

# *Ashtree Primary School and Nursery Medium Term Plan for History*

## History - Reception – Changes Over Time

### Key Vocabulary

Past, present, change

### Key Knowledge

Children can be taught key knowledge by following the steps below:

1. Recap from Nursery how we as people change over time. Can they explain what changes have happened to them and what will continue to change? Look at photos and discuss changes they can notice
2. Look at a range of common objects (either through photos or using the real object where possible) that we use everyday. Pencils/pens, phones, cars, clothes etc. Explain that even everyday objects have also changed over time
3. Share the PowerPoint (ADD LINK) to show a comparison between everyday objects now and in the past. What has changed? Which do they prefer? Why have these objects changed?
4. Share the 'mystery object' (Carpet beater) and invite guesses from the children over a couple of days by writing their thoughts on a post it note.
5. Share what the 'mystery object' is used for. Can the children think about it's modern day counterpart? Once they know, invite comparisons, and discuss the modern use of electricity compared to in the past.

### Key Skills

#### Prior Knowledge –

#### Development Matters – Three to Four Year Olds

- Begin to make sense of their own life-story and family's history.

#### Development Matters 2020 – Reception

- Comment on images/objects of familiar situations in the past.

#### ELG – Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Curriculum links

Everyday calendar

News sharing about their weekends

Nativity Story – Use of a donkey as transport

### This will lead to . . .

#### Year One

- Pupils can compare two familiar events, saying which one happened first
- Pupils are beginning to understand timelines,
- Pupils may begin to make simple links between areas of study
- Pupils know that some toys were made before they were born.