

Lesson Objective And Milestone	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>To find out about toys from the past</p> <p><b>Milestone 1</b></p> <p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<p><b>I can draw and write sentences describing two toys from the past.</b> In books.</p> <p><b>-F2 complete basic activity with links to L(W), UW(T)</b></p>	<p><b>I can explain how a historical toy works to a peer.</b> Choose picture card and explain features of the toy for partner to identify</p>	<p><b>I can decide which historical toy I would like to play with and give reasons why.</b> In books</p>	<p>Slides Picture Cards Examples of the historical toys.</p>
<p>To discuss different children's crazes over time.</p> <p><b>Milestone 1</b></p> <p>To understand chronology</p>	<ul style="list-style-type: none"> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- Place events and artefacts in order on a time line.</li> </ul>	<p><b>I can match pictures of the toy to their description</b> Worksheet 2A. Cut and stick pictures into the right places.</p> <p><b>-F2 draw and label a toy of their choice with link to L(W)</b></p>	<p><b>I can identify which year the toys were created.</b> Worksheet 2C then answer the questions.</p>	<p><b>I can create a timeline showing the order in which toys were created.</b> Use pictures to create timeline.</p>	<p>Slides Worksheet 2a/2A/2B/2C Picture Cards A/B/C</p>

<p><b>To investigate and identify how homes have changed over time.</b></p> <p><b>Milestone 1</b></p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>I can draw my own home and describe differences between my own home and a Victorian home.</b> Worksheet 3A</p> <p><b>-F2 choose a photo and talk about what they see and whether it's an old or a new house. Link to CL(S), UW(TW)</b></p>	<p><b>I can label my own home and explain the differences between my own home and a Victorian home.</b> Worksheet 3B</p>	<p><b>I can order the photos of rooms from oldest to newest and justify my decision.</b> FSD activity</p>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Picture Cards A/B/C</li> <li>• Kitchen Picture Cards A/B/C (FSD? activity only)</li> <li>• Living Room Picture Cards A/B/C (FSD? activity only)</li> <li>• Object Picture Cards A/B/C (FSD? activity only)map</li> </ul>
<p><b>To compare how school has changed over time.</b></p> <p><b>Milestone 1</b></p>	<ul style="list-style-type: none"> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>- Use words and phrases such as: a long time ago, recently, when my</li> </ul>	<p><b>I can match the statement cards to the time period.</b> Worksheet 4A. Read the statement cards and decide whether they describe a modern day school or</p>	<p><b>I can explain what is the same and what is different about a Victorian school and a modern day school.</b> In books.</p>	<p><b>I can interpret the school cards and determine which time period they describe.</b> Use school cards, read and decide which era they are describing.</p>	<p>Slides Worksheet 4A/4B Statement Cards A/B Photo Cards Question Cards School Cards A/B/C/D</p>

<p>To communicate historically</p> <p>To investigate and interpret the past</p>	<p>parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>a Victorian school.</p> <p><b>FSU - sort photo cards, link to CL(U), UW(PC)</b></p>			<p>Worksheet 4C (FSD? activity only)</p>
<p><b>To compare what children wore in different times.</b></p> <p><b>Milestone 1</b></p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<p><b>I can answer questions about Victorian clothing.</b> Provide the children with Picture Cards A and Question Cards. The children use the pictures to answer the questions.</p> <p><b>FSU - blank outline of a person, chn to draw on the clothes they would've worn in Victorian era. Link to CL(U), UW(PC).</b></p>	<p><b>I can make observations about clothing from different time periods.</b> Provide the children with Picture Cards A and Think About Cards. The children will look at the pictures of Victorians and write down things they notice next to each picture. For example, everyone is wearing a hat, no one is wearing shorts.</p>	<p><b>I can sort the pictures of clothing into the right time period</b> Provide the children with Picture Cards A/BC/D. The children will group the pictures by when they think they were taken and then write a paragraph to describe each group of photos. Picture Cards A are Victorian, B are from the 1920s, C are from the 1970s, D are from the 2010s.</p>	<p>Slides Picture Cards A/B/C/D Think About Cards Question Cards</p>
<p><b>To find out about children's entertainment and how it has changed.</b></p>	<ul style="list-style-type: none"> <li>- Place events and artefacts in order on a time line.</li> <li>- Label time lines with words or phrases such as: past, present, older</li> </ul>	<p><b>I can match the photo to the hobby from different time eras.</b> Provide the children with</p>	<p><b>I can organise the sets of picture guys from the oldest to the newest entertainment.</b> Using picture cards.</p>	<p><b>I can choose my favourite hobby from a time period and justify why it is my favourite.</b> Cut and stick one</p>	<p>Slides Audio Track 6A Worksheet 6A/6B/6C Description Cards Picture Cards (FSD?)</p>

<p><b>Milestone 1</b></p> <p>To understand chronology</p> <p>To communicate historically</p>	<p>and newer.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>worksheet 6a/6A (depending on preference). The children will match the hobbies to the correct people and description before sharing their favourite hobby. Finally they will compare how hobbies have changed over time.</p> <p><b>FSU - have variety of games/activities from range of time periods for chn to explore, link to PSED, UW</b></p>		<p>picture from each hobby (using picture cards) then justify.</p>	<p>activity only)</p>
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