



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

| Activity | Learning Objective | Success Criteria | EYFS outcomes | Vocabulary | Resources |
|-------------------------|--|--|--|---|---|
| One: Can you guess who? | To describe changes over time. | I can discuss photographs from the past and recognise changes. | - Comment on images of familiar situations in the past. | - a long time ago - change - I remember - Past | Have ready: Three magnifying glasses. A white tablecloth. Print: |
| | | | Characteristics of learning | - Present - Toddler | Printed photographs of the children as |
| | | | - Playing and exploring. | - Baby - Child - Now | babies or toddlers numbered on the back (ask |
| | | | Understanding the World | Photographthenwhen I was little | parents/carers before the lesson). |
| | | | ELG: Past and Present | - when I was nittle | |
| | | | 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. | | |
| Two: | To sort photographs from the past and present. | I can make simple observations and deciding whether photographs | Understanding the world | a long time agonew | Have ready: One white tablecloth. |
| Past and present | | depict the past. | - Comment on images of familiar situations in the past. | - old - present - history | Two large plastic hoops (one labelled |
| | | | Characteristics of learning | - history - now - past | 'past' and one labelled 'present'). One audio playback |
| | | | - Active learning. | - then | device. Print: |
| | | | - Creating and thinking critically. | | A range of |
| | | | Understanding the World | | photographs of birthdays in the past and present |
| | | | ELG: Past and Present | | (optional, ask parents/carers |
| | | | Children at the expected level of development will: | | before the lesson). |
| | | | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | | |
| Three: | To begin to recognise the order events happen. | I can create a timeline to develop my understanding of personal | Understanding the world | - After - baby | Have ready: Scissors. Glue sticks |
| My life timeline | | chronology. | | - child - now | One audio playback device. |

| | | - Comment on images of familiar situations in the past. Characteristics of learning | - past - then - when I was little - a long time ago - before | |
|---------------------------------|---|--|--|---|
| | | - Active learning. | - I remember | |
| | | Creating and thinking critically. | - order | |
| | | Understanding the World | - present - toddler | |
| | | 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. | | |
| Four: To identify toys from the | - I can observe a range of toys. | Understanding the world | - a long time ago | Have ready: |
| past. | - I can recognise similarities and | | - baby | One box or bag. |
| Toy box | differences between the past and present. | - Comment on images of familiar situations in the past. | - child - old - new | A selection of toys that the children played with as babies |
| | | Characteristics of learning | - now - past | or toddlers and a selection of toys that |
| | | - Playing and exploring. | - present | they enjoy playing |
| | | - Active learning. | - then | with now. |
| | | | - toddler | |
| | | Understanding the world | - when I was little | |
| | | 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. | | |
| Five: To compare pictures from | | Understanding the world | - Different | Have ready: Six |
| past and present. | and present. | | - New | whiteboard pens. |
| Spot the difference | I can identify some similarities and differences. | - Comment on images of familiar situations in the past. | - old - past | Six magnifying |
| difference | differences. | - Recognise some environments that are different from the | Past | glasses. |
| | | one in which they live. | presentsimilar | Large plastic tray. |
| | | Characteristics of learning | | |
| | | Characteristics of learning | | |
| | | Active learning.Creating and thinking critically. | | |
| | | Understanding the world | | |

| | 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

| Activity | Learning Objective | Success Criteria | EYFS outcomes | Vocabulary | Resources |
|-----------------------|---|---|---|---|--|
| 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. I can recognise some interests | Understanding the world - Compare and contrast characters from stories, including figures from the past. Characteristics of effective learning: - Playing and exploring Active learning Creating and thinking critically. Understanding the World ELG: Past and Present - Understand the past through settings, characters, and events encountered in books read in class and storytelling. | - Dad - family - mum - older - grandad - grandma | 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. |
| Two: My achievements | To recognise special achievements. | I can recognise some interests and achievements from my own life. I can recognise some interests and achievements from the lives of my family and friends. | - Compare and contrast characters from stories, including figures from the past. Characteristics of effective learning - Playing and exploring Active learning Creating and thinking critically. Understanding the World ELG: Past and Present - Understand the past through settings, characters, and events encountered in books read in class and storytelling. | - Achievement - Courageous - medal - proud - sticky tape - trophy | 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. |
| Three: Treasure box | To recognise some special items associated with kings and queens. | - I can recognise that kings and queens are usually important | Understanding the world | - fairytale - power - royalty | Have ready: A table covered with a white cloth. |

| Playing and exporting figures from the past. - quiene middle of the table). | | | powerful people who rule over | - Compare and contrast characters from stories, | - king | A treasure box (placed in the |
|--|-------------------|-------------------------|-------------------------------|---|--------|---------------------------------------|
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| Four: To understand that the environment around us changes as time passes. I can use photographs and stories to compare the past with the present day. Understanding figures from the past. | | | | | | |
| 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. Four: | | | | | | |
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| i iliuseum toutionan. | | | | | | museum (optional). |
| ELG: Past and Present Print: | | | | FIG: Past and Present | | 1 1 |
| A selection of pictures showing | | | | LEGIT GUI GITG I TESCHE | | |
| past and present from the story | | | | | | |

| Five: | To compare modes of | - I can use photographs and | Understand the past through settings, characters, and events encountered in books read in class and storytelling. Understanding the world | - aeroplane | 'Katie's Picture Show' by James Mayhew. A selection of pictures from other stories you have read showing past and present. Have ready: |
|------------------------|---|---|---|--|---|
| Transport through time | transport of the past with the present. | stories to compare modes of transport from the past with the present day. | Compare and contrast characters from stories, including figures from the past. Characteristics of effective learning: Playing and exploring. Active learning. Creating and thinking critically. Understanding the World ELG: Past and Present | - car - motorbike - train - bicycle - horse-drawn cart - steam train | A table covered with a white piece of cloth. 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. 'The Runaway Train' by Benedict Blathwayt; 'Amelia Earhart' (Little People, BIG DREAMS series) by Isabel Sanchez Vegar 'Mrs Armitage on Wheels' by Quentin Blake. |
| | | | Understand the past through settings, characters, and events encountered in books read in class and storytelling. | | Images of trains or various vehicles, past and present. |