

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 1</p> <p>To understand chronology To communicate historically</p>	<p>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>I can talk about how the way we travel now is different to the past.</p> <p>Children look at pictures of old and new vehicles and talk about them</p>	<p>I can place different types of transport correctly in order onto a timeline.</p> <p>Children to put the transport pictures in order on the timeline</p>	<p>I can order the types of transport onto a timeline and write sentences about what I know about the transport</p> <p>Children order the pictures and then write a sentence describing what they now know about each mode of transport using the 'fill the gap' sentence activity</p>	<ul style="list-style-type: none"> • Scissors • Glue • Timelines • Pictures of old and new transport
<p>Milestone 1</p> <p>To investigate and interpret the past To communicate historically</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>I can ask and answer questions about the Vikings and their longboats.</p> <p>Children work in groups and choose one part of the longboat to make themselves</p>	<p>I can use words such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>I can design my own longboat and talk about why it will work well for my Viking crew.</p> <p>Children write some sentences about what they have learned about Viking longboats, or research their own questions about the Vikings</p>	<ul style="list-style-type: none"> • Card (30x20cm minimum e.g. large cereal box), • pencils • rulers • scissors • masking tape • Glue • coloured pens or paints • coloured paper

<p>Milestone 1</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>I can use old photos to talk about the past</p> <p>Children to look at and compare photos of cars old and new.</p>	<p>I can compare cars from the past and present day.</p> <p>Label and compare the old and new car photographs</p>	<p>I can write about old and new cars from finding information online.</p> <p>Use ipads to find out about old cars - write facts about them.</p>	<ul style="list-style-type: none"> • Ipad • Old and new pictures of cars •
<p>Milestone 1</p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>I can act out what happened in the past</p> <p>Role-play the story of the right brothers and how people will have acted or said.</p>	<p>I can order the events of flight history onto a timeline.</p> <p>Place the pictures of flights in order on the timeline and talk about them.</p>	<p>I can say some differences between the Wright flyer and a modern aeroplane.</p>	<ul style="list-style-type: none"> • Pictures of flights • Youtube clips of old first attempt flights • timeline