Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed.

Progression of Skills and Knowledge: History Nursery

	Topic: Marvellous Me (Black History Month)	Topic: Let's Celebrate	Topic: People who help us	Topic: Rhyme Time	Topic: Let it grow!	Topic: We're all going on a Summer holiday!
Objectives from Development Matters	Begin to make sense of their own life-story and family's history. (UtW 3-4) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (Maths 3-4)					Begin to make sense of their own life-story and family's history. (UtW 3-4) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (Maths 3-4)
Key learning	To know that they were a baby. To use the words first (I was a baby), then (I was a toddler) etc. To identify how they have changed in appearance and skills from then to now. To begin to understand that their parents and grandparents were also once babies. To begin to talk about what they might want to be when they grow up. To know that Mary Seacole was a black nurse who helped people. (BHM)	To know that Bonfire Night is celebrated because of a man called Guy Fawkes.				To be able to talk about holidays they have been on in the past. To talk about events on their holiday in order using first, then, next etc.
Key vocab	Baby, child, adult, names of relations i.e. mum, granddad etc., change, first, then, now	Guy Fawkes, bonfire, King				Past, younger, first, then, next
What is this the foundation for?	Reception will revisit these ideas with more focus on occupations (what the children could be in the future) and the roles these people have in society. Year 1 work on past and present events in own life and create personal history zig-zag books of 3 pictures in order. Year 2 create personal timelines ordering events in own life.	Reception will look in more detail at Guy Fawkes as they study a figure from the past and recall orally some details from the story.				Reception children will begin to understand in more detail what the past is and look further in the past – before they were born.

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Progression of Skills and Knowledge: History Reception

	Topic: Who am I? (Black History Month)	Topic: Light and dark	Topic: A long time ago	Topic: Once upon a time	Topic: Spring and minibeasts	Topic: Amazing animals
Objectives from Development Matters	Compare and contrast characters from stories, including figures from the past. (UtW Rec) Talk about the lives of people around them and their roles in society. (UtW Past and Present ELG)	Compare and contrast characters from stories, including figures from the past. (UtW Rec)	Comment on images of familiar situations in the past. (UtW Rec) Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. (UtW Past and Present ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (UtW Past and Present ELG)			
Key learning	To recall facts about Floella Benjamin (BHM). To recall some different occupations (lives of people around them). To say which occupation they would like to have when they grow up.	To recall some events from the story of Guy Fawkes. To know Neil Armstrong and Buzz Aldrin were the first men on the moon.	To know that transport has changed over time. To know that dinosaurs lived in the past.			
Key vocab	Adult, names of different occupations, Jamaica	Guy Fawkes, bonfire, King, gunpowder, first, Buzz Aldrin, Neil Armstrong, a long time ago, past	Past, present, then, now, same, different, a long time ago, change, names of old forms of transport i.e. Penny Farthing, extinct			
What is this the foundation for?	Year 1 they will begin to look in more detail at specific people and their role in society/history i.e. Louis Braille, Grace Darling.	Year 1 will recap briefly on the story. Year 2 will learn the full story and retell it with historical facts.	Year 1 focus on comparing and contrasting past and present in familiar situations by looking specifically at houses, homes and the seaside.			