









History and Geography

Linking to Understanding the World in EYFS: Foundation 2

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 2 across the year

<u>Chronology</u>	<u>Cause and consequence</u>	<u>Historical Enquiry and Interpretation</u>	<u>Significance Simiarities and difference</u>	<u>Communication</u>
<ul style="list-style-type: none"> • Know the days of the week • Know what year we are living in • Know when their birthday is • Understand the difference between things that 	<ul style="list-style-type: none"> • Recall some facts about people or events being taught • Know that a consequence is when something happens because of something else 	<ul style="list-style-type: none"> • Explore events, look at pictures, objects and artefacts and ask questions to compare • Look at books, videos, photographs, pictures and 	<ul style="list-style-type: none"> • Know what is the same and different in the recent past • Describe a significant person from the present and how they've helped us eg police, doctor 	<ul style="list-style-type: none"> • Tell stories and experiences about the past • Talk, write, draw and role play events and people from the past • Ask questions about Historical learning



<p>happened in the past and the present.</p> <ul style="list-style-type: none"> • Use the terms before, after and now when telling others about an event or their daily routine. • Ask questions, listen to and describe things that happened to themselves and other people in the past • Group objects based on similarities and differences of things in the past and the present 		<p>artefacts to develop understanding of the past</p> <ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Talk to different grown ups to learn about the past and present 	<ul style="list-style-type: none"> • To know some ways we change as we get older • Describe how a significant person has influenced us today 	
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Geographical disciplinary knowledge in Foundation 2 across the year

<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"> • Understand and discuss different place they go to – school, home, park, places of worship, city centre • Understand similarities and difference between different places they can discuss • Describe features of the school grounds • Know that school is in Nottingham/Top Valley • Describe features within local vicinity • Know that Earth is one of the planets • Know there are many different countries around the world on this planet • Know the names of some other planets • Know some animals that live in the UK • Know some animals that live in other parts of the world 	<ul style="list-style-type: none"> • Identify and observe seasonal weather changes and daily weather patterns in the UK • Identify key human features such as house, castle, flat, school, church, • Identify key physical features including hill, park, river, lake, pond • To respect and care for the natural world • To understand how we can travel 	<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



F2 Supporting texts for each half term topic

<p><u>Autumn 1 – All About Me</u> Main texts:</p> <ul style="list-style-type: none">• Owl Babies• Amazing by Steve Anthony <p>Linked texts</p> <ul style="list-style-type: none">• The Great Big Book of Families-Mary Hoffman• Who are you?• Super Duper 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">• The Runaway Chapatti• The Christmas Story <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">• The Way Back Home• Martha Maps It Out <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">• Handa’s Surprise- Eileen Brown• Oi Dog Oi Frog- Kes Gray <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">• Jack and the Beanstalk• The Extraordinary Gardener by Sam Boughton <p>Linked Texts:</p> <ul style="list-style-type: none">• Change Starts with Us – Sophie Beer• Lola Plants a Garden-Anna Mc Quin• Aaaaarrgghh 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">• When I grow up- Melanie Joyce• What Will I Be? Frances Stickley <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
F2 Autumn 1 : All About Me

Main texts:

- Owl Babies
- Amazing by Steve Anthony

Historical Knowledge and skills (linked to Early Learning Goals)		Geographical Knowledge and Skills (linked to Early Learning Goals)		Science Knowledge and skills
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 different kinds of families • Bring in photos of family from home and talk about their family using family vocabulary • Role play families in the F2 continuous provision 	<ul style="list-style-type: none"> • Talk about their own family • Talk about what people in their family do • Talk about why people in their families are special • Recognise that all families are different and special • Identify similarities and differences between self and friends 	<ul style="list-style-type: none"> • Consider the home they live in and what it looks like • Understand that people live in different countries and places and may have homes that look different (house, flat, caravan) • Read stories with different homes represented • Use different ways to make houses – box modelling, collage, 2D shapes • Know the name of the city we live (Nottingham) 	<ul style="list-style-type: none"> • Observe the weather daily • Record the weather daily • Check the weather everyday • Talk about the weather and how it might have changed • Talk about how the seasons are changing • Talk about the local area around school – the park, housing 	<ul style="list-style-type: none"> • Know names of other body parts – ankle, shoulder, wrist, elbow, skeleton • Know that humans have different senses – hearing, seeing, feeling, smelling and know which part of the body you use for them. • Know how to describe what they see, hear and feel • Ask questions about the body • Know that a baby grows into an adult • Know and talk about different factors that support overall health and wellbeing such as brushing teeth, using the toilet, washing and drying hands independently. • Begin to make healthy food and drink choices • Know the importance of cleaning and looking after your teeth

