









History and Geography

Linking to Understanding the World in EYFS: Foundation 1

Themes of EYFS curriculum:

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
All About Me 	Celebrations 	Earth and Beyond 	Animals 	Go Outside 	Who Helps Us? 

Historical disciplinary knowledge in Foundation 1

<u>Chronology</u>	<u>Cause and consequence</u> <u>Similarities and difference</u>	<u>Historical Enquiry and Interpretation</u>	<u>Significance</u>	<u>Communication</u>
<ul style="list-style-type: none"> Begin to notice the difference between things that happened in the past and the present 	<ul style="list-style-type: none"> Recall some facts about people or events Name a significant person from the past and with scaffolding 	<ul style="list-style-type: none"> Explore events, look at pictures, objects and artefacts and ask questions to compare 	<ul style="list-style-type: none"> Talk about something that has happened to them in the past 	<ul style="list-style-type: none"> Tell stories about experiences about the past Talk write, draw and role play events and people from the past



<ul style="list-style-type: none"> • With scaffolding, use terms such as before, after and now when telling others about an event • Ask questions, listen to and describe things that happened to themselves with others in the past • With support, group objects based on similarities and differences of things in the past and present • Explore that we change as time passes 	<p>explain how they have influenced us today</p> <ul style="list-style-type: none"> • Describe how a significant person from the present helps us • Explore how we change when we get older. • Can use phrases 'same' and different to make comparisons 	<ul style="list-style-type: none"> • Look at books, videos, photos, pictures and artefacts to think about the past • Ask and answer new questions or make comments about old and new objects • Talk to different grown ups about their experiences 		<ul style="list-style-type: none"> • Ask questions
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Geographical disciplinary knowledge in Foundation 1

<u>Locational and Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and Fieldwork</u>	<u>Geographical Enquiry</u>
<ul style="list-style-type: none"> • Begin to differentiate between places they go to eg home, school, park • Explore geographical similarities and difference through outdoor learning in comparison to learning in the classroom • Describe features in the school grounds • Know that school is in Nottingham • Know that there are different places around the world 	<ul style="list-style-type: none"> • Identify and observe seasonal changes and daily weather patterns in the UK • Identify human features including house, flat, school, church – other features that may relate to their own personal experiences • Identify physical features such as park, hill, river • Understand how we can travel in different ways 	<ul style="list-style-type: none"> • Use simple locational and directional language such as in front, next to, behind, forwards, backwards to describe the location of features • Begin to make maps through placing objects and toys to view from an aerial perspective • Use mark making to visually represent maps • Use simple fieldwork and observational skills to study the geographical features of out school – drawings, prints, voice notes, pictures. 	<ul style="list-style-type: none"> • Explain where they live and some of the physical features • Answer some questions using different geographical resources • Ask geographical question • Understand people have different cultures and explore the differences



F1 Supporting texts for each half term topic		
<p><u>Autumn 1 – All About Me</u> Main texts:</p> <ul style="list-style-type: none">• Super Duper You by Sophie Henn• The Same but Different Too – Karl Newson <p>Linked texts</p> <ul style="list-style-type: none">• The Great Big Book of Families-Mary Hoffman• Who are you?• Two Homes• Lulus First Day-Anna Mc Quinn• The Colour Monster- Anna Llenas• The Colour Monster Goes to School- Anna Llenas• Come to school too Blue Kangaroo- Emma Chichester Clark	<p><u>Autumn 2 – Celebrations</u> Main Texts:</p> <ul style="list-style-type: none">• You Must Bring A Hat by Simon Philip• The Robin Who Stole Christmas <p>Linked Texts:</p> <ul style="list-style-type: none">• Cake!• Chocolate cake- Michael Rosen• Smartest Giant in Town- Julia Donaldson• Peace at Last- Jill Murphy• Joy To The World – Christmas Celebrations Around the World• Celebrations Around the World	<p><u>Spring 1 – Earth and Beyond</u> Main Texts:</p> <ul style="list-style-type: none">• Whatever Next!- Jill Murphy• How to Catch A Star – Oliver Jeffers <p>Linked Texts:</p> <ul style="list-style-type: none">• Moon• Toys in Space• Beegu• How to Catch a Star• You Choose In Space• My World Your World
<p><u>Spring 2 - Animals</u> Main Texts:</p> <ul style="list-style-type: none">• Brown Bear, Brown Bear, what do you hear?• Monkey and Me <p>Linked Texts:</p> <ul style="list-style-type: none">• The Pig in the Pond- Martin Waddell• The Lion Inside- Rachel Bright• Little Red Hen• Shark in the Park- Nick Sharrat• Farmer Duck- Martin Waddell• Handa's Noisy Night- Eileen Brown• Non-fiction animal/ farm/ egg lifecycle book	<p><u>Summer 1 – Go Outside</u> Main Texts</p> <ul style="list-style-type: none">• Stanley’s Stick by John Hegley• Jasper’s Beanstalk <p>Linked Texts:</p> <ul style="list-style-type: none">• Change Starts with Us – Sophie Beer• Lola Plants a Garden-Anna Mc Quin• Aaaaarrggghh Spider!- Lydia Monks• The tiny seed- Eric Carle• The Enormous Turnip• It Starts with a Seed - Laura Knowles• Non-fiction garden/ growing books	<p><u>Summer 2 – Who Helps Us?</u> Main Texts</p> <ul style="list-style-type: none">• Clothesline Clues to Jobs People Do – Kathryn Heling• You Can’t Call An Elephant in an Emergency! – Patricia Cleveland Peck <p>Linked Texts:</p> <ul style="list-style-type: none">• My Mummy is a Firefighter – Kerrine Bryan• Topsy and Tim: Meet the Police - Jean Adamson• What Will I be – Frances Stickley• People Need People – Benjamin Zephaniah• An engineer like me• Non-fiction people who help us books



