

Dereham Church Infant and Nursery School- History

	Year group: Reception	Area/topic: Differences from the past (Spring 2)
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>ELG:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. 	

Prior learning	Future learning
<p>Children would have done a unit in Nursery about their town so would be aware of the different buildings we have in a town (shops, post office, school, houses).</p>	<p>Within Year 1, children will learn about how life has changed with regards to job roles in castles and the way royals and nobles live during their 'Kings and Queens' unit.</p> <p>Within Year 2, children will do lots of compare life now to life during World War 2 during their WW2 unit.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children to be able to discuss some of the buildings they have now and talk about what they look like and what they have inside. • Children to look at photographs of Dereham in the past and be able to discuss what similarities and differences they notice. • Children to understand why these changes happen. 	<ul style="list-style-type: none"> • Children to look at images of Dereham town and compare it to the town today. Children to discuss what changes they see and notice. Photo achieve - https://www.francisfrith.com/uk/dereham/photos • Children to go on a visit to Gressenhall where they can look into an old shop, post office and

<p style="text-align: center;"><i>Key vocabulary</i></p> <ul style="list-style-type: none"> • Same • Different • Past • Old • New • Change • Same • Different • Toys • <i>Artefacts</i> - An object from the past. • <i>Objects</i> - Something that can be seen or touched. • <i>Archive</i> - A place where you can go to find historical images or objects. 	<p><i>school role to help them visualise what these facilities used to look like.</i></p> <ul style="list-style-type: none"> • <i>Borrow some artefacts from Bishop Bonner's cottage such as their old cameras so the children can see some of the differences from the past.</i>
<p style="text-align: center;"><i>Common misconceptions</i></p> <ul style="list-style-type: none"> • <i>Children might think that we either did or did not have certain objects rather than understanding objects have changed over time. For example, the children might not understand that people did have phones in the past however they would have had buttons and not a touch screen.</i> 	<p style="text-align: center;"><i>Books linking to this area</i></p> <ul style="list-style-type: none"> • <i>A street through time - Steve Noon</i>
<p style="text-align: center;"><i>Memorable first hand experiences</i></p> <ul style="list-style-type: none"> • <i>Visit to Gressenhall to look at the old shop, old post office and old school.</i> • <i>Speak with Bishop Bonner's cottage and ask to borrow some of their artefacts. For example, they have old cameras and toys which the children could hold.</i> • <i>Use the Dereham Achieve to look at old photos of Dereham</i> https://www.francisfrith.com/uk/dereham/photos or this video https://www.youtube.com/watch?v=zUzbaGsGXHo 	<p style="text-align: center;"><i>Opportunities for communication</i></p> <ul style="list-style-type: none"> • <i>Children to handle objects and discuss what similarities and differences they notice between the artefacts and the objects we have now.</i> • <i>Children will have the opportunity to ask questions on their Gressenhall trip.</i> • <i>Children to look at photos from the past and discuss what they notice.</i>

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Picture timelines• Consider alternative ways of recording the information	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Picture word banks• Writing frames• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise rather than write their ideas and responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images and text• Thicker lines on sheets for writing responses
<p><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Now and next boards• Allow a quiet space• Give a special role to increase self esteem• Provide visual support - what to do if you are stuck• Movement breaks	<p><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• Consider carpet space position during input• Reduce background noise• Enlarge images and writing• Consider alternative ways of recording the information• Where possible, use artefacts rather than images to allow the child to be more hands on