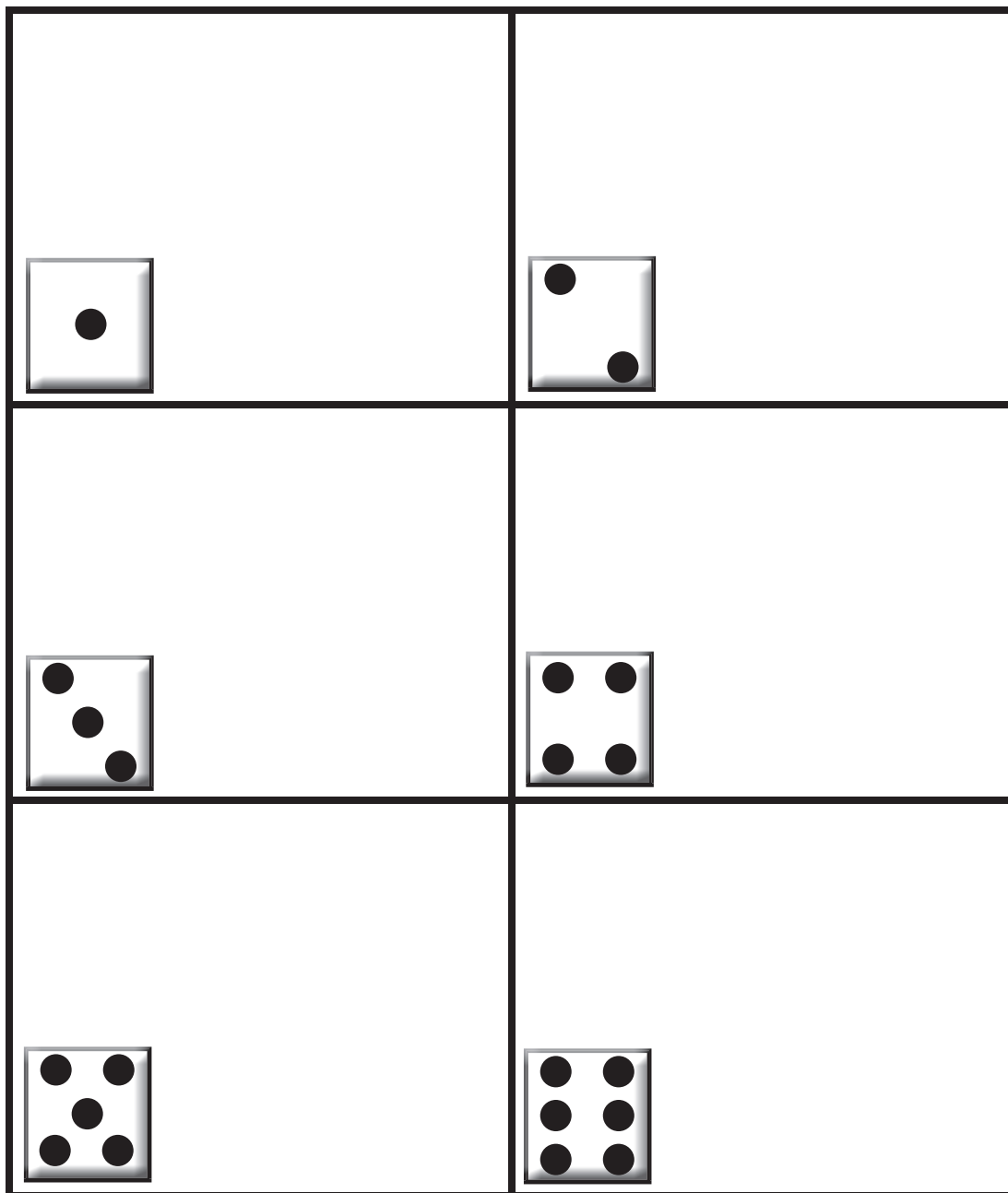
Make 5 copies of the game board as you will make it bigger each time you do another work unit.



# Unit one: Creation to Noah

## Dice Game

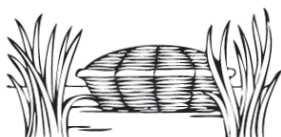
Photocopy (or print out) one grid for each child. Decide as a group 6 Bible people from the time period you are working with - see Genesis 5. Sketch or write them, in chronological order, with Adam in box 1 and Noah in box 6. Take it in turns to throw the dice. Each person must throw a 1 to cross off the first person on their sheet, then a 2 to cross off the second person. The winner is the first person to cross off all the people. Split large groups to play 2 separate games.



1600BC

MOSES

ESCAPE FROM EGYPT



# Unit one: Creation to Noah

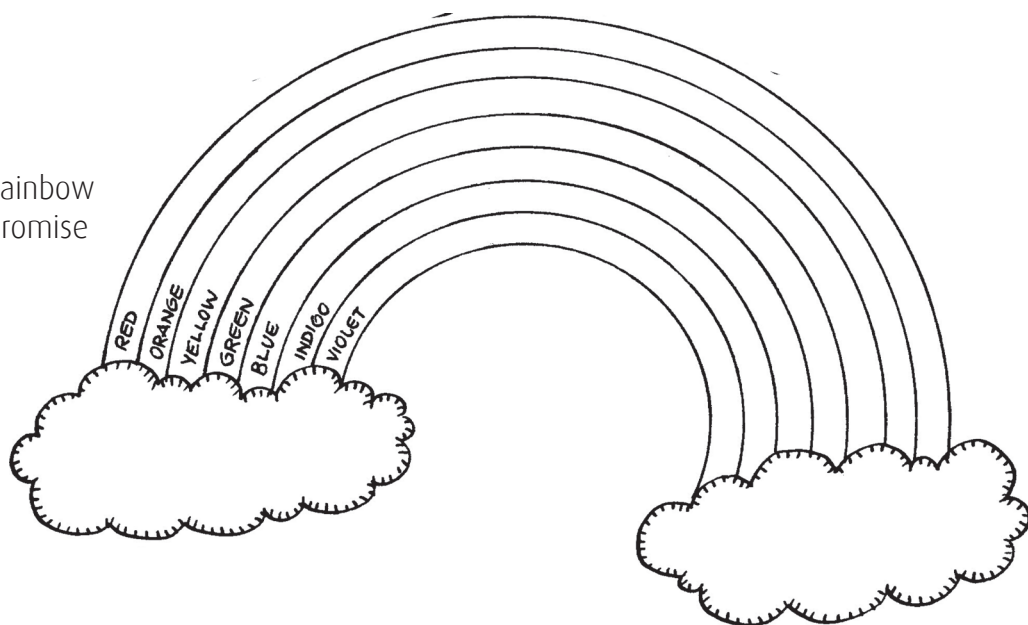
Find the words below in the word search grid. It is all about Cain and Abel.

G	T	N	E	M	H	S	I	N	U	P	O
O	C	D	S	C	R	O	P	S	R	O	D
P	B	O	E	F	I	N	K	G	L	R	C
Y	R	G	N	A	C	F	N	F	E	C	F
I	O	L	C	S	B	L	I	H	J	O	L
L	T	I	S	S	H	E	P	R	E	N	O
L	H	K	I	L	L	E	L	A	C	I	O
N	E	N	E	D	H	R	E	M	R	A	F
D	R	T	E	S	O	H	E	P	E	C	S
O	J	E	A	L	O	U	S	M	F	R	B
P	A	B	E	H	E	B	M	R	A	F	E

- ABEL
- ANGRY
- BROTHER
- CAIN
- CROPS
- FARMER
- FIELD
- FOOL
- GOD
- HATE
- JEALOUS
- KILL
- KNIFE
- PUNISHMENT
- SACRIFICE
- SHEEP
- SHEPHERD
- SIN

