



**History – Reception – Medium Term Plan  
Unit 1: Peek into the past**

Activity	Learning Objective	Success Criteria	EYFS outcomes	Vocabulary	Resources
<p>One: Can you guess who?</p>	<p>To describe changes over time.</p>	<ul style="list-style-type: none"> <li>- I can discuss photographs from the past and recognise changes.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Characteristics of learning</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>- a long time ago</li> <li>- change</li> <li>- I remember</li> <li>- Past</li> <li>- Present</li> <li>- Toddler</li> <li>- Baby</li> <li>- Child</li> <li>- Now</li> <li>- Photograph</li> <li>- then</li> <li>- when I was little</li> </ul>	<p>Have ready: Three magnifying glasses. A white tablecloth. Print: Printed photographs of the children as babies or toddlers numbered on the back (ask parents/carers before the lesson).</p>
<p>Two: Past and present</p>	<p>To sort photographs from the past and present.</p>	<ul style="list-style-type: none"> <li>- I can make simple observations and deciding whether photographs depict the past.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Characteristics of learning</b></p> <ul style="list-style-type: none"> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>- a long time ago</li> <li>- new</li> <li>- old</li> <li>- present</li> <li>- history</li> <li>- now</li> <li>- past</li> <li>- then</li> </ul>	<p>Have ready: One white tablecloth. Two large plastic hoops (one labelled 'past' and one labelled 'present'). One audio playback device. Print: A range of photographs of birthdays in the past and present (optional, ask parents/carers before the lesson).</p>
<p>Three: My life timeline</p>	<p>To begin to recognise the order events happen.</p>	<ul style="list-style-type: none"> <li>- I can create a timeline to develop my understanding of personal chronology.</li> </ul>	<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>- After</li> <li>- baby</li> <li>- child</li> <li>- now</li> </ul>	<p>Have ready: Scissors. Glue sticks One audio playback device.</p>

			<ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Characteristics of learning</b></p> <ul style="list-style-type: none"> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>- past</li> <li>- then</li> <li>- when I was little</li> <li>- a long time ago</li> <li>- before</li> <li>- I remember</li> <li>- order</li> <li>- present</li> <li>- toddler</li> </ul>	
Four: Toy box	To identify toys from the past.	<ul style="list-style-type: none"> <li>- I can observe a range of toys.</li> <li>- I can recognise similarities and differences between the past and present.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Characteristics of learning</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> </ul> <p><b>Understanding the world</b></p> <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>- a long time ago</li> <li>- baby</li> <li>- child</li> <li>- old</li> <li>- new</li> <li>- now</li> <li>- past</li> <li>- present</li> <li>- then</li> <li>- toddler</li> <li>- when I was little</li> </ul>	Have ready: One box or bag. A selection of toys that the children played with as babies or toddlers and a selection of toys that they enjoy playing with now.
Five: Spot the difference	To compare pictures from the past and present.	<ul style="list-style-type: none"> <li>- I can compare pictures from past and present.</li> <li>- I can identify some similarities and differences.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> <li>- Recognise some environments that are different from the one in which they live.</li> </ul> <p><b>Characteristics of learning</b></p> <ul style="list-style-type: none"> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>- Different</li> <li>- New</li> <li>- old</li> <li>- past</li> <li>- present</li> <li>- similar</li> </ul>	Have ready: Six whiteboard pens. Six magnifying glasses. Large plastic tray.

**ELG: Past and Present**

Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.



**History – Reception – Medium Term Plan**  
**Unit 2: Adventures through time**

<b>Activity</b>	<b>Learning Objective</b>	<b>Success Criteria</b>	<b>EYFS outcomes</b>	<b>Vocabulary</b>	<b>Resources</b>
One: Family tree	To begin to understand the concept of generations.	- I can position images of me, my parents and grandparents on a family tree to show who is older and younger.	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective learning:</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Dad</li> <li>- family</li> <li>- mum</li> <li>- older</li> <li>- grandad</li> <li>- grandma</li> </ul>	<p>Have ready: Scissors.            Glue sticks. Photographs of the children’s family members (optional). Printed pictures of the characters from the story.            Photographs of children’s family members (optional - if sent in electronically). The storybook ‘My Two Grandads’ by Floella Benjamin. ‘One Family’ by George Shannon.            ‘A Family Is A Family Is A Family’ by Sara O’Leary.            ‘We Are Family’ by Patricia Hegarty.</p>
Two: My achievements	To recognise special achievements.	<ul style="list-style-type: none"> <li>- I can recognise some interests and achievements from my own life.</li> <li>- I can recognise some interests and achievements from the lives of my family and friends.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective learning</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement</li> <li>- Courageous</li> <li>- medal</li> <li>- proud</li> <li>- sticky tape</li> <li>- trophy</li> </ul>	<p>Have ready:            A table decorated with various medals and trophies.            Pictures of the achievements discussed in the input displayed around the room.            A creative station with colouring materials, decorative materials and scissors. ‘Courageous People Who Changed the World’ by Heidi Poelman.            A book from the ‘Little People, BIG DREAMS’ series by Maria Isabel Sánchez Vegara.            Print:            Pictures of the achievements discussed in the input to display around the room.</p>
Three: Treasure box	To recognise some special items associated with kings and queens.	- I can recognise that kings and queens are usually important	<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>- fairytale</li> <li>- power</li> <li>- royalty</li> </ul>	<p>Have ready:            A table covered with a white cloth.</p>