Understanding the World
F1 Autumn 1 : All About Me

Main texts:

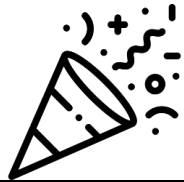
- Super Duper You by Sophie Henn
- The Same but Different Too – Karl Newson

<u>Historical Knowledge and skills</u> <u>(linked to Early Learning Goals)</u>		<u>Geographical Knowledge and Skills</u> <u>(linked to Early Learning Goals)</u>		<u>Science Knowledge and Skills (linked to</u> <u>Early Learning Goals)</u>
Past and Present	People, Cultures and Communities	Past and Present	The Natural World	People, Cultures and Communities
<ul style="list-style-type: none"> • Follow a routine • Use a visual timetable to make sense of the day • Use words like morning and afternoon • Note how the weather has changed since yesterday • Use books and stories to explore who I am and what other families are like • Bring in photos of family from home and talk about their family 	<ul style="list-style-type: none"> • Talk about their own family and people who are familiar to them • Talk about what some key people in their family do eg. My mummy is a nurse • Know their place within their own family • Recognise that all families are different and special and begin to identify some things that are the same and different between 	<ul style="list-style-type: none"> • Know that people can come from different places in the world • Know that people can live in different places eg house, caravan • Know that children go to school every day • Read stories about going to school and homes • Observe the weather daily 	<ul style="list-style-type: none"> • Check the weather everyday • Talk about how the seasons are changing • Talk about school – different rooms, places in the building, what is outside of the classroom 	<ul style="list-style-type: none"> • Name the main body parts: head, shoulders, knees, toes, hand, fingers, leg, arm, eyes, ear, nose. • Know to brush my teeth twice a day to keep them healthy • I can name some healthy foods • Know that I need to wash and dry my hands after using the toilet • Know how to use the toilet



<ul style="list-style-type: none"> • Role play of friends and family within the provision Retell stories about their families and life-story so far 	<p>themselves and others</p> <ul style="list-style-type: none"> • 			
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Prior learning	Where our learning is going to
<p>Development Matters (from Birth to 3)</p> <ul style="list-style-type: none"> • Repeat actions that have an effect • Make connections between the features of their family and other families • Notice differences between people • Begin to make sense of their own life-story and family history (3-4 year olds) <p>On entry to nursery, children may also be able to:</p> <ul style="list-style-type: none"> • Name members of their family • Recognise members of their family in photos/images and name them • Talk about what they've done with members of their family. 	<ul style="list-style-type: none"> • All About Me – F2 • Top Valley and Nottingham (All Around Me) – Y1 • Nottingham and London – Y2
Vocabulary	Visits/experiences linking to History/Geography knowledge
<p>Family, mummy, daddy, baby, brother, sister, cousin, aunty, uncle, grandma, grandad, same, different, person, people, me, you, day, week, now, next, today, tomorrow, yesterday, past, same, different, old, new, home, house, school, park.</p> <p>Exercise, body, healthy, move, resting, food, unhealthy, choices, dreams, sleep, clean, wash, toilet, names of body parts listed above.</p>	<ul style="list-style-type: none"> • Invite family into school for stay and play • Parents/family talk about family at home in family afternoon, offering opportunity for any families from different countries to come in and celebrate their own culture. • Collate family photos and display in the environment