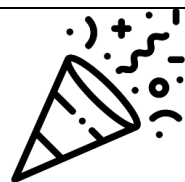


<ul style="list-style-type: none">• Understand what month my birthday is in• Know the days of the week in order• Look at baby photographs and discuss changes between then and now.				
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Prior learning	Where our learning is going to
<p>Development Matters</p> <ul style="list-style-type: none">• Begin to make sense of their own life-story and family history (3-4 year olds) <p>F1:</p> <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• 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">• All About Me – F2• Top Valley and Nottingham (All Around Me) – Y1• Nottingham and London – Y2• Extreme Earth – Year 3



<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• 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• 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	
Vocabulary	Visits/experiences linking to History/Geography knowledge
<p>House, home, bungalow, flats, family, job, work, seasons, summer, winter, spring, autumn, celebrate, community, city, park, Earth, planet, country, Top Valley, Nottingham.</p> <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> <p>Now, next, before, yesterday, tomorrow, year, week, day, past, future, different, same, similar, old, new.</p>	<ul style="list-style-type: none">• Teddy Bear’s Hospital• Visit from a dentist/doctor• Local area walk



Understanding the World
F2 Autumn 2 : Celebrations

Main Texts:

- The Runaway Chapatti
- The Christmas Story

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"> • Talk about celebrations they can recall from memory – eg birthday, Christmas, family member celebrations (eg wedding) 	<ul style="list-style-type: none"> • Talk about breath of celebrations within class community and have the opportunity to experience some of these within the classroom environment 	<ul style="list-style-type: none"> • Understand what a poppy is and they are worn for Remembrance day • 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"> • Identify that your birthday can be a celebration • Explore different celebrations including Bonfire Night, Remembrance Day, Diwali, Christmas and take part in cultural events linked to these celebrations • Plan invites and shopping lists for a party • Begin to talk about similarities and differences – celebrations of different events due to differences in culture and religion • Begin to understand different traditions for different events in different religions • Name the church as a local place for worship in our community • Invite other visitors from religious backgrounds to speak to the children in the classroom 	<ul style="list-style-type: none"> • Notice changes in the weather at this time of year – what is the same and what is different? • Make observations of the weather in December (Christmas) to compare later on in the year.



Prior learning	Where our learning is going to
Development Matters <ul style="list-style-type: none">Repeat actions that have an effectBegin to make sense of their own life-story and family history (3-4 year olds)	<ul style="list-style-type: none">All Around Me – Year 1Carnival time– Year 2 Links to the KS1 and RE RE curriculum in consideration to cultural and religious events and wider personal development across school.
Vocabulary	Visits/experiences linking to History/Geography knowledge
Celebration, party, christmas, wedding, diwali, remembrance day, halloween, family, families, Eid, Easter, Autumn	<ul style="list-style-type: none">Remembrance day celebrationMaking chapatti/application of henna for DiwaliVisit from Rev. Nikki from Emmanuel ChurchNativity performance