Noah received the rainbow as the sign of Gods promise

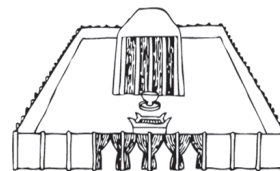
Genesis 9:14-17



1450BC

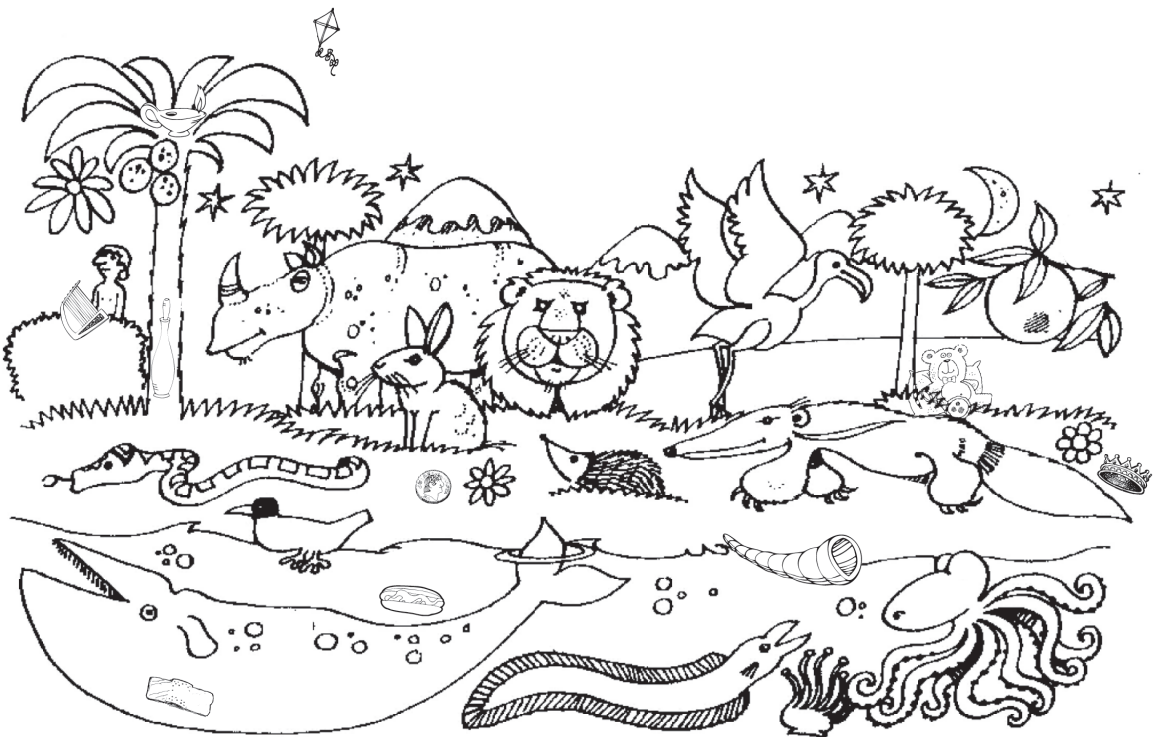
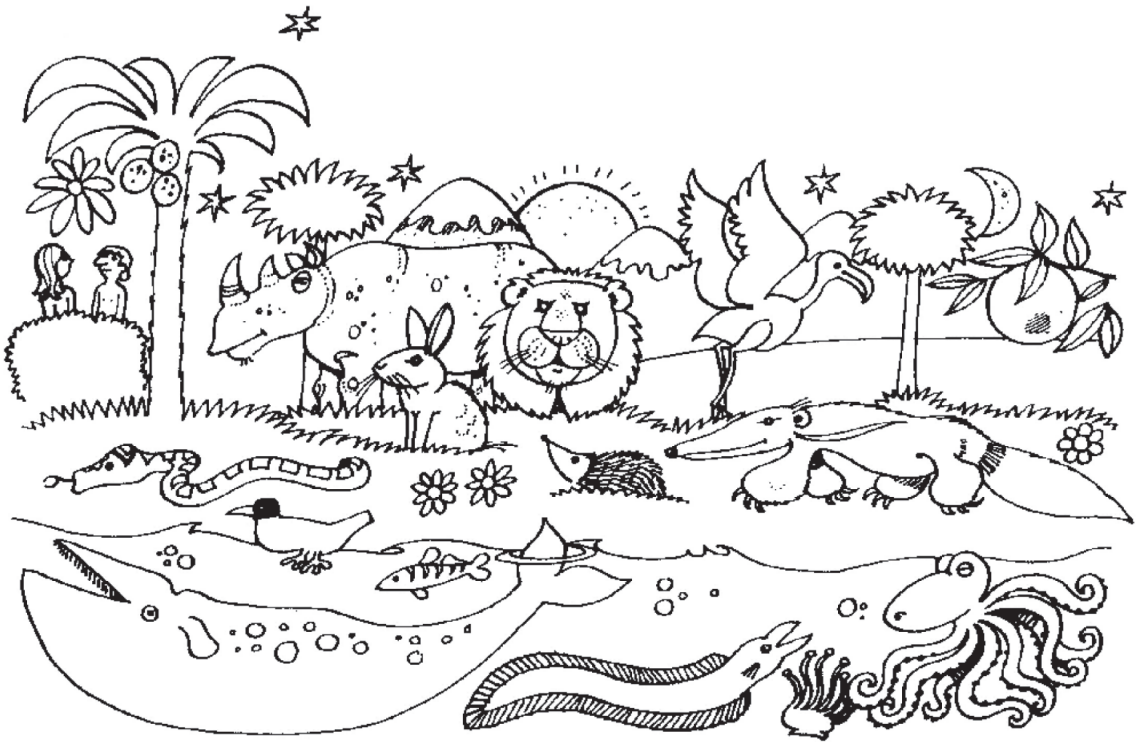
1400BC

JOSHUA, CALEB

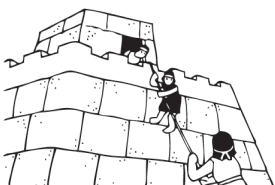


# Unit one: Creation to Noah

Can you spot ten things in the top picture that are missing in the bottom one, and ten things in the bottom picture that don't belong there?



RAHAB



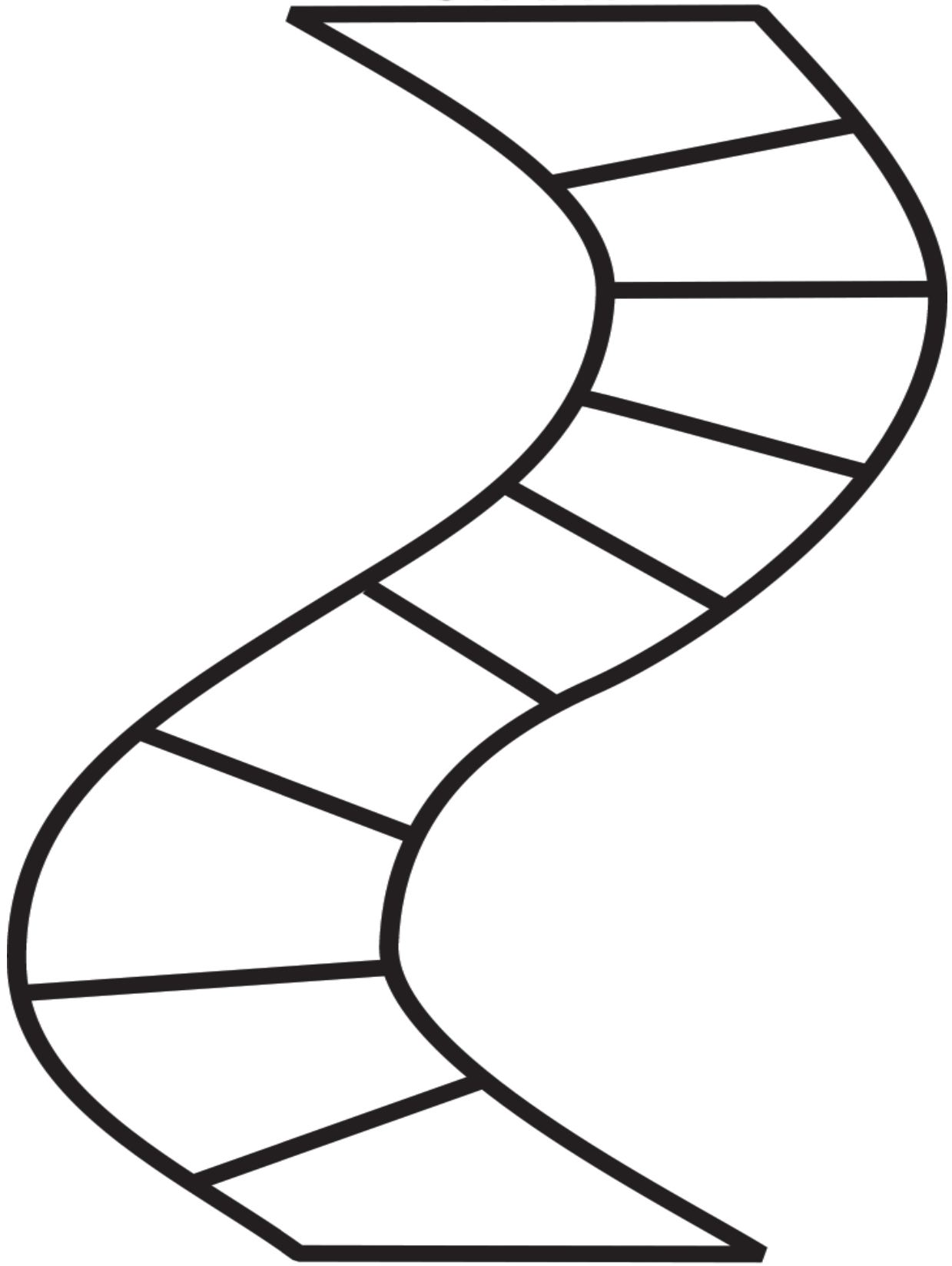
JERICO



ACHAN



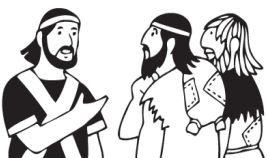
START



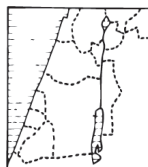
FINISH

1375 BC

JOSHUA AND GIBEONITES



JOSHUA DIVIDES LAND



# Unit two: Abraham to Joseph



## Talking Point

Think about the lives of Abraham, Isaac, Jacob and Jacob's family, and make a list of family members. Prepare a piece of paper with each person's picture at the top and write a group list of facts about each person to display on the timeline.

## Talking Point

This unit covers Genesis chapters 11-50. Show the children how much of the Bible you will be talking about today.

