

OBJECTIVE	MILESTONE INDICATORS (East Riding Syllabus)	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
<p>To compare modes of transport now and in the past</p>	<p>To investigate and interpret the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Children to draw lines from the type of transport to show whether it was transport that is used today or that was used in the past.</p>	<p>Children to complete the sentences to show how people travelled in the past before various types of transport were invented. What do you think would have been most difficult about travelling for days by horse and cart? What do you think would be most fun?</p>	<p>Children to imagine that they are living in the past before cars were invented and that they have just travelled a long way in a horse and carriage. Children to go through each of the interview questions and write a response for each. Once finished, children could act out their interviews for the rest of the class.</p>	

<p>To find out about the invention of trains and how this affected travel.</p>	<p>To investigate and interpret the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Provide children with a set of the Picture Cards showing images of trains in the past. In pairs, children to discuss what they can see and how trains today are different from or similar to these trains. Children to write one thing they can see in each train.</p>	<p>Provide children with a set of the Picture Cards showing images of trains in the past. In pairs, children to discuss what they can see and how trains today are different from or similar to these trains. Give children a set of the Sentence Cards and ask them to sort them into the correct column of trains in the past and present.</p>	<p>Would you rather travel on a Victorian train or a modern train? Why? Explain your answer.</p>	<p>Sentence cards and picture cards.</p>
<p>To find out about the invention of motor cars</p>	<p>To understand Chronology Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Provide children with a set of the Picture Cards. Children to put the cars in order from earliest to latest. Underneath, children to choose a few words to describe each of the cars.</p>	<p>Provide children with the Picture Sheet showing an early car and a modern car. Give children some time to look closely at the pictures, then think of as many similarities and differences as they can between the two.</p>	<p>Children to answer questions related to motor cars. Eg Why do you think they became so popular? Which car do you like best and why? What do you think is the best thing about the invention of cars? Are there any bad things about the invention of cars?</p>	<p>Picture cards.</p>

<p>To find out about the first aeroplane flights.</p>	<p>To build an overview of History</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Children to make a poster telling the public about the first aeroplane flight by the Wright brothers. Encourage children to think about what the plane looked like and what people at the time might have been wearing, etc.</p>	<p>Children to write a newspaper report detailing the first successful aeroplane flight by the Wright brothers. Children to use the Information Sheet, books, the internet, etc. to find out the information they need</p>	<p>Children to design a paper aeroplane and then test them to see whether they fly or not. Encourage children to think about how they feel before they test it, and how they feel after the flight. Has it succeeded? Did it dive straight to the ground? Did it fly a long way?</p>	
<p>To find out about the first landing on the moon.</p>	<p>To build an overview of History</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Provide children with the Sentence Cards. Support children in reading the sentences and putting them in order to retell the story of the first landing on the moon. Once in the correct order, children could stick on a large sheet of paper and illustrate.</p>	<p>Children to use books/internet/information sheet to answer the questions about the moon landing.</p>	<p>Children express ideas about how the people who witnessed this/did this experience might have felt. They could write a diary entry as a person who was there.</p>	