

# History Coverage and Essential Learning

## All Saints Catholic Voluntary Academy | Reception Year 1 and Year 2 | 2026 to 2027

Curriculum organisation. The agreed three-term sequence forms part of the school's planned two-year coverage. The year in brackets identifies the Kapow source unit, not a single expectation for every pupil. Teachers check prior knowledge and adapt teaching and assessment to each year group.

Reception entitlement. Reception learning is shown alongside each theme. Kapow activity links and unit vocabulary come from the supplied Reception overviews; the objectives and assessment prompts below are adapted for this mixed-age sequence.

| Term and shared unit                           | Reception objectives and Kapow links                                                                                                                                                                                                                                                                                                                                                                                                                             | KS1 knowledge and historical enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Key vocabulary                                                                                                                 | Suggested assessment evidence                                                                                                                                                                                                                                                                                                            |
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| Advent<br>How am I making history?<br>(Year 1) | <p>Objectives: Talk about familiar people and personal events; notice growth and change; order two or three personal pictures with support; describe something they can do now that they could not do as a baby.</p> <p>Kapow links: Peek into the past: Can you guess who?; Past and present; My life timeline. Adventures through time: Family tree; My achievements.</p> <p>Local Reception application: order two familiar photographs and say then/now.</p> | <p>Personal events can be placed in time; photographs and memories help us find out about our own past. Distinguish an event from a photograph recording it. Recognise that family memories give information about the past and that people may remember different details.</p> <p>Historical enquiry: Sequence personal events; ask questions about photographs; compare then and now.</p> <p>Local context: Our school and family histories in Gamesley and the Glossop area. Vivienne Westwood was born in nearby Tintwistle and attended Glossop Grammar School. Her life gives a local example of someone whose achievements are remembered.</p> <p>Local enquiry: Build personal timelines from family photographs and memories. Locate Tintwistle and Glossop; use a short, age-appropriate Westwood picture timeline to distinguish our own past from another person's life.</p> <p>Our school community: use a photograph, family memory or local museum source to ask whose story is represented. Relate respectful listening and care for shared heritage to our RESPECT values. Offer school or fictional-family examples where personal family material is unavailable.</p> | <p>Reception: history, now, past, photograph, then; achievement</p> <p>KS1: past, present, future, memory, event, timeline</p> | <p>Reception: Talk about a familiar photograph and explain a personal change; use before, then or now with adult modelling.</p> <p>KS1: Explain a simple personal timeline using before and after.</p> <p>Local evidence: Y1: sequence events and identify a source. Y2: explain what a photograph or memory can and cannot tell us.</p> |

| Term and shared unit                                   | Reception objectives and Kapow links                                                                                                                                                                                                                                                                                                                                                                                 | KS1 knowledge and historical enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Key vocabulary                                                                                                                                   | Suggested assessment evidence                                                                                                                                                                                                                                                                                                                   |
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| Lent<br>How was school different in the past? (Year 2) | <p>Objectives: Comment on a photograph of a familiar setting in the past; notice a similarity and difference; ask a question about an unfamiliar object; talk about school adults and their roles.</p> <p>Kapow links: Peek into the past: Spot the difference; Past and present; Toy box. Adventures through time: Picture detective.</p> <p>Local Reception application: notice one change and one similarity.</p> | <p>School life changes over time, while some features remain. Different sources reveal aspects of earlier schooling. Compare classrooms, equipment, routines and experiences. Avoid assuming that every school or every child had the same experience in the past.</p> <p>Historical enquiry: Compare past and present schools; use photographs and accounts to identify continuity and change.</p> <p>Local context: Schooling in the local area. Seek dated photographs, objects or recollections from our own school or a local archive; do not assume another school's history is ours.</p> <p>Local enquiry: Compare a sourced older classroom image with today's classroom. Ask a visitor agreed questions about lessons, equipment and play. Westwood's Glossop school connection can prompt questions about a different generation.</p> <p>Local heritage enquiry: explain how to care for photographs, objects and historic places. During any approved visit, follow site boundaries and leave remains undisturbed. Record what the evidence shows and what we still need to find out.</p> | <p>Reception: history, photograph, then, now, old, new, past, present</p> <p>KS1: history, living memory, source, similar, different, change</p> | <p>Reception: Point out a difference and a similarity in pictures or objects and explain their thinking in talk or play.</p> <p>KS1: Use two sources to explain one change and one similarity.</p> <p>Local evidence: Y1: describe change using a source. Y2: compare a photograph and recollection and explain why experiences may differ.</p> |

