



Holmesdale Yearly Knowledge and Skills Progression
Subject: History
Reception

We have identified 3 BIG IDEAS that run through our history curriculum. These are evident threads that run through the year groups –
1. Artefacts/evidence **2. Change/continuity** **3. Cause/consequences**. These are highlighted throughout the maps.

Autumn Term

Spring Term

Summer Term



Children learn about some of the history, achievements, and contributions of Black people across the world. Children will talk about experiences that are familiar to them and how these may have differed in the past. Children will begin to organise events using basic chronology, recognising that things happened before they were born. They will be comparing and contrasting characters from stories, including figures from the past.

Autumn Term

Key Knowledge gained:

- To be able to talk about myself and members of my immediate and extended family.
- To listen to various stories about different cultures to begin to make connections between different lives, cultures and experiences (Black History Month).
- To be able to talk about the lives of people around me and my community.

Key Skills developed:

- Chronological Understanding – to remember and talk about significant events in their own experiences, understanding there are similarities, differences and connections. Developing routines and sequence of time.
- Knowledge and Understanding of Events, People and Changes in the Past – begin to identify similarities and differences between now and then.
- Talk about the lives of people around them and their roles in society: Police, Firefighters, Doctors.
- To ask and answer basic questions

Vocabulary:

Yesterday, today, last week, this morning, at the weekend, last night, after, before, baby, toddler, child.

I can see, I saw, same, similar, different, change, what happened, because, explain.

How, why, because, find out, I wonder what if, when, why.

(Existing topics: Marvellous Me/Celebration)

British Values/SMSC

- Children are taught how to be kind, respectful and tolerant of their peers.
- Children are opened up to cultures, faiths and traditions which differ to those that they are accustomed to.

How can we enrich this at Holmesdale?

Children to bring in shoe boxes with items related to them and past events etc. What is important to them.

Cross curricular with geography – talking about seasons and understanding cause/consequences

Black History Month – sharing stories from different cultures.

Visits from local people or familiar adults to the children who can tell them about the past.

Experiences such as drumming workshop.

Unit Outcomes

Pupils who are secure will be able to:

Talk about myself and my family and my immediate community.

Spring Term

Key Knowledge gained:

- To know about my own life story and how I have changed. - now, nursery, baby.
- To know that some things are older than others (old/new transport photos) and begin to explore reasons why.
- To learn about significant people in the past (Neil Armstrong- Space topic)

Key skills developed:

- **Chronological Understanding** – to make observations of familiar objects and be able to recognise that some things are old and some things are new. Identifying similarities and differences between now and then when looking at artefacts/photographs.
- **Historical Enquiry** – asking questions about the past and understand why asking questions are important when listening to stories about historical events

Vocabulary:

Baby, toddler, child, adult, change, past, present, grow, mature, older, younger.

(Current Topics: People that help us/Space/Change)

British Values/SMSC

- Children take ownership and leadership of their own learning (voting on role play etc).
- Children make their own decisions.

How can we enrich this at Holmesdale?

Visits from people who work in our communities.

Children to bring in photos of them as a baby/toddler and now for class to look at.

Unit Outcomes

Pupils who are secure will be able to:

Talk about photos of myself and know that I was a baby, toddler and am growing up and changing.

Recall a fact about Neil Armstrong in Space and know why he is significant.

Summer Term

Key Knowledge gained:

- To be able to talk about images of familiar situations/people/places/items in the past using artefacts and appropriate vocabulary.
- To know about significant figures in my own life, for example grandparents.

Key Skills developed:

- **Chronological Understanding and Knowledge and Understanding of Events, People and Changes in the Past** – to remember and talk about significant events in their own experiences, understanding there are similarities, differences and connections by learning about playground games their grandparents played and comparing them to now.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- **Historical Enquiry** Find answers to some simple questions about the past from different sources- books, artefacts, and technology.

Vocabulary:

Baby, toddler, child, adult, change, past, present, grow, mature, older, younger, fossils, bones, age, million, year, extinct, palaeontologist, discovery

(Existing topic – Growing/Dinosaurs/Under the sea)

British Values/SMSC

- **Rule of Law**- Children need to understand that we need rules in place to keep us safe, healthy, and happy.
- **Mutual Tolerance and Respect**- Children learn to respect one another's varying views and opinions.

How can we enrich this at Holmesdale?

Farm school trip to see animals

Growing seeds – cross curricular with science and understanding cause/consequences - growing.

Visits from grandparents to bring in and talk about special memories or objects from the past.

Unit Outcomes

Pupils who are secure will be able to:

To ask a question about the past.

Talk about similarities and differences between things in the past and now.

End points – by the end of the year:

- To be able to talk about the lives of people around them and their roles in society.

- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.