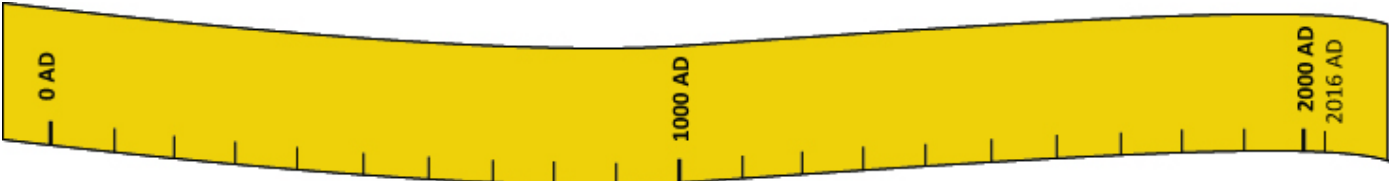
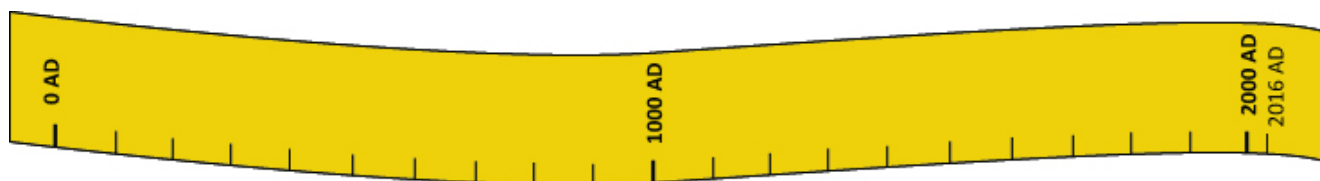


<h2>Timeline</h2>	<h2>Skills practised:</h2>
<p><i>Children use their knowledge about millimetres, centimetres and metres to create a scale timeline.</i></p>	<ul style="list-style-type: none"> • Measuring lengths in m, cm and mm • Converting between m, cm and mm • Placing 4-digit numbers on landmarked lines • Using the language of time: year, decade, century, millennium
<p><i>Conjecture: It is possible to produce a timeline to scale.</i></p>	
<p>What to do: <i>Children work in pairs or in small groups. You will need long (approx. 2 m) strips of paper.</i></p> <ol style="list-style-type: none"> 1. Work together to make a timeline from 0 to the current year. Each year is going to be represented by one millimetre, so your first task is to work out how long the line needs to be. 2. It will be helpful to mark and label each century and each millennium. What length will represent a century? And a millennium? 3. You can mark (but not label) each decade if you wish. What length will represent a decade?  <ol style="list-style-type: none"> 4. Now mark on the year that you were born. What length represents your age on the timeline? 5. Choose some other dates to mark on the line. These could be: <ul style="list-style-type: none"> • Dates of events you have learnt about in history lessons. • Years of interesting inventions, e.g. the bicycle, the car, aeroplane, washing machine, fridge, the computer, the internet, piano, calculator, mobile phone...etc. • Important dates in history, e.g. year the first person stood on the moon, start and end of World Wars I and II, the birth of the NHS, the first recorded football game in England, the signing of the Magna Carta, the year Vikings started invading Britain, the Great Fire of London, the Battle of Hastings, the year women were first allowed to vote in the UK, the year Nelson Mandela became the first black president of South Africa, the year of Abolition of Slavery Act (UK), the year Shakespeare was born, the year of the London Olympics, the year America elected its first black president... whatever events you find interesting from the past. Carry out some research to help you online or using books. • Years that are important for you, your friends, your school, your family or your religion. <p>It's entirely up to you! If you like, you could extend your time to before 0, to 1000BC for example. Did you research uncover any surprises? Now ask some interesting questions, e.g. how long have women been able to vote in the UK? How old is your school? How long have people played football in England? The choice is yours! Compare your timeline with that of another pair/group. Which parts of the timeline have more information than others? Why do you think that this is?</p>	
<p>Aim:</p> <ul style="list-style-type: none"> – To gain more sense of the length of a millimetre, a centimetre, a decimetre and a metre – To see time in the form of a line from 0 to the current year, and some sense of order of historical events 	<p>Minimum number of calculations expected N/A</p>

Timeline

1. Work together to make a timeline from 0 to the current year. Each year will be represented by one millimetre. Work out how long the line needs to be.
2. Mark and label each century and each millennium. What length will represent a century? And a millennium?
You can mark (but not label) each decade if you wish. What length will represent a decade?



3. Mark on the year that you were born. What length represents your age on the timeline?
4. Choose some other dates to mark on the line. These could be:
 - Dates of events you have learnt about in history lessons.
Years of interesting inventions, e.g. the bicycle, the car, the computer, the internet, mobile phone...etc.
 - Important dates in history, e.g. year the first person stood on the moon, start and end of World Wars I and II, the year Vikings started invading Britain, the Great Fire of London, the year Shakespeare was born, the year of the London Olympics, or whatever events you find interesting from the past. Carry out some research to help you online or using books.
 - Years that are important for you, your friends, your school, your family or your religion.

It's entirely up to you! If you like, you could extend your timeline to before 0, to 1000BC for example. Did your research uncover any surprises?

Ask some interesting questions, e.g. how long have women been able to vote in the UK? How old is your school? How long have people played football in England? The choice is yours!

Compare your timeline with that of another pair/group. Which parts of the timeline have more information than others? Why do you think that this is?