## Talking Point

Ask the children what they know about the promises God made to Abraham. Genesis 12:1-3.

## For the Timeline

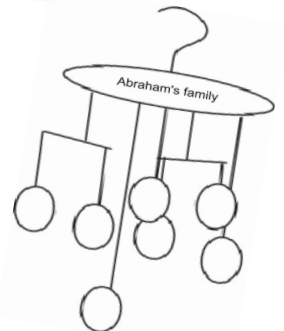
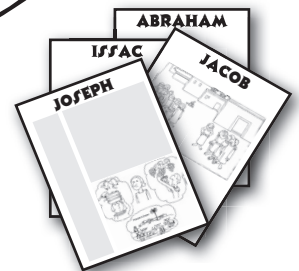
Use big illustrated name cards to put the significant names and events from this time period on the timeline. Make pictures to go with each label. Display the fact sheets you made about each person.

## Promises

Make pictures showing God's promises to Abraham e.g. a seashore picture or a night scene, with the words of God's promise included some where in the picture.

## Abraham's family tree

Use picture cards of the Abraham's extended family. Use a flat surface to arrange them as a family tree, then make family tree posters or pictures to display; or make them into a family tree mobile.



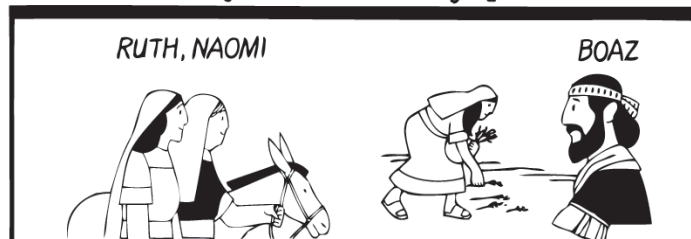
## Make a Joseph's coat

A simple way of making a copy of Joseph's coat would be to make head and arm holes in a plastic sack and then Sellotape bright squares of crepe paper to it!



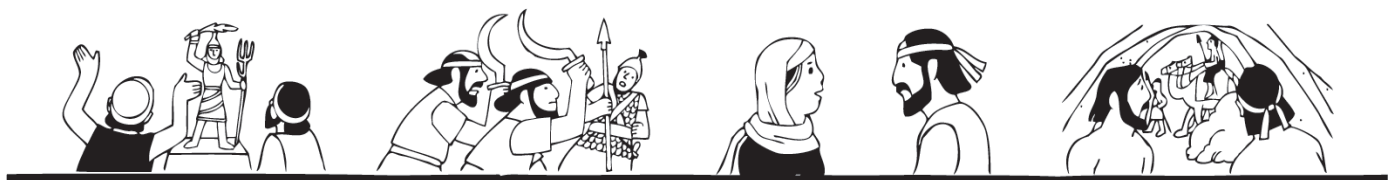
1375 BC

Sometime during the era when the judges led Israel.



OTHNIEL

DEBORAH



# Unit two: Abraham to Joseph

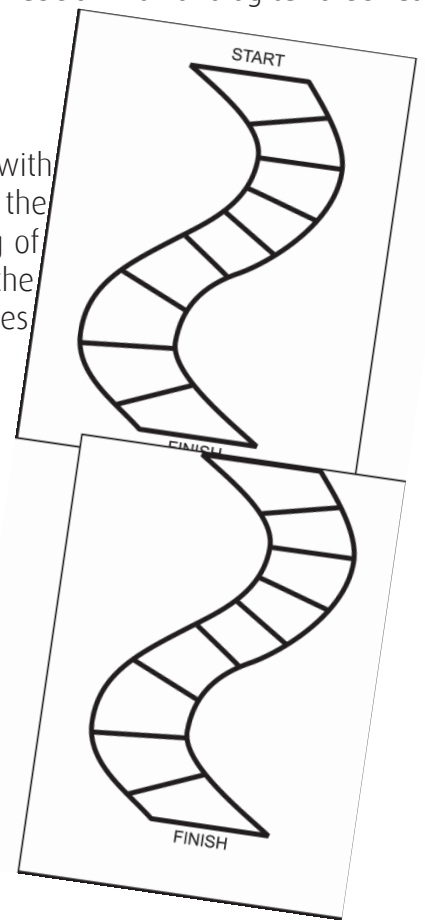
## Other Activities



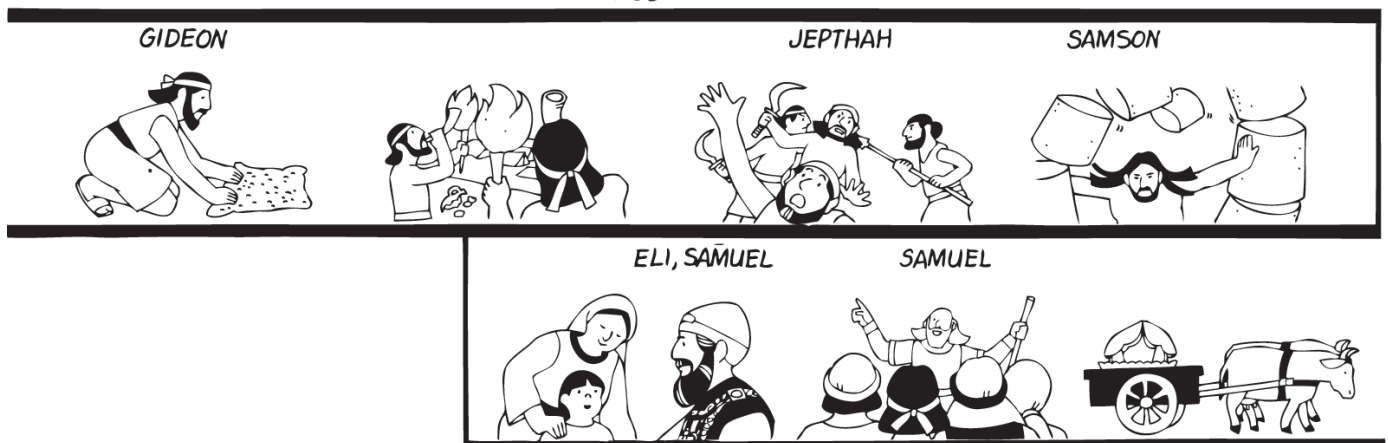
Make a list of the names used in this unit and the previous one. Write each on a Post-it note or sticker. You could use the picture cards from the back of the pack. Use them for the following activities:



- Put a label on each child's back and ask them to go round the room asking the others questions until they know what the name on their label is.
- Give each child a name label and get them to run around the room. At a given signal they have to get into chronological order. Swap the labels around and repeat.
- Give the group 60 seconds to put as many of the labels in chronological order as they can.
- Continue the timeline game from Unit one.
- Use the timeline game grid, either on its own or with the last unit's grid. If you cut the word "start" from the 2nd grid you should be able to stick the beginning of this unit's game board over the word "finish" on the last one, to make a longer game. Add more pictures from this period of time.



1100BC



# Unit two: Abraham to Joseph

Can you spot the ten things that are missing and the ten things that don't belong?



1050 BC

SAUL

DAVID

GOLIATH

DAVID AND JONATHAN



# Unit three: Moses and the Judges



## Talking Point

Use a simple map (like the one on the next page) to tell the story of the Exodus and to look briefly at where the Israelites settled in the Land.



## Talking Point

Use a Bible to look at how many chapters are covered in this unit (Exodus to Ruth).

## Talking Point

Talk through the life of Moses and choose 4 significant events. Make a whole group cartoon to illustrate what happened.

## For the Timeline

- Use big name cards to put the significant names and events from this time period on the timeline.
- Make a large poster showing the 10 commandments.
- Display the cartoon about Moses' life.
- Photocopy the map on the next page, annotate it to show the wilderness journey, and display it on the Timeline.
- Alternatively, get the children to draw the map. It doesn't have to be completely accurate, but it will help them to recognise it in the future.



