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**Venn Diagram.** Use a Venn diagram to identify the changes between different periods and use the centre to identify continuity. A handy template is available (search: '[18831](#)').

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2

**Spot the difference.** Give students a selection of images from different periods or topics. Ask them to circle differences in one colour and continuity in another colour.

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**Generations apart.** Create two source packs; one for a person earlier on in your time period and another for a relative who lives later on in the time period. How were their lives different? Are there any continuities? Why? Explain the changes!

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4

**Grid off.** Create a grid with three columns: 'Before this ...'; 'However, now ...'; 'Explain the changes'. Ask students to collect evidence of before and after and then explain what change has occurred. To stretch the more able, ask them to question the extent of change.

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**Continuum line.** One end of the scale represents a huge amount of change. The other end of the scale represents a huge amount of continuity. Where does the evidence or source fit along this scale? This could be done as a whole class activity on the board or in teams.

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**Quick on the draw.** Give students an image. Using information or sources about the changes that have happened, ask them to alter the image to incorporate those changes. How has the image changed? What has stayed the same?

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**Little Miss/Mr Change and Little Miss/Mr Continuity.** Split the students into two different sides. One will explore change and one will explore continuity. Ask them to then debate against each other. Was there more change than continuity during that period?

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**Time traveller.** Create a character for the students to be (or they could create their own!). Get them to track their character throughout the timeframe/period that you are studying. This could span a series of lessons with an evaluation at the end of the topic. How do their lives change? How much do their lives change?

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9

**Source scavengers.** Create a pack of sources which contain evidence of change and continuity. Working in teams, the students can select just three sources from the shared class pack. Cue a mad scramble as students rush to get the better sources before the other teams! Ask the students to explore and annotate their sources with changes/continuities. Next a twist! Allow each team to 'source scavenge': steal one source from their neighbouring team! Ask them to then explain their choice. What made it a good source to explore change and continuity?

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**Living graph.** Plot a graph with the x-axis representing time and the y-axis representing change. The higher the number, the greater the change: the lower the number, the greater the continuity. Present evidence on your topic and plot where it fits on the graph.

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