Understanding the World
F2 Spring 1 : Earth and Beyond

Key Texts

- The Way Back Home
- Martha Maps It Out

Historical Knowledge and skills (linked to Early Learning Goals)	Geographical Knowledge and Skills (linked to Early Learning Goals)		Science Knowledge and Skills (linked to Early Learning Goals)
Past and Present	People, Cultures and Communities	The Natural World	The Natural World
<ul style="list-style-type: none"> • Know that people in the past have travelled to space • Know a famous astronaut eg Tim Peake as a person in the past who has travelled to the moon • Discuss ways in which people can travel around the world and which would be better/explain why 	<ul style="list-style-type: none"> • Know that we live on a planet called Earth and it is 1 of many planets • Know that people can live in different places on Earth • Talk about travel experiences • Locate the UK on a world map • Know that Nottingham is in the UK and this is the country we live in • Name the road and area our school is located in • Look at aerial views of the school setting and talk about what they notice about simple features • Draw simple maps of their immediate environment • Make simple maps of journeys from stories • Identify the local church on a map in relation to school 	<ul style="list-style-type: none"> • Explore the environment around them • Observe season changes including states of matter (ice at this time of year) • Name the 4 seasons • Talk about home and immediate places from home they can go to and how these environments may be different • Know some similarities and differences in life in this country to life in other countries 	<ul style="list-style-type: none"> • Know that we live on a planet called Earth • Name the moon and the sun and know these are usually not seen at the same time • Know that the sun gives us natural light • Begin to name some other planets and features (eg Mars is a planet and it is red) •

Prior learning	Where our learning is going to
F1	<ul style="list-style-type: none"> • All around me – Year 1



- 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)
- 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
- 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
- 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
- Know that we live on a planet called Earth
- Know there are other planets

- Nottingham and London – Year 2
- Extreme Earth – Year 3
- Space – Year 5



<ul style="list-style-type: none">• Name the moon and the stars• Name some planets in space• Talk about day and night	
Vocabulary	Visits/experiences linking to History/Geography knowledge
<p>Earth, moon, sun, planet, stars, sky, clouds, space, astronaut, travel, Nottingham, Top Valley, maps, names of planets eg Mars, Jupiter, Saturn, road, park, path, playground, field.</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>Maps, globe, in front of, next to, behind, at the side of, backwards, forwards</p>	<ul style="list-style-type: none">• Visit to local church – Emmanuel church• Visit to Bestwood Country Park• Space Experience Day



Understanding the World
F2 Spring 2: Animals

Main Texts:

- Handa's Surprise- Eileen Brown
- Oi Dog Oi Frog- Kes Gray

Historical Knowledge and skills (linked to Early Learning Goals)	Geographical Knowledge and Skills (linked to Early Learning Goals)		Science Knowledge and Skills (Linked to Early Learning Goals)
Past and Present	People, Cultures and Communities	The Natural World	The Natural World
<ul style="list-style-type: none"> • Know that animals live, grow, age and die like humans do • Know that some animals lived in the past that no longer exist today (dinosaurs) • Know that some animals do not exist but are used to celebrate cultures eg chinese dragon for lunar new year 	<ul style="list-style-type: none"> • Know some animals you can have in your house • Know some animals that would not live in your house • Know that animals can live on a farm • Know that some animals live in different places around the world linked to context of the cohort and where they are from (eg tropical birds are common in houses in Pakistan, monkeys can be found in the Carribean) 	<ul style="list-style-type: none"> • Know that different animals live in different places on Earth (eg a giraffe would not live in England) • Know that some animals might live in different environments • 	<ul style="list-style-type: none"> • Draw pictures of animals around them and talk about simple differences between them • I know some simple changes that happen to animals • Make observations of animals and describe them using simple adjectives • Track and record the growth of an animal (chicks) • Make a lifecycle of an animal - chicken • Talk about the similarities and difference in animals at the zoo in comparison to a farm

Prior learning	Where our learning is going to
<p>F1:</p> <ul style="list-style-type: none"> • Know that animals live, grow and get older • Know that animals die • Know some animals you can have in your house as pets • Know that some animals live in the wild and can be found outside – eg squirrels in the park, birds. 	<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">• Know that some animals are not suitable to keep as pets in your home• Know that some animals live in different countries• 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)	<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
Vocabulary	Visits/experiences linking to History/Geography knowledge
Animals, pets, live, grow, die, past, farm, names of farm animals (pig, cow, sheep), different, same, similar, lifecycle, growth	<ul style="list-style-type: none">• Ducklings – hatch from eggs in the classroom• Visit to Twycross Zoo