1010BC

SAUL'S DEATH



DAVID



NATHAN





MEPHIBOSHETH



BATHSHEBA



DAVID FLEES ABSALOM

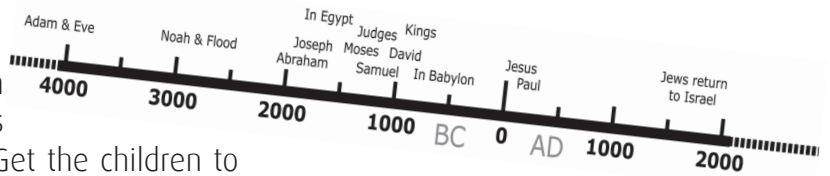


# Unit three: Moses and the Judges

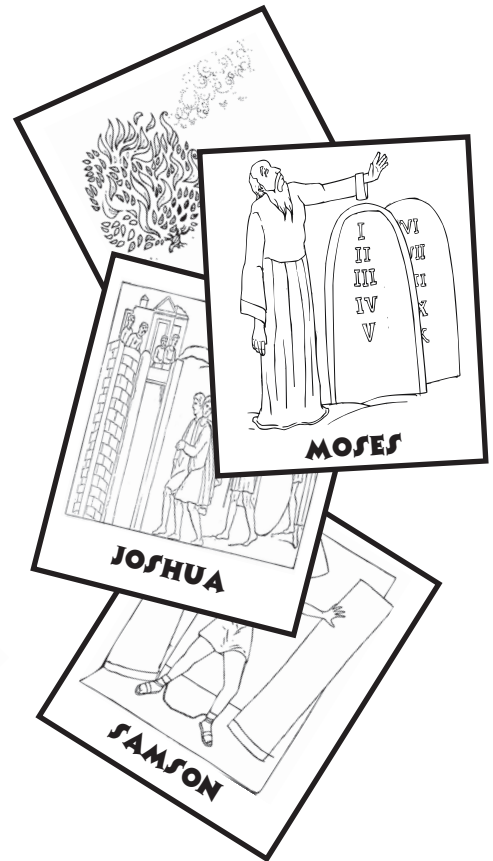
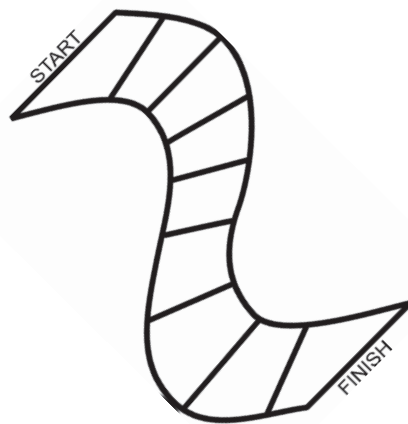
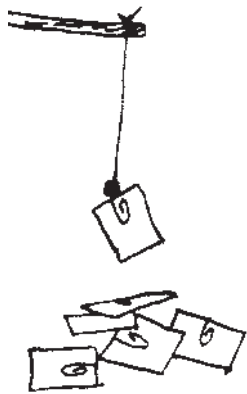
## Other Activities



Add the names from this unit to the name labels you used in the last unit. Get the children to pick a name label, then at a given signal they have to go and stand in the right place on the timeline.



- Ask the children to write a “Who am I?” riddle about a judge or someone from the time of the Exodus. Get the rest of the group to guess them. Display them on the timeline.
- Copy another timeline game grid and add more pictures from this period of time. You may even need two game grids to fit everyone on depending on how much detail you have discussed with the children.
- Make a fishing game by putting paper clips on each name card and putting them all in a tub. Use a magnet on the end of a piece of string as a fishing rod and take it in turns to fish out a name. If the name is not the next one in chronological order it has to be thrown back and the next person has a turn.



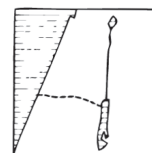
970 BC

930 BC (J)=KING OF JUDAH (I)=KING OF ISRAEL

SOLOMON

QUEEN OF SHEBA

JEROBOAM (I) / REHOAM (J)



# Unit three: Moses and the Judges

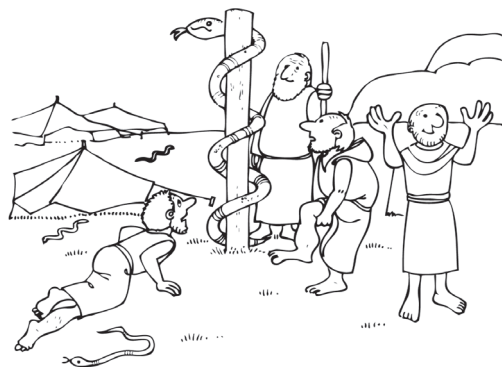
## Two puzzles and a picture

- BITTER
- BLOOD
- BODY
- BREAD
- CUP
- DOORFRAME
- EGYPT
- FIRE
- FIRSTBORN
- HERBS
- HYSSOP
- JESUS
- LAMB
- LAST SUPPER
- MIDNIGHT
- PASSOVER
- PHARAOH
- PLAGUE
- REMEMBER
- ROASTED
- WINE

B	R	E	I	A	D	A	E	R	B	W	O	O	L	E
A	R	O	N	R	O	B	T	S	R	I	F	E	W	N
O	M	E	S	D	O	R	L	I	H	N	T	S	E	R
S	I	F	T	E	L	U	P	O	R	E	S	T	B	R
E	D	O	R	C	B	M	A	L	O	S	R	C	E	E
I	N	E	S	L	O	U	S	T	A	E	H	B	O	R
R	I	J	T	A	D	I	S	S	O	G	M	H	S	S
O	G	F	F	S	Y	B	O	O	L	E	U	T	T	R
G	H	U	C	T	A	O	V	E	M	P	H	E	W	I
T	T	U	F	S	S	O	E	E	V	H	H	E	R	T
G	P	H	J	U	R	E	R	F	Y	A	Y	O	O	P
S	E	Y	S	P	I	I	A	W	O	R	S	C	U	Y
R	U	E	G	P	F	A	S	D	O	A	S	T	E	D
O	J	E	S	E	M	A	R	F	R	O	O	D	E	S
P	L	O	I	R	S	C	R	E	R	H	P	O	N	S

E	P	I	L	L	A	R	A	W
S	G	S	E	S	R	O	H	A
T	L	Y	R	D	E	A	S	T
O	C	M	P	E	G	S	H	E
I	L	R	Y	T	N	T	O	R
R	O	A	M	A	I	R	I	M
A	U	G	N	A	K	A	E	O
H	D	Y	F	D	W	I	N	D
C	S	D	N	A	H	A	E	S

Do you remember this story?



- ARMY
- CHARIOTS
- CLOUDS
- DRY
- EAST
- EGYPTIANS
- FAITH
- HAND
- HORSES
- KING
- LAND
- MIRIAM
- MOSES
- PILLAR
- RED
- SEA
- WATER
- WIND

