



Caversham Park Primary School

Reception Curriculum

Understanding the World: History

Key Knowledge:

- Know common words and phrases that relate to time (and the passing of it)
- Know that time is passing and that certain events are beyond living memory
- Know and recount different stories about the past
- Know that people lived differently in the past (in relation to my family)
- Know that we can find out about the past through pictures, stories, objects (artefacts) and people
- Know that there have been significant people in the past.

Key Skills:

- Sequence events (in their lives)
- Sort (start to sequence) artefacts from different periods of time (into new and old)
- Recognise the difference between past and present in their own (and others lives)
- Use stories (to start) to distinguish between fact and fiction; past and present
- Listen to adults talk about their past. Ask them questions.
- Find answers to simple questions about the past from sources of information (pictures, artefacts, video etc.)
- Communicate their historical understanding through discussion, pictures, role play, model making, writing.

Vocabulary:

New/old then/now before/after past/present
same/different true/false (fact/fiction)

memory event object (artefact) family

House home roof door windows car bicycle train
aeroplane rocket

Literature:

Peepo - Janet and Alan Ahlberg
Dogger - Shirley Hughes
The Whales' Song - Dyan Sheldon
The Toy Maker - Martin Waddell
The Toy Museum
Old Bear - Jane Hissey
Books about families'
Books linked to subject themes, e.g. homes, castles

Enrichment:

Talk to relations about the past - invite grandparents etc into school to talk about their memories

Ask children to bring in photos of their homes and their families to talk about and display.

On local walks identify homes/objects that are old and new

Adult Directed:

- Share stories and books about the past. Discuss the events, people, objects and compare to children's lives.
- Whole class and small group adult directed sessions as appropriate.
- Assemblies.

Continuous Provision:

- Area of the classroom dedicated to learning about the past and adapted with enhancements as appropriate.
- During continuous provision adults looking for opportunities to compare past and present.
- Encourage children to talk about their experiences in the past and present.

Enhanced Provision:

- Provide photographs, books, stories, artefacts depicted the past and present linked to topic.
- Provide materials for children to record their ideas and observations.
- Role play area linked to learning about the past and dressing up materials.
- New toys and old toys around home and school

Assessment (ELGs)

Prime Areas:

Communication & Language:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Personal, social & Emotional Development:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Specific Areas:

Understanding the World - Past and Present

- Talk about the lives of the 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.

Progression Cycle A

Autumn

Past and Present (History)

- I know important information about myself, e.g. my full name, my age
- Name and describe people who are familiar to them
- Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos.
- Talk about and describe different objects, e.g. types of houses and their home.
- Begin to use words related to the passing of time, e.g. old and new / long ago and now.
- Find out about the past through pictures, stories, objects (artefacts) and people
- Compare and contrast characters from stories, including figures from the past
- Comment on images of familiar situations in the past.
- Know that people lived differently in the past
- Name some historical figures in history, e.g. kings and queens in the past.

Spring

Past and Present (History)

- Know that there have been significant people in the past
- Know and recount different stories about the past
- Begin to organise events using basic chronology, recognising that things happened before they were born.

Summer

Past and Present (History)

- Find answers to simple questions about the past from sources of information (pictures, artefacts, video etc.)
- Communicate their historical understanding in various ways.
- Use words related to the passing of time.
- Begin to look closely at objects and identify whether they are old/new.
- Sort objects into old and new based on observations.
- Begin to identify the difference between old and new and sort artefacts /pictures accordingly.
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Know that there have been significant people in the past.

Progression Cycle B

Autumn	Spring	Summer
<p>Past and Present (History)</p> <ul style="list-style-type: none"> • I know important information about myself, e.g. my full name, my age • Name and describe people who are familiar to them • Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos. • Talk about and describe different objects, e.g. types of homes, toys, vehicles. • Begin to use words related to the passing of time, e.g. old and new / long ago and now. • Find out about the past through pictures, stories, objects (artefacts) and people • Compare and contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past. • Know that people lived differently in the past • Name some historical figures in history. 	<p>Past and Present (History)</p> <ul style="list-style-type: none"> • Know that there have been significant people in the past • Know and recount different stories about the past • Begin to organise events using basic chronology, recognising that things happened before they were born. • 	<p>Past and Present (History)</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information (pictures, artefacts, video etc.) • Communicate their historical understanding in various ways. • Use words related to the passing of time. • Begin to look closely at objects and identify whether they are old/new. • Sort objects into old and new based on observations. • Begin to identify the difference between old and new and sort artefacts /pictures accordingly. • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Know that there have been significant people in the past.