Understanding the World
F2 Summer 1: Go Outside

<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 Early Learning Goals)
Past and Present	People, Cultures and Communities	The Natural World	Past and Present The Natural World
<ul style="list-style-type: none"> • Know that plants can grow over time • Talk about a time when they were younger and spent time outside • Talk about their memories of being outside/experiences they've had outside eg going to the beach, going to the park, going into the city centre, going on holiday 	<ul style="list-style-type: none"> • Explain some things that are the same and different between Nottingham and other places in the world where it might be hotter or colder 	<ul style="list-style-type: none"> • Observe the change in season • Make observations and drawings of plants, trees and animals around them • Name all 4 seasons and know the types of weather associated with these seasons 	<ul style="list-style-type: none"> • Understand that plants need water and sunlight to grow, as well as soil for nutrients • Take care of plants growing in the environment • Name some familiar plants and animals whilst outside. • Notice how animals may differ from season to season and begin to explain why this is eg butterflies in summer not winter. • Talk about changes that can be seen with a plant growing over time • Talk about how the weather has changed over time and that we are now in a different season • Plant seeds to grow which could result in creating vegetables to cook with in the classroom • Observe natural processes such as ice melting, boat floating on water, casting a shadow in sunlight.

Prior learning	Where our learning is going to
<p>F1</p> <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 	<ul style="list-style-type: none"> • Year 1 – The Great Outdoors/Forests • Year 2 – Nottingham/London • Year 3 – Extreme Earth • Year 4 – Poland • Year 6 – Saving Our Planet



<ul style="list-style-type: none">• Talk about memories of being outside/time spent outside when younger• 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• 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’.	
Vocabulary	Visits/experiences linking to History/Geography knowledge
Outside, inside, same, different, grow, growing, plants, trees, different locations outside (park, town, school), seeds, water, sun, sunlight, seasons, change, flowers, vegetables, fruit	<ul style="list-style-type: none">• Bring a plant day and plant with parents and carers• Make a wormery• Butterfly transformation – caterpillar to butterfly



Understanding the World
F2 Summer 2: Who Helps Us?

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"> Talk about the lives of people around them and their roles in their life Talk about jobs that different people in their families have had or currently have. 	<ul style="list-style-type: none"> Know where they attend school and name certain staff who have helped them/currently help them 	<ul style="list-style-type: none"> Name people who can help us and how they help us Understand that different people can do different jobs eg a woman can be a policewoman or a builder. 	<ul style="list-style-type: none"> Describe the environment they are in eg visiting a fire station from observations they've made Know that different people who help us different forms of transport to provide help and support Explain similarities and differences of jobs drawing on knowledge of stories and non-fiction texts 	<ul style="list-style-type: none"> Know a wide range of professionals who can help us in life – lifeguard, lollypop lady, police, doctor, dentist, fire brigade Make simple maps of journeys that people who help us may need to make eg to my house to the hospital

Prior learning	Where our learning is going to
<p>F1</p> <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 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 	<ul style="list-style-type: none"> Year 1 – All around me Year 2 – Great Fire of London, Carnival time Year 3 – Extreme Earth Year 4 – Mountains and Rivers Year 6 – Saving Our Planet Links can also be made to the EYFS safeguarding curriculum where children develop knowledge about keeping themselves safe.



<ul style="list-style-type: none">• Know that different people can do different jobs, no matter of gender or background• 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• Know that some people have jobs who can help us to keep healthy – doctor, dentist, nurse.	
Vocabulary	Visits/experiences linking to History/Geography knowledge
Job, jobs, work, help, emergency, hospital, fire station, police station, police, fireman, firewoman, nurse, doctor, refuge truck, binman/woman, vehicle, bus driver, bus, journey, support.	<ul style="list-style-type: none">• Notts 4x4 vehicles in school• Visit from different types of transport – refuge lorry, fire engine, police car• Visit to local places of help – fire station/police station?