



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception History Teaching and Progression

This document expands the Reception foundations in the whole-school History grid. It follows the school's contexts through the year and supports learning through Understanding the World, play, discussion and shared reading. Activities are planned opportunities that teachers adapt to children's interests and starting points.

Key Knowledge	Key Skills
People who care for us and help our community have different roles.	Talk about familiar people and describe what they do.
People grow, learn new things and have experiences they can remember.	Recall a personal event and order a few pictures or events.
The past has already happened; now describes the present.	Use before, after, then and now when talking about experiences.
Lives, objects and places can change; some things stay the same.	Notice a similarity or difference between past and present.
Photographs, objects and people's accounts can tell us about the past.	Ask a question and explain what a picture, object or account shows.
Books and stories can show past settings, people and events; some characters and details are imagined.	Retell events and begin to distinguish a real person or account from an imagined story.

Unit	Birth to 5 Matters links	Key history teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 1 My family and familiar people	Range 5 — People and communities Takes an interest in familiar adults' lives and remembers important personal experiences. Range 5 — Speaking Recounts a short experience in the order it happened.	Know that people who care for us have different roles. Recall a familiar event using a photograph or object. Begin to describe ourselves now and as babies. Recognise that families and experiences vary. Vocabulary: family, person, remember, baby, now.	Share a chosen photograph, drawing or object, with an alternative class example available. Adults model a short recollection and ask who, what and when questions. Children choose familiar roles to explore in home-corner or small-world play and explain what people do.	Begin with naming familiar people and actions. Move towards recalling something that happened and describing a person's role, with adult support. Return to these conversations throughout the year. ELG — Past and Present Talk about the lives of the people around them and their roles in society.
Autumn 2 My family and memories	Range 5 — Mathematics: Measures Remembers the order of familiar routines and story events. Range 6 — People and communities Discusses experiences from different times in family life and begins to appreciate family routines.	Order a few pictures from babyhood to now. Describe something we could do then and can do now. Share memories, routines and celebrations; begin to distinguish a recent event from long ago. Vocabulary: before, after, then, now, younger, older.	Arrange a small set of photographs or illustrations and explain the order. Children choose an event for a class memory book, using drawing, dictation or talk. Share particular family customs through books and contributions, noticing similarities as well as differences.	Build on recalling one event by placing a few events in order. Use before, after, then and now with increasing accuracy. Begin to compare our own experiences with someone else's. ELG — Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Unit	Birth to 5 Matters links	Key history teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Spring 1 Achievements and milestones People who help us	Range 5 — People and communities Shows curiosity about people's work and ways of living. Range 6 — Mathematics: Measures Organises events into a sequence, drawing on familiar words about time.	Recall starting school or learning a skill. Explain what happened first and next. Know examples of people who help the community. Compare a familiar role today with a carefully chosen image or account from the past. Vocabulary: first, next, last, past, present, job.	Revisit starting-school photographs and choose an achievement to explain. Prepare a question for a visitor or familiar adult about their work. Compare a dated historical picture with a current one showing the same role. Children select props for role-play and talk about what they represent.	Extend personal memories into people's roles in the wider community. Sequence an experience and identify a simple similarity or difference using a visible detail. ELG — 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. ELG — Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.
Spring 2 Achievements and milestones Family memories	Range 6 — People and communities Recognises differences and connections among families and their experiences. Range 6 — Understanding Understands varied questions and responds to others' ideas in discussion. Range 6 — Speaking Connects ideas in an account and uses discussion to clarify and order events.	Know that an older person was once a child. Use photographs, objects and accounts to compare experiences across generations. Ask a question about their childhood and recognise that memories can differ. Vocabulary: memory, long ago, same, different, change.	Share an adult's childhood memory, a suitable recording or a class example. Compare two carefully chosen photographs or familiar objects. Children choose what they want to find out, ask a question and draw or explain one similarity and one difference. Revisit a shared memory through role-play.	Move from describing our own past to comparing another person's experience. Begin to explain what a picture, object or account helped us find out. ELG — Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG — Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Unit	Birth to 5 Matters links	Key history teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Summer 1 Changes School then and now Traditional tales	Range 6 — People and communities Talks about earlier and current experiences within their own family. Range 6 — Reading Describes where stories happen and develops fuller accounts of characters and events.	Compare ourselves and school at the start of Reception with now. Describe what changed and what stayed the same. Use selected old photographs and story settings to discuss homes, clothes or journeys, recognising that a story can be imagined. Vocabulary: changed, stayed the same, old, new, because.	Return to the class memory book and compare the same school place at two times. Choose a change to describe and explain how we know. Read a traditional tale with clear past-setting features; children select props, sequence events and retell it. Compare a story detail with an appropriate real image or object.	Use remembered learning and a relevant detail to explain change or continuity. Retell events in order and begin to distinguish a story clue from information about real life. ELG — Past and Present 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. ELG — Creating with Materials Make use of props and materials when role playing characters in narratives and stories.
Summer 2 Seasides and pirates People and stories from the past	Range 5 — People and communities Compares personal experiences with those of other people. Range 6 — Reading Recalls information and narratives from books and explores both factual and imaginative texts.	Compare seaside experiences in selected old and current photographs. Explore a carefully chosen account of a real person alongside pirate fiction. Begin to distinguish real people from imagined characters. Explain an idea using a picture, object or book detail. Vocabulary: real, imagined, story, photograph, clue, journey.	Compare dated seaside images and notice clothing, transport or activities. Use an age-appropriate factual account and a fictional pirate story; discuss which details describe a real person and which are invented. Children choose props to retell events or create a seaside scene, explaining the clues used.	Apply the year's learning with increasing independence: compare, sequence, ask a question and explain using a relevant detail. Accept uncertainty when a picture does not tell us enough. ELG — Past and Present 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. ELG — Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Learning revisited throughout the year

