

History Progression Grid Reception

Objectives for the year

Using Development Matters and Twinkl we aim to meet the Early Learning Goals by building upon nursery learning to embed historical knowledge and understanding within an inclusive and interactive curriculum that reflects both individual need and skill. Children will explore, through the topics below; their own life story and their immediate family within their community; people who are familiar to them; comment on images of familiar situations in the past and compare and contrast characters from stories and figures from the past.

Minimum learning is **highlighted in yellow**. Key vocabulary is in **bold**.

<p>Autumn 1- All about me and my family Family- generations and how they relate to me and each other eg who is the oldest? What was life like at home for my older relatives compared to now?</p>	<p>Spring 1- People who help us How jobs have changed since the Victorian times How gender roles within society/jobs have changed How equipment has changed and is used to help people who help us What jobs we might want to do?</p>	<p>Summer 1- Growing Life cycle of a human – how people change as they age and how that relates to me now</p>
<p>Autumn 2 – Celebrations & Festivals What is a celebration or a festival and where did they come from? Are all festival/celebrations old? How do festivals/celebrations link to the past? Have any celebrations changed over time?</p>	<p>Spring 2- Brilliant Books Exploring a range of books from a variety of cultures over the past – ranging from fables and religious stories to modern day work. Looking at settings and characters and how these give us clues about the historical time period</p>	<p>Summer 2- Wonderful World Explore where the united Kingdom sits in the world and how we are an island – how has this helped us in the past?</p>
<p>To know which relatives are older and younger. To know some changes have taken place in how we live at home. What are festivals and celebrations and how do they fit into their lives and our society and how this has changed over time Identify evidence of the past – primary or secondary evidence. Compare the present with the past and explain some of the changes using evidence</p>	<p>Which jobs do people do that help us in an emergency? How have roles changed in society over time? To know men and women can now do all jobs. How can we use books to explore the past? Talk about the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know the history of me. To know about the life cycle of a human. To know that I have grown from a baby to a child. To put photos of themselves into chronological order. To talk about how they have changed since they were a baby.</p>