| Term and shared unit                                        | Reception objectives and Kapow links                                                                                                                                                                                                                                                                                                                                              | KS1 knowledge and historical enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key vocabulary                                                                                                                                                                           | Suggested assessment evidence                                                                                                                                                                                                                                                                                                                                                                |
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| Pentecost<br>How have explorers changed the world? (Year 1) | <p>Objectives: Listen to an accessible account of a real person from the past; describe one achievement; sequence part of the account using pictures; compare a feature of travel then and now.</p> <p>Kapow links: Adventures through time: Transport through time; My achievements; Picture detective.</p> <p>Local Reception application: retell a journey using pictures.</p> | <p>Significant explorers undertook journeys beyond living memory; exploration has changed over time. Distinguish what an explorer did from why it mattered. Use a map to support the journey story, but keep the enquiry focused on people, time, evidence and change.</p> <p>Historical enquiry: Place journeys on a timeline; compare explorers and explain why their journeys are remembered.</p> <p>Local context: Journeys from a familiar starting point. Use Gamesley/Glossop and nearby Manchester to help children understand distance and travel before studying the agreed explorers.</p> <p>Local enquiry: Find home and Manchester on a map, then locate the explorer's journey. Compare transport shown in dated sources. A local journey is a reference point, not evidence that the traveller was a historically significant explorer.</p> | <p>Reception: achievement, courageous, past, present, old, new; horse-drawn cart, steam train where relevant</p> <p>KS1: explorer, journey, achievement, past, timeline, significant</p> | <p>Reception: Retell an event with picture support and describe one achievement or change in travel. Formal dates and written source evaluation are not required.</p> <p>KS1: Compare two explorers and give a reason for their significance.</p> <p>Local evidence: Y1: explain an explorer's achievement. Y2: use evidence to compare travel and explain why the achievement mattered.</p> |

### Connections across the year

Move from personal memory to familiar settings in the past, then to the achievements of people beyond living memory. Revisit then/now, sequence, change and the use of photographs or objects as clues.

Curriculum basis: school History overview; Kapow standard long-term plan and vocabulary progression; Peek into the past and Adventures through time Reception activity overviews. Assessment examples and differentiated teaching prompts are school-planning suggestions.

Buxton Museum — Westwood and Glossop — <https://buxtonmuseumandartgallery.wordpress.com/2023/10/21/art-on-the-streets-vivienne-westwood-mural-glossop-derbyshire/>

# History Progression Inclusion and Implementation

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The shared theme provides common experiences; the depth of explanation, independence and use of evidence develop from each pupil's starting point. The following expectations guide teaching and are not fixed ceilings.

| Year group | Starting points and curriculum                                                                                                                            | Teaching emphasis                                                                                                  | Expected evidence and progression                                                                                                              |
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| Reception  | Start with personal experience, familiar people and images. Share the class theme through EYFS Understanding the World, not the KS1 content expectations. | Play, stories, objects, photographs, role play and adult-supported talk. Revisit concepts in continuous provision. | Describe familiar past events; compare a simple feature of past and present; retell part of an account; begin to explain what a picture shows. |
| Year 1     | Check understanding of before/after, personal sequence and old/new. Teach the prerequisites for the shared Year 2 school unit.                            | Model questions and comparisons; use picture timelines, short oral accounts and supported recording.               | Sequence events; ask and answer simple questions; identify change using a source and use developing historical vocabulary.                     |
| Year 2     | Build on prior KS1 learning verified through retrieval. Deepen the shared themes beyond personal memory.                                                  | Compare more than one source; distinguish observation from inference; give reasons and make supported comparisons. | Place people and events in a wider sequence; explain similarities and differences and begin to justify significance with evidence.             |

### Reception experiences alongside the shared topics

Advent: Family photographs, memory objects and a simple picture timeline. Offer fictional-family photographs where personal material is unavailable or sensitive. Lent: Compare old and current classroom pictures; handle safe objects or replicas; hear an adult's school memory; explore classroom role play and old/new toys. Pentecost: Illustrated explorer accounts, small-world journeys and transport photographs. Use horse-drawn carts or steam trains for wider travel comparisons, not as assumed transport used by every explorer.

Across the year, revisit the remaining Reception opportunities, including Wearing the crown and the optional Remembrance activity where appropriate. These do not need to be forced into the explorer enquiry. Revisit family roles, achievements, stories and images through continuous provision.

### Inclusive curriculum and adaptive teaching

Pre-teach and revisit vocabulary with images, real objects and examples. Use visual timelines, short accessible extracts, audio accounts, chunked instructions and oral rehearsal. Offer movement breaks and adult check-ins where needed. Pupils may explain learning through talk, sorting, drawings, photographs or supported writing. Adapt access for SEND and EAL without removing the historical enquiry. Extend confident pupils through stronger reasoning and evaluation, not extra copying.

### Assessment vocabulary and retention

Begin each unit with a short retrieval check. During lessons ask: What can we see? What might it suggest? How do we know? What else would help us? Model vocabulary in context and revisit it through discussion and reading. Check misconceptions such as old meaning broken, every source being equally useful, or everyone in a period living in the same way. Combine final enquiry outcomes with discussion and practical source work; record next steps rather than relying on one written task.

### Enrichment and subject leadership

Use suitable local photographs, school records, visitors' memories, museum objects or replicas to make enquiry tangible. Check provenance and handle personal or sensitive histories carefully. Subject leaders sample planning, pupil explanations and work for chronology, retained knowledge, vocabulary, enquiry and participation. Review the complete two-year map and pupils' routes between classes to check for gaps or unnecessary repetition. **Build a small collection for each school using dated school images, consented memories and local heritage sources. Ask pupils to explain how one local example helps answer the historical enquiry.**