

What does History look like in Reception?

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning (Communication and language, Personal, social and emotional development, Physical development, Literacy, Mathematics, Understanding the world and Expressive arts and design) rather than subject areas. Development matters provides guidance for the early years foundation stage in these seven areas. The most relevant statements for History are taken from Understanding the World area of learning. Our planning is developed with reflection upon the relevant Understanding the World statements and progression of knowledge and skills from Kapow. These statements and skills will be taught in topic lessons throughout the year to tie in with our current theme/topic and through exploring and deepening their curiosity in the continuous provision in independent learning time. Throughout the year, the children will be supported to use common words and phrases for the passage of time, talk about significant dates for them and to sequence daily routines and events in stories.

The table below shows our History termly plan:

	Autumn 1 Me and my Community	Autumn 2 Let's Celebrate!	Spring 1 Our amazing world	Spring 2 Come Outside!	Summer 1 The land before time	Summer 2 Are we nearly there yet?
Topic/ WOW moments	<p>Talk about experiences that are familiar and how they could be different in the past. Use pictures, stories, artefacts and accounts from the past explaining similarities and differences. How have they grown and changed? Season: Autumn. How have things changed? Black History Month – Floella Benjamin</p>	<p>Birthdays Talk about own memories and experiences from their past. Sharing the Christmas story. Remembrance Day Guy Fawkes and Bonfire night Visit to St Oswalds church, Oswestry. Share photographs of how Christmas used to be celebrated in the past.</p>	<p>Talk about Christmas holidays. Introduce Charles Darwin as an explorer. Season: Winter. How have things changed? Folktale: The Chinese New Year</p>	<p>Talking about families – parents and grandparents. Organise events using basic chronology. How have they grown and changed? Season: Spring. How have things changed? How has farming changed?</p>	<p>Talking about Easter holidays Season: Summer. How have things changed? Dinosaurs Mary Anning</p>	<p>Holidays Where have we been? Vehicles – past and present Know some similarities and differences between things in the past and now. Amelia Earhart</p>

Kapow	Peek into the past: Activity 4: Toys	Peek into the past: Activity 2: Birthdays Adventures through time: Activity 2: My achievements.		Peek into the past: Activity 1: Guess who? Activity 3: My life's timeline Adventures through time: Activity 1: Family tree.	Adventures through time: Activity 3: Treasure box Activity 4: Picture detective	Peek into the past: Activity 5: Spot the difference Adventures through time: Activity 5: Transport through time
-------	--------------------------------------	--	--	---	--	--

Progression of skills and knowledge

The table below outlines the progression of skills and knowledge from Kapow and the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for History.

Chronological awareness	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p>	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising significant dates for them (birthday).</p> <p>Recognising that some stories are set a long time ago.</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p>	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p>	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>KAPOW – Skills</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>
	<p>KAPOW – Knowledge</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and</p>	<p>KAPOW – Knowledge</p> <p>To know that someone's age is the time since they were born.</p> <p>To know some language for talking about the passing of time and events that have already</p>	<p>KAPOW – Knowledge</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before,</p>	<p>KAPOW – Knowledge</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that they started life as a baby but have since grown and changed.</p>	<p>KAPOW – Knowledge</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before,</p>	<p>KAPOW – Knowledge</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before,</p>

	<p>grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before, yesterday, last week, and last year).</p>	<p>happened, even if used inaccurately. (Before, yesterday, last week, and last year).</p>	<p>yesterday, last week, and last year).</p>	<p>To know that some people are older than others. To know that parents are older than children and grandparents are older than parents.</p>	<p>yesterday, last week, and last year).</p>	<p>yesterday, last week, and last year).</p>
Substantive concepts	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>
	<p>KAPOW – Knowledge To recognise some interests and achievements from their own lives and the lives of their families and friends.</p>	<p>KAPOW – Knowledge To recognise some interests and achievements from their own lives and the lives of their families and friends.</p>	<p>KAPOW – Knowledge</p>	<p>KAPOW – Knowledge</p>	<p>KAPOW – Knowledge To know that in fairy tales kings/queens are usually important, powerful people who rule over others.</p>	<p>KAPOW – Knowledge</p>
Disciplinary concepts	<p>KAPOW – Skills Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play - achieve through continuous provision. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.</p>	<p>KAPOW – Skills Experiencing cause and effect in play - achieve through continuous provision.</p>	<p>KAPOW – Skills Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play - achieve through continuous provision.</p>	<p>KAPOW – Skills Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play - achieve through continuous provision. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.</p>	<p>KAPOW – Skills Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play - achieve through continuous provision. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.</p>	<p>KAPOW – Skills Experiencing cause and effect in play - achieve through continuous provision. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past.</p>

	Recalling special people in their own lives.			Using stories and non-fiction books to find out about life in the past. Recognising that different members of the class may notice different things in photographs from the past.	Using stories and non-fiction books to find out about life in the past. Recognising that different members of the class may notice different things in photographs from the past.	Recognising that different members of the class may notice different things in photographs from the past.
	<p>KAPOW – Knowledge To know that the environment around us changes as time passes. To know the names of people that are significant to their own lives. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>KAPOW – Knowledge To know that stories and books can tell us about the past. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>KAPOW – Knowledge To know that the environment around us changes as time passes. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>KAPOW – Knowledge To know that the environment around us changes as time passes. To know that stories and books can tell us about the past. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>KAPOW – Knowledge To know that the environment around us changes as time passes. To know that stories and books can tell us about the past. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>KAPOW – Knowledge To know that stories and books can tell us about the past. To begin to understand that the past can be represented in photographs and drawings.</p>
Historical enquiry	<p>KAPOW – Skills Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Communicating findings by pointing to images and using simple language to explain their thoughts.</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills</p>	<p>KAPOW – Skills Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past.</p>	<p>KAPOW – Skills Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past.</p>	<p>KAPOW – Skills Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past.</p>

				Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings by pointing to images and using simple language to explain their thoughts.
	KAPOW – Knowledge	KAPOW – Knowledge	KAPOW – Knowledge	KAPOW – Knowledge	KAPOW – Knowledge	KAPOW – Knowledge
	<p><u>Development Matters</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p><u>Development Matters</u> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</p>	<p><u>Development Matters</u> Comment on images of familiar situations in the past.</p>	<p><u>Development Matters</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p><u>Development Matters</u> Comment on images of familiar situations in the past.</p>	<p><u>Development Matters</u> Comment on images of familiar situations in the past.</p>
	<p><u>Early Learning Goals</u> Talk about the lives of people around them and their roles in society.</p>	<p><u>Early Learning Goals</u> 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.</p>	<p><u>Early Learning Goals</u></p>	<p><u>Early Learning Goals</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><u>Early Learning Goals</u> 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.</p>	<p><u>Early Learning Goals</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

ELG By the time children leave our EYFS they will be able to:

Knowledge and Understanding of the world

- 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