Understanding the World
F1 Autumn 2 : Celebrations

Main Texts:

- You Must Bring A Hat by Simon Philip
- The Robin Who Stole Christmas

Historical Knowledge and skills (linked to Early Learning Goals)		Geographical Knowledge and Skills (linked to Early Learning Goals)		
Past and Present	People, Cultures and Communities	Past and Present	People, Cultures and Communities	The Natural World
<ul style="list-style-type: none"> • Look back at photos and talk about what happened in the past • Talk about memories of recent events in the past • Talk about memories of cultural or religious events they may have been a part of in the past 	<ul style="list-style-type: none"> • Know that a birthday is a celebration they may have already experienced during their lifetime • Talk about celebrations they have been a part of eg birthdays, Christmas, cultural or religious events. 	<ul style="list-style-type: none"> • Share photos of their birthdays when they were younger • Revisit celebrations they have been a part of – Birthdays, Christmas, Easter, Eid, Diwali • Share photos of holidays they may have been on 	<ul style="list-style-type: none"> • Know that my birthday is a celebration • Know that Christmas is a celebration • Look at different celebrations that happen in the UK and around the world (eg Diwali) • Use previous knowledge to plan own celebration (class party) 	<ul style="list-style-type: none"> • Check the weather everyday • Talk about how the seasons are changing • Talk about how the weather has changed from when they started school in September – what is the same or different? • Make comparisons of the weather to stories being read – what is the weather like in these stories compared to here? • Look for wildlife in the outdoor provision at this time of year – linked to text on Robins

Prior learning	Where our learning is going to
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<p>Development Matters (from Birth to 3)</p> <ul style="list-style-type: none">• Repeat actions that have an effect• Make connections between the features of their family and other families• Notice differences between people (in consideration to race and religion)• Begin to make sense of their own life-story and family history (3-4 year olds)• Continue developing positive attitudes about the differences between people (3-4 year olds)• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4 year olds) <p>On entry to nursery, children may also be able to:</p> <ul style="list-style-type: none">• Relate a celebration to a personal experience• Talk about a celebration they've attended outside of school• Talk about an event in the past that they've done and share with others• Talk about an upcoming event eg a birthday	<ul style="list-style-type: none">• All Around Me – Year 1• Carnival time– Year 2• Links to the KS1 and KS2 RE curriculum in consideration to religious and cultural events
<p>Vocabulary</p>	<p>Visits/experiences linking to History/Geography knowledge</p>
<p>Celebration, celebrate, christmas, birthday, party, wedding, family, families, names of different family members as listed in Autumn 1, Autumn, Winter, change, same, different, world, Earth, country.</p>	<ul style="list-style-type: none">• Hat party with parents and carers• Nativity performance• Visit from Santa• Visit from Rev Nikki from Emmanuel Church



Understanding the World
F1 Spring 1 : Earth and Beyond

Main Texts:

- Whatever Next!- Jill Murphy
- How to Catch A Star – Oliver Jeffers

<u>Historical Knowledge and skills</u> (linked to Early Learning Goals)	<u>Geographical Knowledge and Skills</u> (linked to Early Learning Goals)		<u>Science Knowledge and Skills</u>
Past and Present	People, Cultures and Communities	The Natural World	The Natural World
<ul style="list-style-type: none"> • Know that people can travel to different places in England by different modes of transport • Discuss ways in which they have travelled to different places in the past • Know that people can travel to different places by aircraft (if travelling abroad) <ul style="list-style-type: none"> • Know that people have travelled to space • Talk about experiences of travel to different places within the UK and beyond • Talk about holidays • Talk about places in the locality they may have visited or may be visiting 	<ul style="list-style-type: none"> • Know that we live on a planet called Earth • Know there are other planets • Know that people can live in different places on Earth • Use Google Maps to look at the world as a globe and look at other planets • Know that we live in England • Know that the city we live in is Nottingham • Know that there are other places in England where people live 	<ul style="list-style-type: none"> • Understand that we live on a planet • Know that we live on planet Earth • Explore the environment around them • Observe the environment around them and make observations about what they see – clouds, sky, sun • Ask questions about the immediate environment • Ask questions about the world/where we live 	<ul style="list-style-type: none"> • Know that we live on a planet called Earth • Know there are other planets • Name the moon and the stars • Name some planets in space • Talk about day and night