870BC

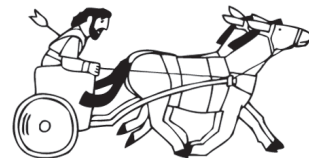
853 BC

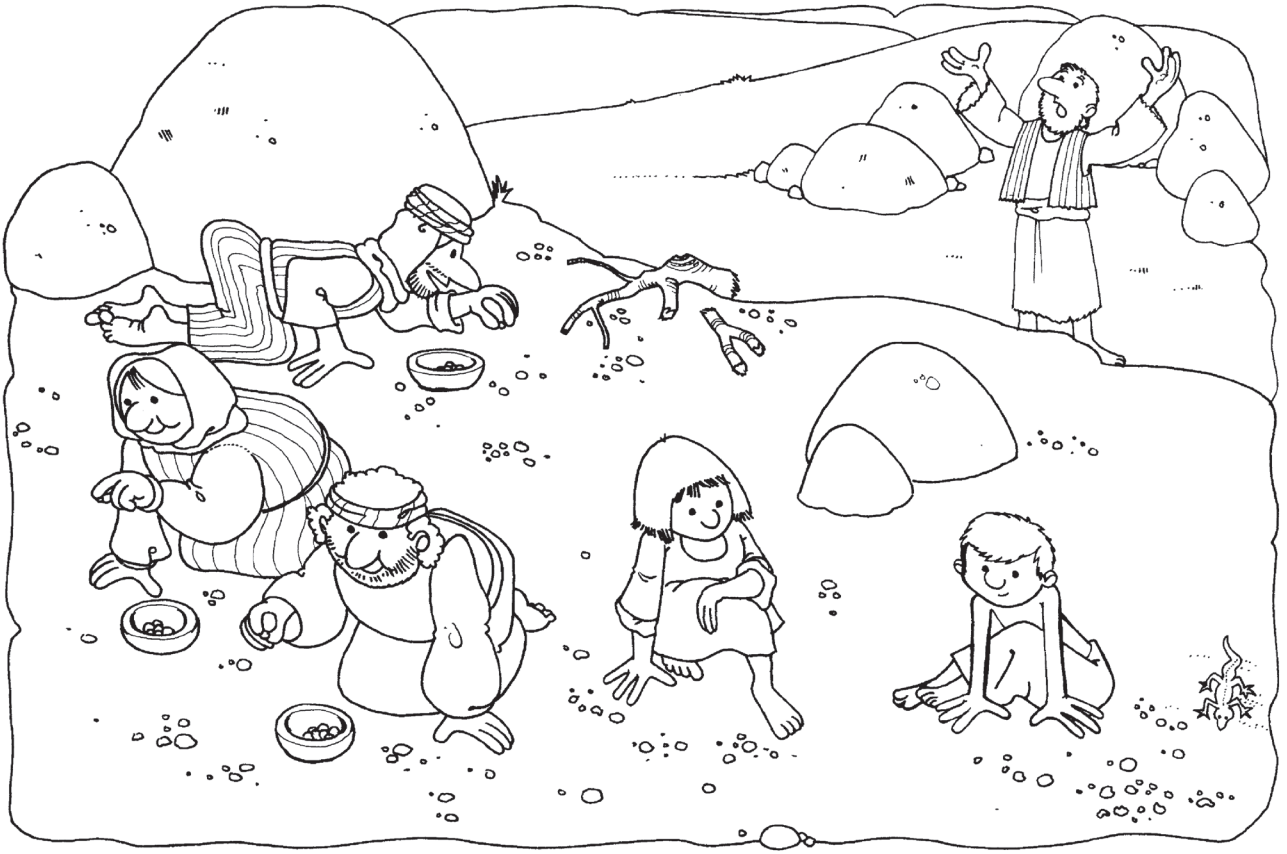
AHAB(I)/JEZEBEL

ELIJAH

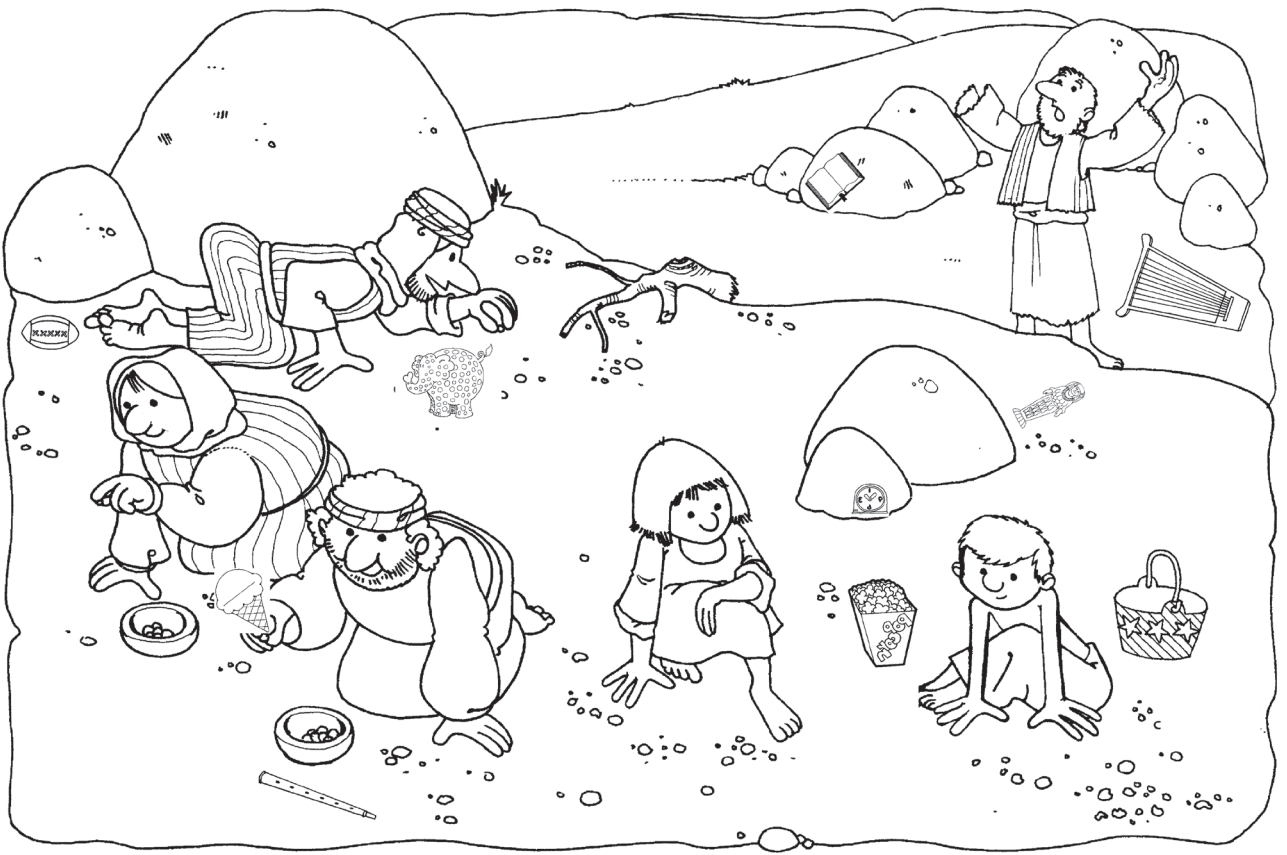
ELIJAH/ELISHA

AHAB(I)





The Israelites are collecting Manna. Spot 10 things that are in the top picture but not the bottom, and 10 things in the bottom picture that do not belong.



850 BC

840 BC

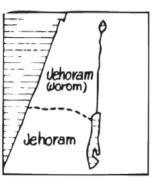
830 BC

KINGS OF ISRAEL/JUDAH

ELIJAH/ELISHA

JEHU(I)

JOASH(J)



# Unit four: Kings and Prophets

## Talking Point

Explain that this unit covers the books which describe the history of the nation of Israel. Focus your discussion on one King and one prophet, as there is too much to talk about otherwise. A good option would be to focus on David and Isaiah.

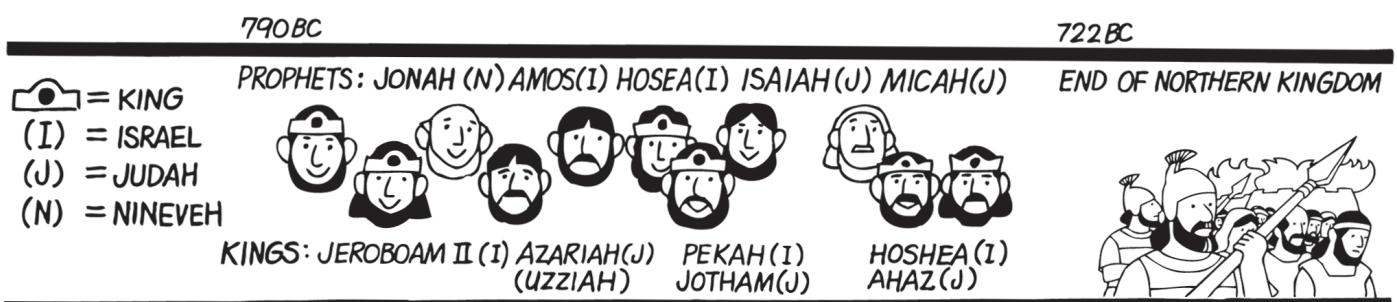
## Talking Point

Use a Bible to see how many chapters are covered in this unit - Samuel to the end of the Old Testament!

## For the Timeline

Use big illustrated name cards to put the significant names and events from this time period on the timeline. Or make crown shaped name cards for the kings and scroll-shaped cards for the prophets.

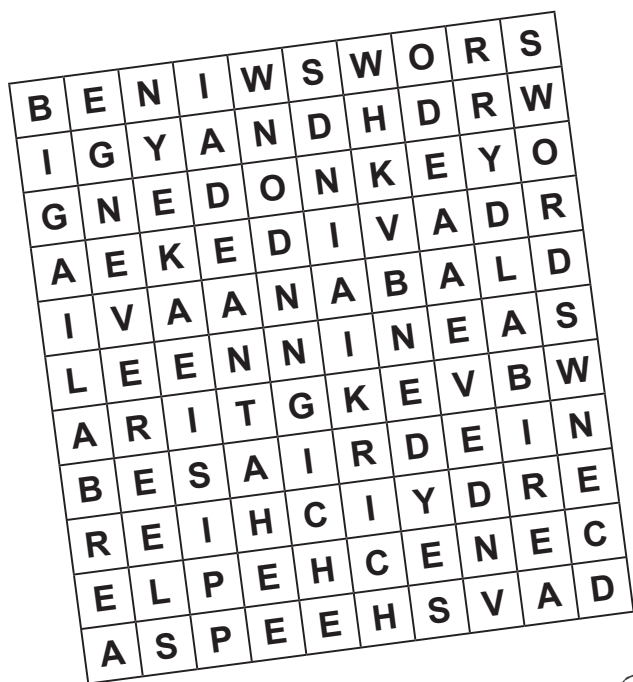
- Make Fact file cards about the people you have decided to focus on for this area.
- Look at some of the prophecies about the Kingdom of God in Isaiah 11 and make a picture about each one.
- Make copies of each prophecy picture and display the copy at the very end of the timeline, to show that the things will happen.
- Make thought bubbles to go with each prophecy picture which describe the way the children feel about the promises God has made.
- Make a simple "This is your life" book about David.



# Unit four: Kings and Prophets

## Other Activities

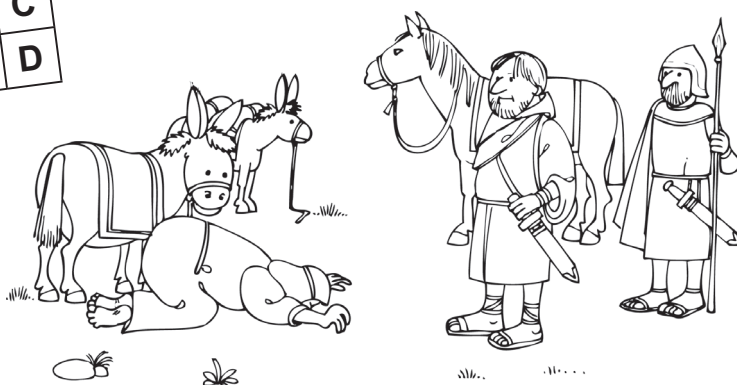
- Give the children 60 seconds to write down as many names of prophets as they can. Repeat with kings. Give points for each one, and extra points if they can say which prophets and kings were alive at the same time.
- Use the sequencing games from the previous units, adding the new names you have introduced in this time period.
- Get the children to stand in a circle and roll or throw a ball to each other in turns. The one who starts says the name of a Bible character - 'Samuel', for instance. Each player who catches the ball then earns a point if they can say something like 'Samuel comes before Isaiah' (for example). The next player might then say 'Isaiah comes after Solomon'. Once someone has been mentioned their name can't be used again. At least to start with, make sure everyone can see the timeline while they do this, or it will be too hard.
- Use the timeline game grid, either on its own or with the last unit's grid, adding your own people again.



