

History Reception Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring – Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know • Being willing to 'have a go' ✓ 	Active Learning – Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ 	Creating and Thinking Critically – Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓

Area of History	Knowledge and skills
Investigate and interpret 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;	Begin to ask and answer questions about the past.
Build an overview of world history Working towards meeting ELGs: Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Begin to describe historical events Begin to describe significant people from the past Begin to recognise similarities and differences between events and people from the past and now
Communicate historically	Begin to use simple historical language
Understand chronology Working towards meeting ELGs: Past and Present: Talk about the lives of the people around them and their roles in society;	Begin to recount events from their own lives Begin to place events, people and objects in time order
Vocabulary: Observe, artefact, old, new, past, present, future, recount, recent, year	

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.