

History Learning Sequence Document - Reception - 2 Year Rolling Programme



Term	2021/2022			2022/2023		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Once upon a time/ Sparkle and shine	Dangerous Dinosaurs/ Puddles and rainbows	Let's explore/ Build it up	Big wide world/ Splash	Starry night/ Winter Wonderland	Sunshine and Sunflowers/ Shadows and relections
Suggested Historical skills and knowledge coverage	<ul style="list-style-type: none"> • Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. • Explore and talk about pictures, stories and information books on the theme of royalty. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. 	<ul style="list-style-type: none"> • Words that help us to describe the passage of time include yesterday, last week, before and then. • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. 	<ul style="list-style-type: none"> • Explore and talk about important events in the school or locality's history. 	<ul style="list-style-type: none"> • Some people in history are significant because they did important things that changed the world or how we live. • Share stories and talk about significant people who lived in the past. 	<ul style="list-style-type: none"> • Stories, books and pictures are used to help people to find out about people and events from the past. • Share stories and talk about events in the past. 	<ul style="list-style-type: none"> • Some people in history are significant because they did important things that changed the world or how we live. • Share stories and talk about significant people who lived in the past.
Early Learning Goals	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Sequence of learning:	<ul style="list-style-type: none"> • Kings and Queens. • Old clothes, new clothes. • Who lives here- Comparing buildings in the past. 	<ul style="list-style-type: none"> • Ordering familiar events. 	<ul style="list-style-type: none"> • Local history- Mining. • Local history- Our school. 	<ul style="list-style-type: none"> • Explorers- Christopher Columbus 	<ul style="list-style-type: none"> • The moon landings 	<ul style="list-style-type: none"> • Who was Charles Darwin? • Why is he significant?
Vocabulary:	Similarities Differences Past Royalty	Time Yesterday Before Past	Local Mining History Events	Explorers Sail Discover	Explore Neil Armstrong Buzz Aldrin	Darwin Significant Past