ABIGAIL  
ANGRY  
BREAD  
DAVID  
DONKEY  
NABAL  
RICH  
REVENGE  
SHEEP  
SWORDS  
WINE

Do you remember this story about David and Abigail?

Read about it in 1 Samuel 25



593 BC

586 BC

DANIEL (B)

Ezekiel and others taken captive.

EZEKIEL (B)

OBADIAH

FALL OF JERUSALEM



ZEDEKIAH (J)



# Unit four: Kings and Prophets



King Jeroboam is throwing a party! Can you find the ten things in the top picture that are missing in the bottom, and the ten things in the bottom picture that have been added or changed?



540 BC

538 BC

KING CYRUS

ZERUBBABEL  
RETURN TO JERUSALEM

HAGGAI, ZECHARIAH



# Unit five: Jesus and the Apostles

## Talking Point

Explain that all the things in the New Testament happened in the AD time period.

## Talking Point

Talk about the message the Apostles preached, and what they would have said.

## Talking Point

Use a Bible to look at how many chapters are covered in this unit.  
The New Testament!

## Talking Point

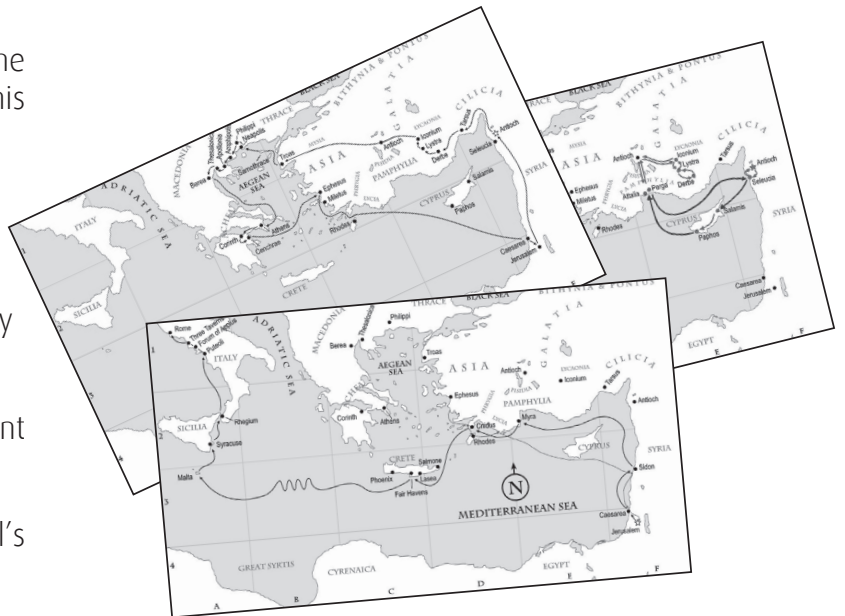
Look at a simple map to see the areas where the Gospel was preached and give the children an idea of the distances covered. The map on the next page could be enlarged for this.

## Talking Point

Ask the children to discuss which of the things in Jesus' life were the most important. Make a list of them.

## For the Timeline

- Use big illustrated name cards to put the significant names and events from this time period on the timeline.
- Get the children to pretend they were there and saw Jesus or one of the Apostles. Get the children to write and illustrate a postcard, telling what they saw.
- Display your group list of the important events of Jesus' life.
- Make an annotated map of one of Paul's journeys.



460 BC

VASHTI

ESTHER

HAMAN / MORDECAI

FEAST OF PURIM





450 BC

444 BC

430 BC

EZRA

NEHEMIAH

REBUILDING JERUSALEM'S WALLS

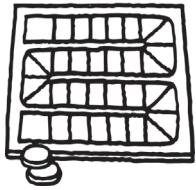
MALACHI



# Unit five: Jesus and the Apostles

## Other Activities

### PLAY THIS



**G  
A  
M  
E**

- Play charades or pictionary to revise stories of the Apostles' adventures or Jesus' miracles.
- Use the picture cards on the next few pages. Put them in a pile face downwards on the table and take it in turns to pick one up. The child has to say whether the person comes from the Old Testament or the New Testament.



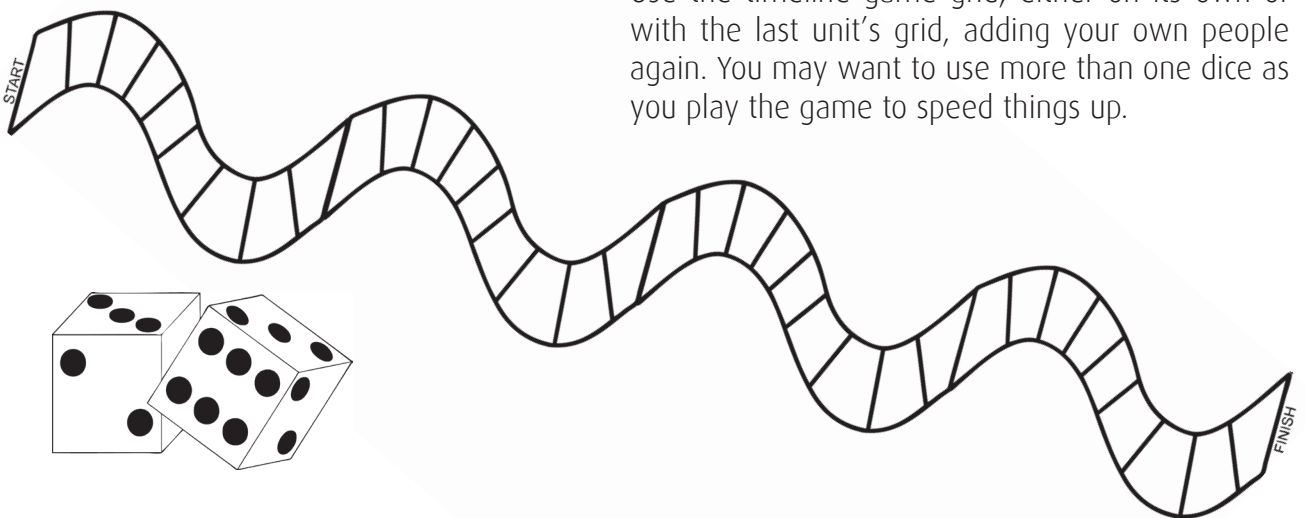
- Use the sequencing games from previous units, with names from everyone in the Bible.



- Use the picture cards to play Millennium Snap. Play as you would normally play Snap, but the "Snap" comes when you get two cards with names of people who lived in the same millennium. The children will need to see the timeline when they play this game, at least to start off with!

- Get the children to act out a tableau, or still picture, of an incident from different areas of the timeline.

- Use the timeline game grid, either on its own or with the last unit's grid, adding your own people again. You may want to use more than one dice as you play the game to speed things up.