		powerful people who rule over others.	<ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective learning</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- king</li> <li>- queen</li> <li>- rule</li> </ul>	<p>A treasure box (placed in the middle of the table).</p> <p>Gems (scattered around the treasure box).</p> <p>2 magnifying glasses.</p> <p>Items for the treasure box: a crown; a velvet cloak; a ballgown/dress; a shield; a pearl necklace; a medal (or rosette); a woolly hat; a baseball cap; a coat or hooded top. a crown; a velvet cloak; a ballgown/dress; a shield; a pearl necklace; a medal (or rosette); a woolly hat; a baseball cap; a coat or hooded top.</p> <p>'The Queen's knickers' by Nicholas Allan. 'British Kings and Queens' by Olivia Waller. 'The King's Crown' by Rose Cobden and Rosalind Maroney. 'Paddington at the Palace' by Michael Bond and R. W. Alley. 'Look Inside a Castle' by Conrad Mason and Barry Ablett. 'The Queen's Hat' by Steve Antony. 'If I Were King' by Chelsea O'Byrne. Print Additional photographs for the treasure box (optional): a castle; Buckingham Palace; a throne; a drawbridge; a moat; a royal carriage and horse; a house; a deckchair. a castle; Buckingham Palace; a throne; a drawbridge; a moat; a royal carriage and horse; a house; a deckchair.</p>
Four: Picture detective	To understand that the environment around us changes as time passes.	<ul style="list-style-type: none"> <li>- I can use photographs and stories to compare the past with the present day.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective learning</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p>	<ul style="list-style-type: none"> <li>- cart</li> <li>- hoop</li> <li>- old</li> <li>- present</li> <li>- fan</li> <li>- new</li> <li>- past</li> </ul>	<p>Have ready:</p> <p>A table.</p> <p>2 boxes, one labelled past and one present (use sound buttons underneath each word to enable the children to read independently). The storybook 'Katie's Picture Show' by James Mayhew.</p> <p>The photographs from the story 'Katie's Picture Show' by James Mayhew.</p> <p>A loan box of objects from the past and present from a local museum (optional).</p> <p>Print:</p> <p>A selection of pictures showing past and present from the story</p>

			<ul style="list-style-type: none"> <li>- Understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>		<p>'Katie's Picture Show' by James Mayhew.</p> <p>A selection of pictures from other stories you have read showing past and present.</p>
<p>Five: Transport through time</p>	<p>To compare modes of transport of the past with the present.</p>	<ul style="list-style-type: none"> <li>- I can use photographs and stories to compare modes of transport from the past with the present day.</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective learning:</b></p> <ul style="list-style-type: none"> <li>- Playing and exploring.</li> <li>- Active learning.</li> <li>- Creating and thinking critically.</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- aeroplane</li> <li>- car</li> <li>- motorbike</li> <li>- train</li> <li>- bicycle</li> <li>- horse-drawn cart</li> <li>- steam train</li> </ul>	<p>Have ready:</p> <p>A table covered with a white piece of cloth.</p> <p>2 boxes or hoops, one labelled with 'past' and one labelled with 'present'. 'Steam Train, Dream Team' by Sherri Duskey River. 'Mr Grumpy's Motorcar' by John Burningham.</p> <p>'The Runaway Train' by Benedict Blathwayt;</p> <p>'Amelia Earhart' (Little People, BIG DREAMS series) by Isabel Sanchez Vegar 'Mrs Armitage on Wheels' by Quentin Blake.</p> <p>Print</p> <p>Images of trains or various vehicles, past and present.</p>