**Understanding the World/History Class 1 Long Term Plan**

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| **Characteristics of Effective Learning** | | | | |
| **Playing and Exploring – Engagement**   * Finding out and exploring ✓ * Playing with what they know ✓ * Being willing to ‘have a go’ ✓­ | **Active Learning – Motivation**   * Being involved and concentrating ✓ * Keeping on trying ✓ * Enjoying achieving what they set out to do ✓ | | **Creating and Thinking Critically – Thinking**   * Having their own ideas (creative thinking) ✓ * Making links (building theories) ✓ * Choosing ways to do things (critical thinking) ✓ | |
| **Area of History**  **Areas of Development Matters and ELG being worked towards.** | | **The knowledge and skills that the children will develop through Nursery and Reception** | |
| **Investigate and interpret the past**  **Children in reception with be learning to:**  **Understanding the World:** Comment on images of familiar situations in the past.  **Working towards meeting ELGs:**  **Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling; | | **Finding out about the Past. Comparing to the present.**  I can comment on fictional/historical figures or familiar objects or situations from the past.  I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past  I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.  **Finding out about the Past. Comparing to the present.**  I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present.  I can ask and answer questions about the past.  I can use artefacts, pictures, photographs, paintings, stories, online sources to find out about the past. | |
| **Communicate historically** | | I can talk about events using the present and past tense.  I am begin to use simple historical language | |
| **Understand chronology** | | **Sequences in time- Vocabulary**  I can use words to sequence, e.g, first, then, next, after that, in the end.  I show an awareness of morning, dinnertime, afternoon, and evening.  I know there are days of the week/ seasons, and I begin to name these.  I can talk about events using the present and past tense.  I understand the terms before and after.  **Sequences in time- Family History**  I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.  I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.  **Sequences in time- Vocabulary**  I can retell my daily routines/ weekly routines in sequence.  I can name the days of the week/ the seasons of the year.  I can order the days of the week.  I can sequence the seasons of the year.  I understand that there are special dates and times that repeat every year.  **Sequences in time- Family History**  I understand and explain that there are differences and similarities between people of different ages.  I describe memories that have happened in my own life.  I can sequence key memories that happened in my life.  I am beginning to sequence memories in the lives of my family members. | |
| **Vocabulary**  **Nursery:** Before, after, post,  **Reception:** Observe, artefact, old, new, past, present, future, recount, recent, year, old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes. | | | |
| **Other areas of the EYFS that History will enable the children to work towards meeting at the end of Nursery:**  **Communication and language:** Enjoy listening to longer stories and can remember much of what happens**.**  **Understanding the World;** Show interest in different occupations.  **Other areas of the EYFS that History will enable the children to work towards meeting in reception will be:**  **Communication and language**: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  **Personal, Social and Emotional Development**: Think about the perspectives of others.  **Mathematics**: Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  **Other areas of the EYFS that History will enable the children to work towards meeting ELGs:**  **Listening, Attention & Understanding:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  **Building Relationships:** Work and play cooperatively and take turns with others; Show sensitivity to their own and to others’ needs. | | | |

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| **Disciplinary thinking skills the pupils will use to understand what they know** | |
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | ‘Say what you see’.  Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |

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| **What you might see children doing**  • Talking about their daily and weekly routine.  • Sequencing events from stories.  • Using language connected with sequencing and the passing of time.  • Talking about the lives of other members of their family.  • Recounting memories of special celebrations.  • Showing an interest in the passing of time and how things change.  • Noticing changes in the seasons.  • Exploring objects or photographs from the past.  • Finding information about the past in books and use technology.  • Showing interest and talking about how they have changed and grown since they were a baby.  • Looking at objects or books to find out about the past.  • Role-playing special events they have enjoyed and participated in.  • Drawing and writing about recent or past events.  • Exploring their own interests which have a historical links, for example finding out about dinosaurs.  • Acting out historical events with small world play figures.  • Asking questions about past events.  • Exploring their local area through the eyes of a ‘historian’. |

Green = 3 and 4-year-olds Blue = Reception Black = ELG