



What's going on this week?

Two notebooks thought to be worth millions of pounds, belonging to the scientist Charles Darwin, have been reported stolen from Cambridge University Library 20 years after they were last seen. One of them contains Darwin's famous 1837 Tree of Life sketch in which he explored the historical evolution of species.

Main question:

How can we keep our memories alive?

Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that the poster features some of the original notes from the scientist Charles Darwin. Some of his notebooks have been stolen. Many people all around the world are very sad that the original notebooks have gone missing.
- Read the assembly resource, which provides information about the missing notebooks. Why do you think they are so important to so many people? Do you have any items that are of special importance to you? Talk about what they are and why they are so special. Do they bring back any important memories?
- As they have photocopies of all of the pages in the notebook, do you think that the original is still needed? Talk about why and if we would feel the same if something important to us went missing, would a replacement be the same? Why?
- Discuss what we mean by a memory. Talk about how some memories are only in our minds, others are brought to life by other things. Can we name some of these things? E.g. photos, special objects, places or even familiar smells.
- Watch this week's useful video (found overleaf), talk about what we have learnt. Did you know we had such an active part to play in improving our own memory?

Reflection

Our memories are a record of our lives, the experiences we have had and the thoughts and feelings. Letters, photos and other special objects can often bring these memories to life.



KS1 Focus

Question:

What is a memory?

Listen, think, share

- Think back to something that has happened in the past e.g. your first day at school, a birthday, losing your first tooth, a visit to hospital. Create a list on the board.
- Explain that these are all memories. They are something we remember from the past, something that has already happened. We can't always remember everything that has happened in the past but some things we do.
- Look at resource 1, where some people share some of their first ever memories. Do you have a first memory? What is it? Can you describe it to someone in your class?
- Look at Aurelia's memory. Do you think all memories are good? Do you have any bad memories?
- Think about when you were a baby. Do you have any memories from this time? Explain we can't usually remember things from when we were babies but we might have been told stories from family and friends or seen photographs or even have a toy, blanket or teddy from that time.
- Some people like to find ways to help them remember. Can you think of any ways you could remember something more easily? E.g. take photos, collect souvenirs (objects to help you remember an event or place), write a diary. Other people just prefer to enjoy the moment and do not want anything to help them remember. Which do you prefer? Why?

Reflection

A memory is something that we remember from our past. Sometimes, when we really want to remember an event or a moment we might find something to help us.



KS2 Focus

Question:

What items hold sentimental value to us?

Listen, think, share

- Write 'sentimental value' on the board. What do you think we mean by this? Discuss and share thoughts.
- Explain that if an item has sentimental value to someone it means that it is important to them because of the personal or emotional associations it has e.g. it may connect them to a happy time in their life or remind them of someone special.
- Look at resource 2, which shares some examples of items that have sentimental value to some people. Think about why each of these items has sentimental value to each person e.g. reminds them of a holiday, a person or a place.
- Often, sentimental items are connected to memories from the past so are very precious to the people they are connected to.
- Do you own anything that has sentimental value to you? What is it? Why does it have value to you? Do you think it would be as valuable to other people? Why?
- Explain that it is the memories and emotions that give these items value so they would not be valuable to all of us.
- Not everyone has items that hold sentimental value to them. They prefer just to remember special events, people, places etc. What do you think about this?

Reflection

Some items can help us remember a special time, place or person or can make us feel happy and safe. These items have sentimental value to us, therefore are important.



KS2 Follow-up Ideas

Option 1: Ask the children to think about an object or item they have that may have sentimental value to them e.g. a teddy, an item of clothing, a photograph, an ornament, a piece of sports equipment. Think about:

- What does the item look like?
- How would you describe what it feels like?
- Does it have a smell? If so, what is it like?
- Why is it of value to you?

Ask the children to describe their item in as much detail as possible. Encourage using advanced vocabulary, similes, metaphors and senses.

Option 2: Explain that Charles Darwin was an English scientist. He was an expert at studying nature, living things, rocks and fossils. He was the first person to explain how evolution happens with his natural selection theory. Depending on the age of your children, you could use this opportunity to look at:

- Adaptation – how plants and animals are suited to their environment
- Inheritance – how features are passed from parents to their offspring
- Species – what we mean by species and find examples of plants or animals that are the same species
- The natural selection theory



KS1 Follow-up Ideas

Option 1: Think about a special memory.

- What was it?
- Where was it?
- When was it?
- Who was there?
- How did you feel?
- Why is it special?
- Do you have anything to help you remember it?

Ask the children to draw a picture of their memory and write a sentence or paragraph to describe it. If appropriate, you could encourage pictures of any special memories to be emailed in from home so children can share with others.

Option 2: Ask the children to play some memory games. These could include:

- Place some objects on a tray or some pictures of objects on the whiteboard. Let the children look at them for a minute then hide them away. Can they list the items? How many can they remember?
- Play a game of pairs. Either use cards you already have, ask the children to make their own set or play on the computer.
- Draw a simple picture. Hide it away and ask the children to copy it.

If you have time, you could explore ways to help improve your memory e.g. saying things out loud, really concentrating, linking the objects to other items or ideas to help you remember.



This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/entertainment-arts-55044129

This Week's Useful Videos

How does your memory work?

www.youtube.com/watch?v=TUoJc0NPajQ

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Evolution – a process of gradual change over many generations. Species of animals, plants or insects slowly change some of their physical characteristics.

Explored – examined or investigated something.

Memory – something that you remember from the past.

Original – created personally by the artist, musician, scientist etc. - not a copy.

Replacement – something that takes the place of another.

Species – a class of plants or animals.