


Dereham Church Infant and Nursery School- History

	Year group: Nursery	Area/topic: Taking about the past (Yesterday) (Summer 2)
	(Objectives from NC/ELG/Development matters) Understanding the world: <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	

Prior learning	Future learning
Children have already had experience of talking about the past. They have already talked about how they have changed since being a baby and how they have changed since the start of Nursery. This unit will now teach them how to discuss shorter periods of time and understand the concept of 'yesterday'.	Children will continue to understand that history is learning about the past and understanding the concept of chronology when they start in Reception and move throughout KSI.

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<ul style="list-style-type: none"> • Children to begin to explore the concept that History is learning about the past. • Children to understand the past by focusing on recalling an event that happened 'yesterday' and using the correct vocabulary. • Children to sequence events as a class while discussing what is happening. 	<ul style="list-style-type: none"> • Take and print photographs of an event the children have taken part in e.g. a walk to the park. Children to work as a group with the teacher to then order the photographs of the different stages of the 	
Key vocabulary		
<ul style="list-style-type: none"> • Past • Yesterday • Memory 		

<ul style="list-style-type: none"> • Then • Now • History 	<p>event in order the next day while talking about what happened that day.</p> <ul style="list-style-type: none"> • Children could draw a photo of what they did yesterday. It might be beneficial to do this activity mid week so that teachers can provide accurate support with reminding them what they had done yesterday.
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children can have the misconception that life has never changed because all they can visualise is them now. • Understanding the differences between 'yesterday' and 'last week' - understanding the time differences. 	<ul style="list-style-type: none"> • What a day - Emma Ballantine • Looking for yesterday - Alison Jay • The memory tree - Britta Teckentrup
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Children to sequence photographs of an event they went on e.g. a walk around town. 	<ul style="list-style-type: none"> • Children to use photographs and drawing opportunities to then recall an event verbally.

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• Consider alternative ways of recording the information e.g. some could talk, some could draw, some count point.	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise or draw their responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images
<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• Consider alternative ways of recording the information