Prior learning	Where our learning is going to
Development Matters (from Birth to 3)	<ul style="list-style-type: none"> • All around me – Year 1



<ul style="list-style-type: none">• Explore materials with different properties• Explore natural materials, indoors and outside• Explore and respond to different natural phenomena in their setting and on trips – splashing, walking, standing, observing - to encourage exploration, curiosity, appreciate and respect for living things <p>On entry to nursery, children may also be able to:</p> <ul style="list-style-type: none">• Can name the moon• Can name the stars	<ul style="list-style-type: none">• Nottingham and London – Year 2• Extreme Earth – Year 3• Space – Year 5
<p>Vocabulary</p> <p>Home, house, Earth, planet, moon, stars, sky, clouds, sun, space, astronaut, plane, aircraft, transport, rocket, spaceship, space craft, bus, car, walk, train, some names of planets, road, path, park, playground, field, school, corridor, country, place, holiday, England, UK, abroad, travel.</p>	<p>Visits/experiences linking to History/Geography knowledge</p> <ul style="list-style-type: none">• Visit around all school grounds – investigating the immediate vicinity around them• Visit from an astronaut• Creation of a huge planet Earth for the classroom environment• Space experience day



Understanding the World
F1 Spring 2: Animals

Main Texts:

- Brown Bear, Brown Bear, what do you hear?
- Monkey and Me

<u>Historical Knowledge and skills</u> (linked to Early Learning Goals)	<u>Geographical Knowledge and Skills</u> (linked to Early Learning Goals)		<u>Science Knowledge and Skills (linked to Early Learning Goal)</u>
Past and Present	People, Cultures and Communities	The Natural World	The Natural World
<ul style="list-style-type: none"> • Know that animals live, grow and get older • Know that animals die 	<ul style="list-style-type: none"> • Know some animals you can have in your house as pets 	<ul style="list-style-type: none"> • Know that some animals live in the wild and can be found outside – eg squirrels in the park, birds. • Know that some animals are not suitable to keep as pets in your home • Know that some animals live in different countries 	<ul style="list-style-type: none"> • Know the names of different animals • Know what animals might need to survive • Name different types of farm animals that can be found in the UK • Know what an animal is and talk about the life cycle of an animal • Know what is needed to keep animals alive and happy • Explore the local environment to look for different animals and ask question about the places they are found in (eg worms)

Prior learning	Where our learning is going to
<p>Development Matters (from Birth to 3)</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips eg looking for minibeasts and worms, visiting the beach and observe sea creatures • Understand the key features of the life cycle of a plant and an animal (3-4 year olds) 	<p>As this is a topic which lends itself more to Science, links to the Science curriculum are:</p> <ul style="list-style-type: none"> • Y1 - Animals including humans. Do all animals have fur? • Y2 – Living things and their habitats – classification of living or dead things • Y2 – Food chains • Y4 – Living things and their habitats



<ul style="list-style-type: none">• Begin to understand the need to respect and care for the natural environment and all living things (3-4 year olds)• Show interest in different occupations eg a vet, a farmer (3-4 year olds) <p>On entry to nursery, children may also be able to:</p> <ul style="list-style-type: none">• Can name some animals• Can identify any animals they may have as a pet at home	<ul style="list-style-type: none">• Y5 – Animals including humans – changes to humans developing to old age• Y6 – Evolution and inheritance – how have animals adapted to live in their environment <p>Links to History/Geography curriculum</p> <ul style="list-style-type: none">• F2 – Animals• Y1 – Oceans and Seas – study of David Attenborough• Y3 – Tribal tales• Y5 – Rainforest• Y6 – Saving Our Planet
<p>Vocabulary</p>	<p>Visits/experiences linking to History/Geography/Science knowledge</p>
<p>Animals, pets, live, grow, die, past, indoor, outdoor, farm, environment, lifecycle, life, care, names of different farm animals and local wildlife, same, different, similar, difference.</p>	<ul style="list-style-type: none">• Caterpillars to Butterflies hatching• Ducklings – hatch from eggs in the classroom• Visit to Muirfield Park – local area walk• Visit to Stonebridge City Farm