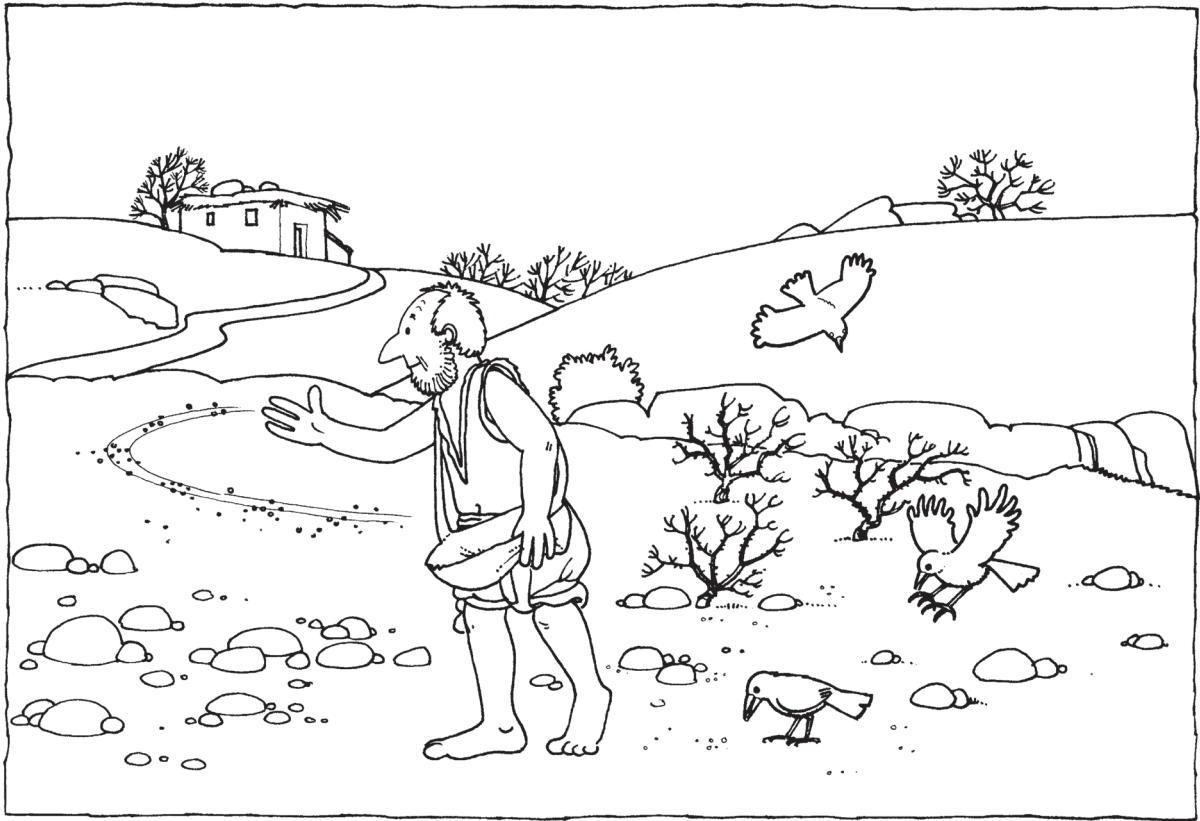


BC/AD

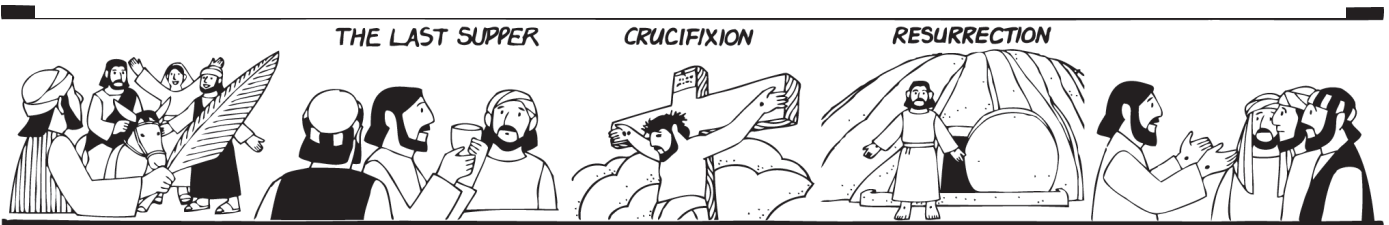
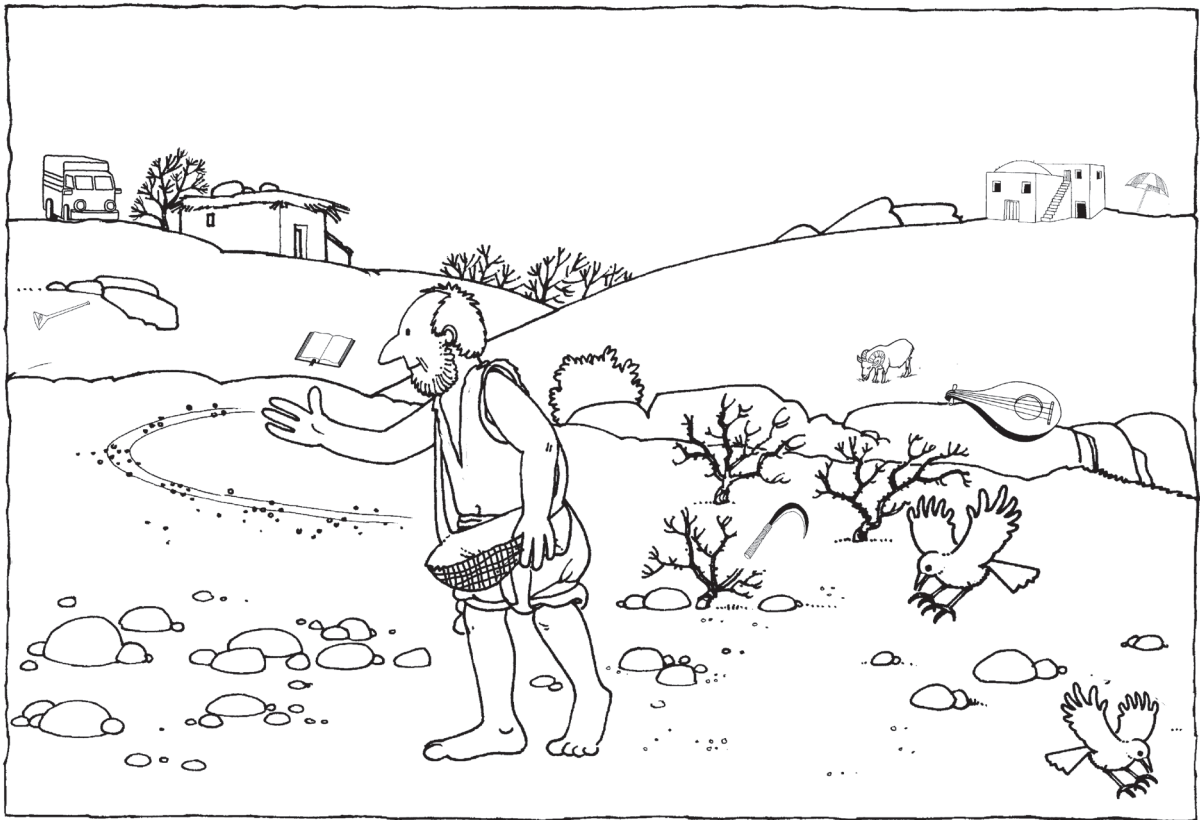
26 AD



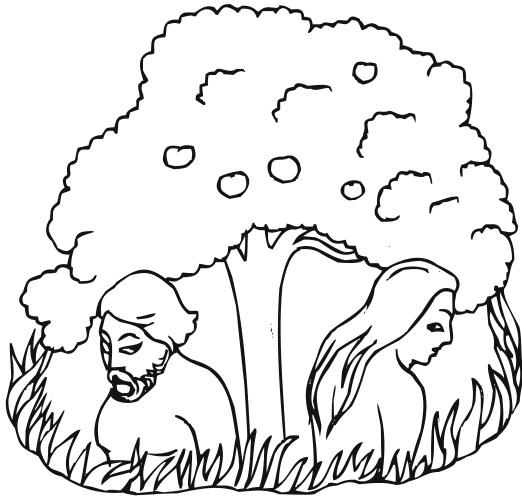
JESUS' BAPTISM



Jesus told many parables. This is a picture of the parable of the sower.  
 Can you find the ten objects in the top picture that are missing in the bottom, and the ten in the bottom picture that have been added or changed?



