


## Dereham Church Infant and Nursery School- History

	Year group: Reception	Area/topic: Timelines (Summer 2)
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>	

Prior learning	Future learning
<p>Children would have had experience looking at photos and talking about how they have changed since they were younger. Children will now go on to use this information to begin to create a timeline and understand what one is.</p>	<p>Children will be exposed to timelines and chronology will begin to play a big part of their history learning in Year 1 and Year 2 to piece history together. This unit will therefore support them in understanding what a timeline is and how they are used.</p>

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<ul style="list-style-type: none"> <li>• To understand what a timeline is.</li> <li>• To understand that the events on a timeline must go in time order.</li> <li>• To consider why they have changed.</li> <li>• To predict what might happen next on their timelines - understanding the word 'future'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to create their own timelines of their life (them as a baby, aged 2, 3 and now).</li> <li>• Children to discuss and consider what then might happen in the future.</li> </ul>	
Key vocabulary		
<ul style="list-style-type: none"> <li>• <b>Now</b> - Today</li> <li>• <b>Past</b> - What happened last year, last week, yesterday?</li> <li>• <b>Future</b> - What will happen next?</li> <li>• <b>Timeline</b> - A line with events on.</li> </ul>		

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>Despite only adding them as a baby, then aged 2, aged 3 and now on their timelines - it is important to make the children aware that the changes would have happened every day and now suddenly. There are events in-between the ones they have added to their timelines.</li> </ul>	<ul style="list-style-type: none"> <li>The growing story - Ruth Krauss</li> </ul>
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> <li>Children to bring in photographs of them at different ages.</li> <li>Children to create their own timelines (parents could come in to help with this).</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about how they have changed.</li> <li>Discussion about what similarities and differences they notice.</li> <li>Making predictions about the future.</li> </ul>

## DCINS Reasonable adjustments for pupils with SEND

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