

## Reception - Progression of Knowledge and Skills- History

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p>Topic: My Life Story – my memories and timeline</p> <p>EYFS: UTW – Comment on images of familiar situations in the past</p> <p style="color: blue;">SC: Childhood</p> <p style="color: red;">DC: Sources and Evidence</p> <p style="color: purple;">What does my timeline look like?</p>	<p>Everyone has their own life story</p> <p>Their life story includes:</p> <ul style="list-style-type: none"> <li>• When they were a baby</li> <li>• How they have grown</li> <li>• What they can do now</li> </ul> <p>People change as they grow older</p> <ul style="list-style-type: none"> <li>• Families can look different and still care for each other</li> <li>• Important people in their life help and care for them</li> <li>• Special events are part of their life story (e.g. birthdays, starting school)</li> <li>• The past means before now</li> <li>• The present means now</li> <li>• Pictures and objects can help tell a life story</li> </ul>	<p>Talk about themselves using time words (baby, then, now)</p> <ul style="list-style-type: none"> <li>• Share memories or experiences with others</li> <li>• Sequence simple events from their life in order</li> <li>• Use photographs or drawings to explain their life story</li> <li>• Ask and answer questions about growing and change</li> <li>• Show respect for different families and experiences</li> <li>• Express thoughts and feelings about growing up</li> <li>• Listen to others talk about their life stories</li> <li>• Record their ideas through:               <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Mark making</li> <li>• Simple writing</li> </ul> </li> <li>• Show confidence talking about themselves in a group</li> </ul>

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<p style="text-align: center;">Autumn 2 Topic: Remembrance Day ELG: Know some similarities and differences between things in the past and now, drawing experiences and what has been read in class SC: Warfare DC: Similarities and Differences Why do we wear a poppy on Remembrance Day?</p>	<ul style="list-style-type: none"> <li>• Remembrance Day is a special day to remember people who helped others in wars</li> <li>• It happens in November</li> <li>• People wear red poppies as a symbol of remembering</li> <li>• We remember people who were brave and helped others</li> <li>• Some people mark the day with ceremonies, two minutes of silence, and laying wreaths</li> <li>• Special days help us think about other people and the past</li> <li>• People remember in different ways</li> <li>• Being respectful and quiet is part of remembering</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Remembrance Day using simple words</li> <li>• Recognise and name a poppy as a symbol</li> <li>• Listen to stories about bravery and caring for others</li> <li>• Join in with crafts or art activities linked to Remembrance Day</li> <li>• Share ideas about why we remember</li> <li>• Take part in quiet reflection or moments of silence in a safe, supportive way</li> <li>• Express feelings about remembering people through:               <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Role play</li> <li>• Discussion</li> </ul> </li> <li>• Ask simple questions about Remembrance Day</li> <li>• Show respect and kindness during group activities</li> <li>• Understand that special days help us remember important people and events</li> </ul>

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<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: Toys past and present</p> <p>EYFS: UTW - Compare and contrast characters from stories, including figures from the past</p> <p>ELG: Understanding the past through settings, characters encountered in books read in class and storytelling</p> <p style="color: blue;">SC: Civilisations</p> <p style="color: red;">DC: Historical Interpretations</p> <p style="color: purple;">What toys did your parents/grandparents play with?</p> <p style="color: green;">Shirley Hughes – Alfie’s Christmas</p>	<ul style="list-style-type: none"> <li>• Toys can be old (past) or new (present)</li> <li>• Toys in the past were often made of wood, metal, or cloth</li> <li>• Toys today are often made of plastic, fabric, and electronic parts</li> <li>• Some toys from the past are similar to toys today (e.g., dolls, trains, cars)</li> <li>• People in the past played different games and toys</li> <li>• Alfie’s Christmas shows toys from a child’s home and how children play</li> <li>• Families and communities celebrate with special toys at Christmas</li> <li>• Playing with toys helps children learn and have fun</li> <li>• Toys reflect culture, technology, and time</li> <li>• Children can explore how toys work and move</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about toys using simple words (old, new, soft, hard, move, play)</li> <li>• Recognise differences and similarities between old and new toys</li> <li>• Compare toys in pictures, stories, or real life</li> <li>• Listen to stories like Alfie’s Christmas and talk about the toys</li> <li>• Ask and answer simple questions about toys in the past and present</li> <li>• Sequence toys or pictures from oldest to newest with support</li> <li>• Use toys to explore, imagine, and play</li> <li>• Draw or make simple representations of toys</li> <li>• Share ideas with others in small group or whole class discussions</li> <li>• Show curiosity and care when handling toys from different times</li> </ul>