Understanding the World
F1 Summer 1: Go Outside

Main Texts

- Stanley's Stick by John Hegley
- Jasper's Beanstalk

<u>Historical Knowledge and skills</u> <u>(linked to Early Learning Goals)</u>	<u>Geographical Knowledge and Skills</u> <u>(linked to Early Learning Goals)</u>	<u>Science Knowledge and Skills (linked to Early Learning Goals)</u>
Past and Present	The Natural World	The Natural World
<ul style="list-style-type: none"> • Watch seeds grow into plants over time and talk about the changes that can be seen from when they were planted to when they are fully grown. • Talk about how the weather has changed over time • Talk about memories of being outside/time spent outside when younger 	<ul style="list-style-type: none"> • Name places that may be significant around our school eg park, road, church • Talk about the weather and how it has changed • Talk about the seasons 	<ul style="list-style-type: none"> • Know the names of some living things within the immediate natural environment • Know how to care for living things in the environment • Plant seeds to grow • Know that a seed grows into a larger plant • Understand that plants need water to grow • Water plants in the environment • Observe changes over time about how a plant has grown and changed. • Talk about the weather and how it has changed • Talk about the seasons • Explore and talk about difference forces eg – how water pushes up when trying to push a plastic boat under, how twigs can snap, using magnets in the outdoor area and feel of it 'pulling'.

Prior learning	Where our learning is going to
<p>Development Matters (Birth to 3):</p> <ul style="list-style-type: none"> • Repeat actions that have an effect 	<ul style="list-style-type: none"> • F2 – Go Outside • Year 1 – The Great Outdoors/Forests



<ul style="list-style-type: none">• Explore materials with different properties• Explore natural materials, indoors and outdoors• Explore and respond to different natural phenomena in their setting and on trips• Use all their senses in hands on exploration of natural materials (3-4 year olds)• Plant seeds and care for growing plants (3-4 year olds)• Understand the key features of a life cycle of a plant (3-4 year olds)• Begin to understand the need to respect and care for the natural environment and all living things (3-4 year olds) <p>On entry to nursery, children may also be able to:</p> <ul style="list-style-type: none">• Talk about observations they've made of things that grow – flowers and plants at home, things in their garden	<ul style="list-style-type: none">• Year 2 – Carnival time!• Year 3 – Extreme Earth• Year 4 – Mountains and Rivers• Year 5 – Saving Our Planet
Vocabulary	Visits/experiences linking to History/Geography/Science knowledge
Plant, seed, leaf, leaves, bulb, live, dead, alive, food, water, sun. Force, water, push, pull, snap, explore, up, down.	<ul style="list-style-type: none">• Bring a plant day and planting in the outdoor provision with parents/carers• Visit Bestwood country park with parents and carers for a picnic and observe the area



Understanding the World
F1 Summer 2: Who Helps Us?

<u>Historical Knowledge and skills</u> (linked to Early Learning Goals)	<u>Geographical Knowledge and Skills</u> (linked to Early Learning Goals)		<u>Science Knowledge and Skills</u> (linked to the Early Learning Goals)
Past and Present	People, Cultures and Communities	The Natural World	
<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in life • Talk about family who have jobs that can help others eg my mummy is a nurse, my daddy works in a hospital 	<ul style="list-style-type: none"> • Know that people can travel around in different ways – walking, in the car, on the bus, • Know that you can travel by car, foot or bus to school in our local area • Know that different people can do different jobs, no matter of gender or background 	<ul style="list-style-type: none"> • Know that you have to travel to get to the seaside • Know that the seaside is by the sea and there can be sand. • Name places that may be significant eg beach, sea, water 	<ul style="list-style-type: none"> • Know that some people have jobs who can help us to keep healthy – doctor, dentist, nurse.

Prior learning	Where our learning is going to
Development Matters for 3 and 4 year olds: <ul style="list-style-type: none"> • Show interest in different occupations • Continue developing positive attitudes about the differences between people • Notice differences between people (Birth-3 year olds) 	<ul style="list-style-type: none"> • F2 – Who Helps Us? • Year 1 – All around me • Year 2 – Great Fire of London, Carnival time • Year 3 – Extreme Earth • Year 4 – Mountains and Rivers



	<ul style="list-style-type: none">• Year 6 – Saving Our Planet Links can also be made to the EYFS safeguarding curriculum where children develop knowledge about keeping themselves safe.
Vocabulary	Visits/experiences linking to History/Geography knowledge
Help, job, jobs, help, emergency, hospital, fire station, police station, fireman, firewoman, nurse, doctor, dentist, optician, journey, support, travel,	<ul style="list-style-type: none">• Notts 4x4 vehicles in school – how these are used to help others• Visit from different people who help us – refuge lorry, fire engine, police car• Talks from parents about their jobs with the class