Keep returning to the class memory book, familiar objects and stories. Model before, after, then and now during everyday routines; revisit same, different and because when comparing. Children choose questions, contribute ideas and use talk, drawing, dictation, puppets or small-world play to explain their thinking. Help them distinguish what they can see from what they are suggesting.

Use family contributions sensitively and provide familiar alternatives. Respect different family structures and experiences. Use accessible objects, pictures, communication supports and home-language contributions where helpful. A photograph's colour does not establish its age; label sources carefully and explain when a picture is a modern illustration of the past.

Birth to 5 Matters links are paraphrased from the second edition (2026). Ranges 5 and 6 overlap and are revisited according to children's development. The half-terms organise teaching rather than setting fixed developmental deadlines. ELG links identify contributions towards end-of-Reception expectations.

Past and Present Early Learning Goal

The main grid includes all three Past and Present statements across the year. Family conversations and community roles support understanding of people's lives; milestones, memories, objects and photographs support comparisons; shared reading and storytelling develop understanding of past settings, characters and events. These experiences are revisited across provision.

Teachers use conversation, play and everyday learning to understand progress and identify what to revisit. ELGs support a holistic end-of-Reception judgement; they do not replace the wider curriculum or require a separate History assessment checklist.

Supporting Early Learning Goals for language and stories

These selected statutory statements are reproduced in full for each included bullet. Reception History contributes alongside learning across provision. The links below identify opportunities to revisit the goals; they are not termly assessment deadlines.

Area and early learning goal	Relevant statutory statements	Links to units and progression
Communication and Language Listening, Attention and Understanding	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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Across the year: listen to memories and stories, ask about an object or photograph and respond to another person's recollection. In spring, prepare and ask questions about community roles and childhood experiences. In summer, discuss what a source or story helps us understand.

Area and early learning goal	Relevant statutory statements	Links to units and progression
Communication and Language Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Move from naming familiar people and recalling an event towards explaining a comparison or change. Revisit time vocabulary in all units. Model sentences such as "When I was younger..." and "I think this because...", giving children time to explain their own ideas.
Literacy Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Revisit familiar narratives and selected accounts across the year. In summer, retell traditional tales and discuss characters, settings and events. Use pictures or props to order events. Make predictions within stories while checking factual claims against appropriate information.

Supporting Early Learning Goals across wider provision

Area and early learning goal	Relevant statutory statements	Links to units and progression
Understanding the World People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Revisit familiar places, community roles, family customs and celebrations. Where selected family accounts or books introduce life in another country, make specific comparisons. History contributes through lives and experiences; Geography, RE and wider Understanding the World provide further teaching for these goals.
Personal, Social and Emotional Development Building Relationships	Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.	Share objects, take turns in conversations and collaborate in role-play. Listen respectfully to different memories and family experiences. Support children to choose whether and what they wish to share.

Area and early learning goal	Relevant statutory statements	Links to units and progression
Expressive Arts and Design Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.	Select familiar objects, puppets and simple props to retell a memory or story. In summer, choose props that help communicate a past setting and discuss which details are supported by a text or image.
Expressive Arts and Design Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Use small-world and role-play experiences to recount events and retell shared stories. Traditional tales and pirate stories contribute to the narrative and story-performance aspects of these goals. Explain the distinction between an imagined story and an account about a real person.

Progression across Reception

Children begin with familiar people and personal memories, then sequence events, compare experiences and use objects, photographs and accounts to explain an idea. Later contexts extend this learning to changes in school, settings in stories and selected people from the past. Adults build independence through repeated opportunities and responsive teaching.

Progression and the link to Year 1

Reception establishes the foundations for Year 1 History through recalling experiences, sequencing events, comparing past and present, and using objects, photographs and stories to explain ideas. Family memories and comparisons between familiar objects prepare children for Toys, where they explore changes within living memory and begin to organise information on simple timelines. Learning about people's roles and noticing familiar buildings provide starting points for Augustus Pugin and Birmingham, developing questions about significant people, local buildings and their past.

Sequencing stories and discussing people and homes in past settings prepare children for Castles Kings and Queens. Across these units, Year 1 builds on Reception's time vocabulary, observation and questioning, supporting children to distinguish real people from imagined characters and use details from sources to explain similarities, differences and change. Teachers use Reception observations to revisit foundations according to children's starting points.