



# St Monica's R.C Primary School – Reception Knowledge Organiser – History



## History in Reception

We become Historians through the following EYFS areas of learning:

### Understanding the World

In Reception, we cover History through the following themes:

- Me and My Community
- Starry Night
- Dangerous Dinosaurs
- Growth and Change

In Reception we look at things that have happened in the past. We learn about the past and present through looking at our lives and the lives of family and friends.

Historical skills and knowledge are also developed through everyday discussions, role play and child-led interests.

## Historical Figures from the Past

### Starry Night

- Neil Armstrong (Astronaut)
- Valentina Tereshkova (Astronaut)
- Vincent Van Gogh (Artist)



### Dangerous Dinosaurs

- Barnum Brown (palaeontologist)



### Growth and Change

- Paul Cezanne (Artist)

### Big Wide World

- Jane Goodall (environmentalist)
- Antonio Gaudi (artist)



## Historical Enquiry, Knowledge and Interpretation

### Changes over time

- Things can have similarities and differences which we can compare.
- Nature changes with time e.g. seasons change, weather changes.
- Other things change over time too e.g. they can grow, shrink, decay and die.
- Plants/animals grow and change over time



### Celebrations

- Some celebrations occur every year at the same time e.g. Christmas, birthdays etc
- We celebrate these special days in different ways e.g. Christmas trees, birthday parties etc



## Additional Knowledge

- Stories have a beginning, middle and end. They must be read in the correct order.
- Pictures show us how things have changed over time e.g. start of reception and the end.
- Some pictures from the past are in black and white.



## Chronological Understanding

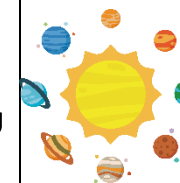
### Me and My Community

- Days of the week and seasons repeat and go in order
- In school we have a daily routine.
- People change as they get older.
- All families are different and family trees will not look the same.
- People in our families and community have different jobs.
- Flixton has changed over time e.g. more buildings, houses, shops etc



### Starry Night

- The solar system was created a long time ago
- Planet Earth is changing over time
- Astronauts visited the moon in the past



### Dangerous Dinosaurs

- There are lots of differences between life in the Stone Age and life now
- Fossils are developed over millions of years



### Growth and Change

- Farming now is very different than in the past e.g. machinery is now used to harvest crops and milk animals.



## Key Vocabulary

History, Past, Present, Future, Time, Family, Friends, Community, Earth, Environment, Change, Celebrations, Seasons.

## History Links to EYFS Statutory Framework and Development Matters

### History

#### Understanding the World

##### **3 / 4 year olds:**

- Begin to make sense of their own life-story and family's history.

##### **Reception**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

##### **ELG: UTW: Past and Present**

- Talk about the lives of 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

## KS1 History National Curriculum Areas of Learning

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.