**Adam & Eve**



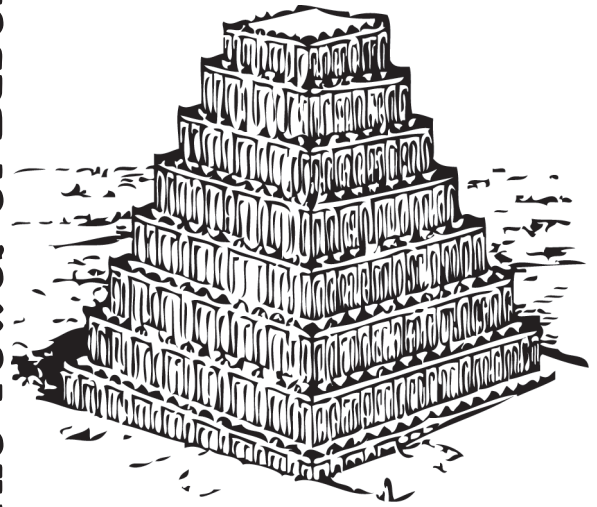
**Cain & Able**



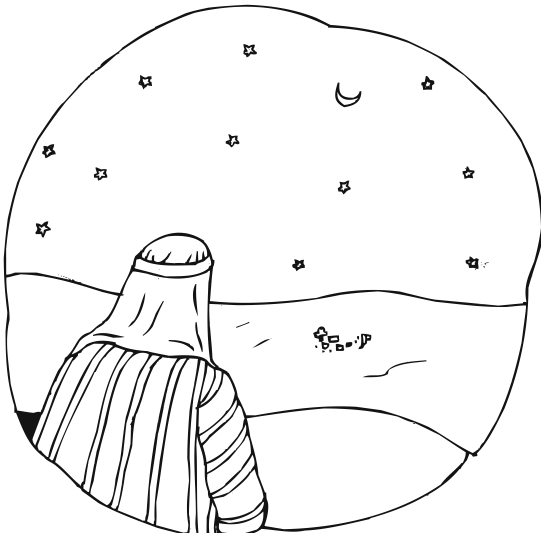
**Noah & the flood**



**The Tower of Babel**



**Abraham**



**Isaac**



30 AD

35 AD

ASCENSION

PENTECOST

PERSECUTION OF APOSTLES

SAUL

PETER



**Jacob & Esau**



**Joseph**



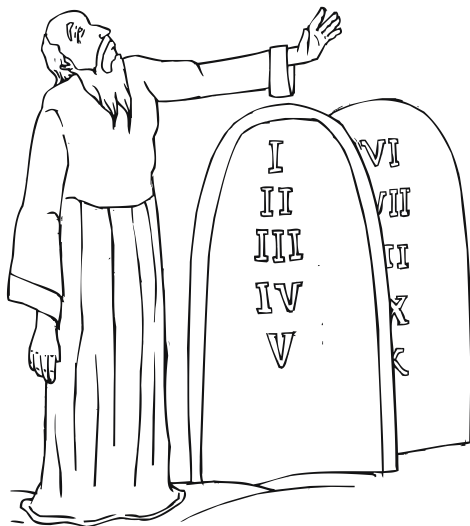
**Israelites become slaves**



**Moses**



**Moses**



**Moses**



45 AD

48 AD

50 AD

52 AD

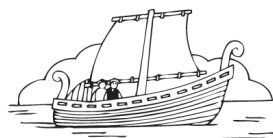
53 AD

57 AD

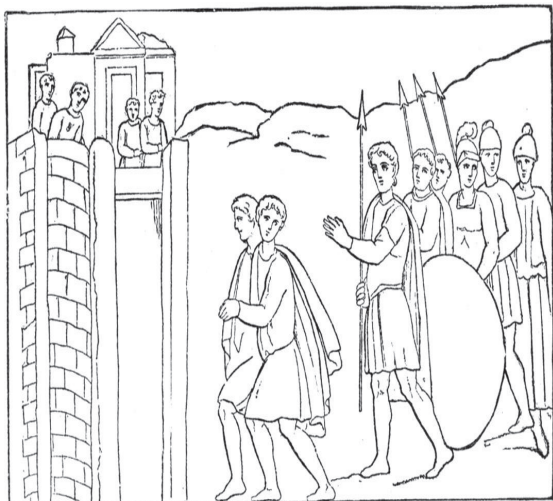
PAUL'S FIRST MISSIONARY JOURNEY

PAUL'S SECOND MISSIONARY JOURNEY

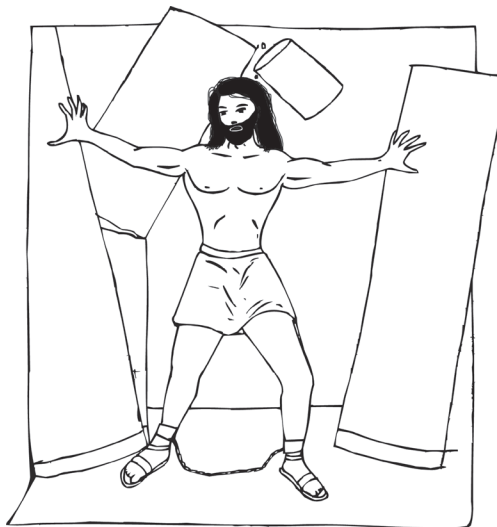
PAUL'S THIRD MISSIONARY JOURNEY



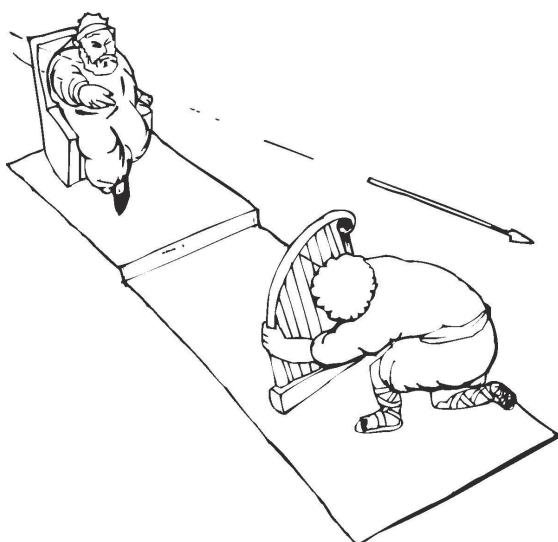
**Joshua**



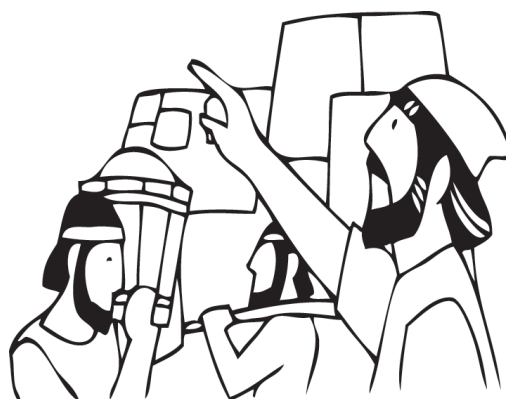
**Samson**



**King Saul**



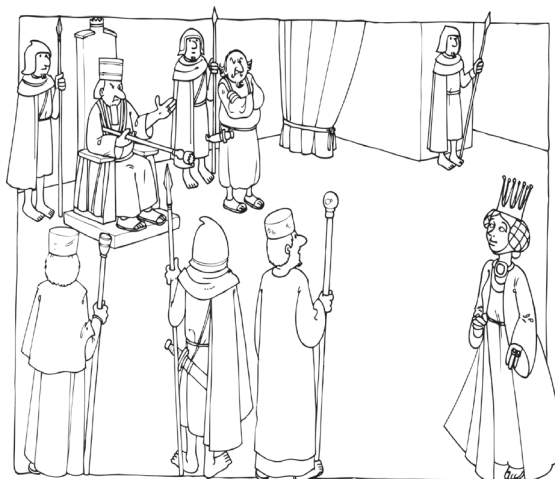
**Walls of Jerusalem rebuilt**



**Babylon take Israel captive**



**Feast of Purim**



60 AD

90 AD

95 AD

**SHIPWRECK**



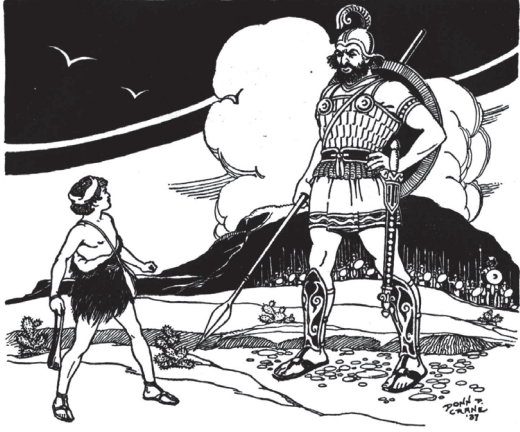
**PAUL IN ROME**



**JOHN**



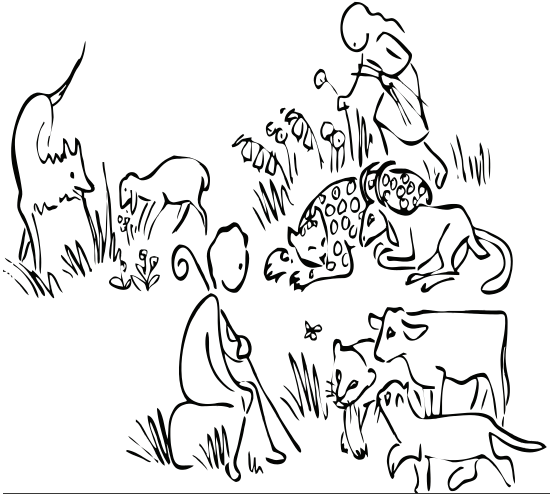
**David & Goliath**



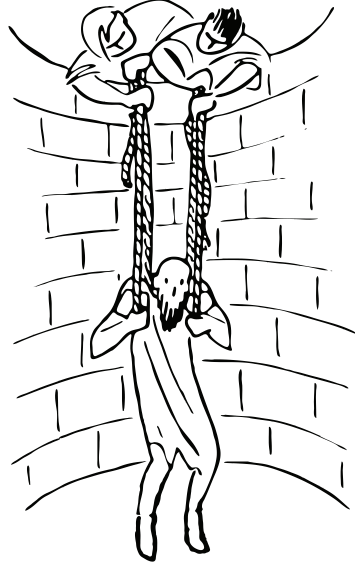
**King Solomon**



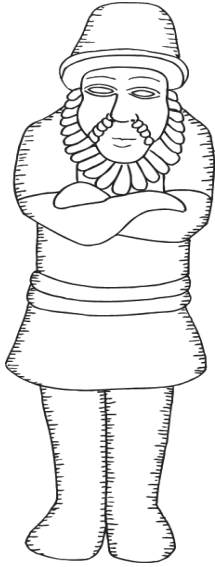
**Isaiah's prophecy**



**Jeremiah**



**Nebuchadnezzar's  
image**



**Daniel**



**Jesus is Born**



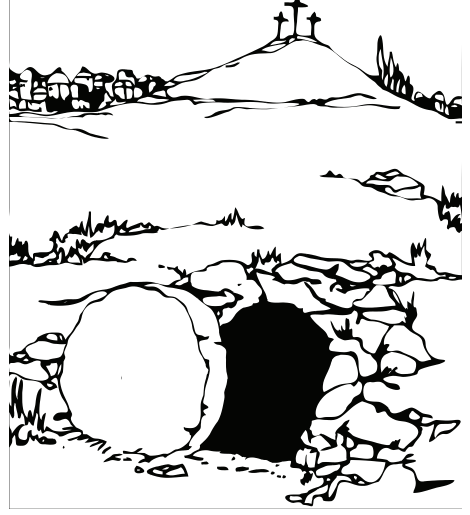
**John the Baptist**



**Jesus teaches**



**Jesus dies and is raised to life**



**Paul preaches**



**Paul's shipwreck**