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<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Topic: Human Chronology</b></p> <p style="text-align: center;"><b>ELG: Talk about the lives of people significant to them and their roles in society</b></p> <p style="text-align: center;"><b>SC: Civilisations</b></p> <p style="text-align: center;"><b>DC: Historical Significance</b></p> <p style="text-align: center;"><b>How do people change when they get older?</b></p>	<ul style="list-style-type: none"> <li>• People grow and change over time</li> <li>• Life has different stages: baby, toddler, child, adult</li> <li>• Everyone has a personal timeline of their life</li> <li>• Events happen in order over time</li> <li>• Stories, pictures, and objects can help us understand the past</li> <li>• Time can be described using simple words like before, now, and later</li> <li>• Our experiences, like birthdays and starting school, mark changes in our life</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about themselves using simple time words (before, now, then)</li> <li>• Recognise and sequence simple events in their own life</li> <li>• Use pictures, drawings, or objects to show what happened first and next</li> <li>• Listen to stories about growing up and change</li> <li>• Ask and answer simple questions about events in their own life</li> <li>• Join in with activities to order personal events</li> <li>• Use pictures, drawings, or objects to explain the chronology of humans</li> <li>• Express ideas about change through drawing, mark-making, or role play</li> <li>• Show understanding that people grow and things change over time</li> <li>• Begin to compare past and present experiences in their own life</li> </ul>

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<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;"><b>Topic: Transport past and present</b></p> <p style="text-align: center;"><b>ELG: Know some similarities and differences between things in the past and now, drawing experiences and what has been read in class</b></p> <p style="text-align: center;"><b>SC: Pioneers</b></p> <p style="text-align: center;"><b>DC: Similarities and Differences</b></p> <p style="text-align: center;"><b>What is the same and what is different about transport?</b></p>	<p>There are different types of transport: land, air, and water</p> <p>Transport can be old (past) or new (present)</p> <p>Vehicles in the past include:</p> <ul style="list-style-type: none"> <li>• Horse-drawn carriages</li> <li>• Steam trains</li> <li>• Old bicycles</li> </ul> <p>Vehicles today include:</p> <p>Cars, buses, trains, planes, and boats</p> <p>Some transport moves faster today than in the past</p> <p>Transport helps people travel and carry goods</p> <p>Roads, railways, airports, and harbours are part of transport systems</p> <p>People invent new types of transport over time</p> <p>Stories, pictures, and objects can show how transport has changed</p>	<ul style="list-style-type: none"> <li>• Talk about different types of transport using simple words (car, bus, train, boat, plane)</li> <li>•</li> <li>• Recognise differences and similarities between old and new transport</li> <li>•</li> <li>• Sequence pictures of transport from past to present with support</li> <li>•</li> <li>• Listen to stories or look at pictures of transport and talk about what they notice</li> <li>• Ask and answer simple questions about transport</li> <li>• Explore transport through role play, drawing, and building</li> <li>• Use models or toys to compare how things move</li> <li>• Show curiosity about how transport works</li> <li>• Begin to understand that transport changes over time</li> </ul>

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<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Topic: Mary Anning – knowing that dinosaurs are extinct</p> <p style="text-align: center;">ELG: Understanding the past through settings, characters encountered in books read in class and storytelling</p> <p style="text-align: center;">SC: Pioneers</p> <p style="text-align: center;">DC: Historical Significance</p> <p style="text-align: center;">Why was Mary Anning special?</p> <p style="text-align: center;">What happened to dinosaurs?</p>	<ul style="list-style-type: none"> <li>• Mary Anning was a person who lived a long time ago</li> <li>• She found fossils, which are the remains of animals from the past</li> <li>• Dinosaurs lived a very long time ago</li> <li>• Dinosaurs are extinct, which means they are not alive today</li> <li>• Fossils help us learn about animals that lived in the past</li> <li>• Mary Anning’s discoveries were important for science</li> <li>• Some dinosaurs were big, some were small</li> <li>• Dinosaurs lived on land and in the water</li> <li>• Scientists study fossils to understand how animals and the Earth have changed</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Mary Anning and what she discovered</li> <li>• Recognise that dinosaurs lived in the past and are now extinct</li> <li>• Use pictures, models, or toys to explore dinosaurs and fossils</li> <li>• Ask and answer simple questions about dinosaurs and fossils</li> <li>• Sequence events or ideas using simple words (first, then, now)</li> <li>• Compare dinosaurs to animals alive today</li> <li>• Draw or make representations of dinosaurs and fossils</li> <li>• Join in with stories or songs about dinosaurs and Mary Anning</li> <li>• Show curiosity about animals from the past</li> <li>• Handle objects carefully and show interest in fossils</li> </ul>