



Subject: History

Year group: Reception

Term: Autumn Term 2023

Unit name: How have I changed since I was a baby?

#### Vocabulary

Use language associated with time: **then, before, now, next, soon.**

#### Spiritual Development

Through the study of history children have the opportunity to learn about the past and go on to shape the future. The heart of the discerning acquires knowledge, for the ears of the wise seek it out. Proverbs 18:15. As without knowledge 'his words lack insight.' Job 34:35.

#### EYFS Framework

The EYFS framework (2021) states that **Understanding the World** requires children to make sense of their physical world and their community.

The aim of the History enquiries across the year is to put the individual child and their home and learning environments at the centre of the enquiry-led projects.

Links to stories will foster a child's understanding of our culturally, socially, technologically and ecologically diverse world, as well as help to develop domain-specific language.

#### Specific knowledge:

What is a timeline?

How have I changed since I was baby?

What did our parents/carers look like when they were babies?

**The planning document contains the knowledge for each of these questions.**

#### Characteristics of effective learning:

##### Playing and exploring engagement

They play with what they know

##### Creating and thinking critically

They use pretend play to think beyond the 'here and now'



**Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'**



**Communication and language:**

They give their attention to what others say and respond appropriately

They answer 'how' and 'why' questions about their experiences and in response to stories or events

They use a wider range of vocabulary

They are able to talk about a range of books and stories, using their experiences to help them to develop their vocabulary and correct problems with simple irregular past-tense verbs, e.g. runned, putted

They describe events in some detail

They use new vocabulary in different contexts

**Understanding the world:**

**Past and present:**

They talk about members of their immediate family and community

They can comment on images of familiar situations in the past

They can compare and contrast characters from stories, including figures from the past

**Literacy:**

They reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

**Personal, social and emotional development:**

They see themselves as a valuable individual