

History and Geography: F1

Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Changing Seasons	Safe and well	Living and growing	Journeys	Let's celebrate

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Begin to notice the difference between things that happened in the past and the present - With scaffolding 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 - With support group objects based on similarities and differences of things in the past and present - To explore that we change as time passes, all living things grow.	- Recall some facts about people/events studied - Name a significant person from the past and with scaffolding explain how they have influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated) - Describe that a significant people from the present help us (police, paramedics) - To explore how we change as we get older.	- Explore events, look at pictures, objects and artefacts and ask questions to compare - Look at books, videos, photographs, pictures and artefacts to build a picture about the past - Ask and answer questions about old and new objects - To talk to different grown-ups about their experiences.	- Tell stories and experiences about the past - Talk, write, draw and role play events and people from the past - Ask questions.

Geographical knowledge and skills to be developed across the year:

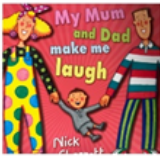
Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- To begin to differentiate between different places they go to. Home, school, church, mosque. - Explore geographical similarities and differences through studying forest school area (outdoor learning), in comparison in indoor learning. - Describe the features in the school grounds. - To know that school is in Sneinton - To know that there are many different countries around the world.	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: house, flat, school, church, mosque in relation to their own experiences - Identify key physical features including: Hill, park, river - To respect and care for the natural world. - To understand how we can travel in different ways	- Use simple locational and directional language, in front, next to behind forwards and backwards to describe the location of features and routes on maps - 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 our school, drawings, prints, voice notes, pictures.	- Explain where they live and some of the physical features - Answer some questions using different geographical resources - Ask geographical questions - To understand that people have different cultures and explore the differences.

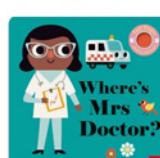
Key vocabulary to be developed across the year:

History	Geography
Family, mummy, daddy, baby, home, changing, different, the same, celebrate, now, before, young, old, Christmas, Luna New Year, Birthday, time, start, finish,	smell, see, hear, listen, autumn, weather, rain, sun, snow, wind, trees, leaves, conker, growing, moving, fast, slow, speed, hard, soft, job, work, travel, journey, vehicle, map, the world, country, city, Sneinton

Development matters, Understanding the world, 3 and 4 year olds.
Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
Begin to make sense of their own life-story and family's history.
Show interest in different occupations.
Explore how things work.
Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
Explore and talk about different forces they can feel
Talk about the differences between materials and changes they notice.
Continue developing positive attitudes about the differences between people

Supporting Texts:

Autumn 1	Autumn 2
All about me	Changing Seasons
     	     

Spring 1	Spring 2
Safe and Well	Living and growing
     	     

Summer 1	Summer 2
Journeys	Let's celebrate
     	     

F1 Autumn 1: All about me

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

- Follow a routine and use a visual timetable to make sense of the day. Use words like morning, afternoon.
- Note how the weather has changed since yesterday
- Weekly video on Friday showing activities of the week.

People, Cultures and communities

- Talk about their own family and recognise that all families are different and special
- **The natural world**

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

Past and Present

- Observe and record the weather everyday

The natural world

- Check the weather every day and display in class. Talk about how the seasons are changing.

Prior learning (subject to where they have come from)	Where is our learning going?
Make connections between the features of their family and other families. • Notice differences between people.	-All about me (F2 A1) Living and growing (F2 Living and growing Sp1) -Weather and seasons (Y1,Sp2) -Hot and Cold (Y2 Sp1) -Extreme Earth (Y4 Sp)

F1 Autumn 2: Changing Seasons

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

In the Christmas Story, comparing life in Jesus's lifetime to their own e.g. no cars

People, Cultures and communities

Celebrate Christmas Talks about events such as bonfire night, Eid, Christmas, visits etc. Evidence from talking to children and on Tapestry.

The natural world

- Talk about how the seasons are changing.

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

The natural world

- Lighting fires at Forest School – talk about different elements like water, fire, smoke using senses
- Forest School crafts and activities using different natural objects
- Notice the change in the environment during autumn. Discuss what they might see in Autumn. Collect Autumn leave and natural objects.

Understand the key features of the life cycle of a plant

Begin to understand the need to respect and careful the natural environment and all living things

Prior learning (subject to where they have come from)	Where is our learning going?
• Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.	-All about me (F2 A1) Living and growing (F2 Living and growing Sp1) -Weather and seasons (Y1,Sp2) -Hot and Cold (Y2 Sp1) -Extreme Earth (Y4 Sp)

F1 Spring 1: Safe and well

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

People, Cultures and communities

The natural world

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

Past and Present

People, Cultures and communities

The natural world

Lighting fires at Forest School and talking about the danger of fires and fire safety.

Prior learning (subject to where they have come from)	Where is our learning going?
Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside.	F2 Spr 1 safe and well Y1 A2 Great naturalists Y1 Spr 1 Sneinton Y2 A1 The great fire of London Y2 S2 Votes for women

F1 Spring 2: Living and growing

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

Watch seeds growing into plants and talk about how the plant is changing over time.

Talk about Winter / Spring weather and what they can see outside. Recall how the weather has changed.

Learn key features of their life cycle

People, Cultures and communities

RE – Exploring the Bible – the Easter Story

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

People, Cultures and communities

• Celebrate Chinese New Year. Learn about China and find on a map. Recognise that China is a different country.

The natural world

Plant seeds and observe how they grow.

Learn about particular animals and what they need to keep them alive and happy

Prior learning (subject to where they have come from)	Where is our learning going?
• Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.	F2 Spring 2 I Living and growing Y1 Ap2 Weather and seasons Y1 S1 Forests Y2 Sp1 Hot and Cold Y2 Sp2 oceans and sea Y3 Sp rainforests Y4 Sp Extreme earth Y5 Sp The Caribbean Y6 Sp seven worlds one planet

F1 Summer 1: Journeys

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

People, Cultures and communities

Meet a bus driver and think about how people do different jobs. Have a positive understanding of inclusion and experience a range of diverse role models

Parents to come in and talk about a job they do

The natural world

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

The natural world

Use vehicle toys and talk about how they move – can you change the way they move?

Prior learning (subject to where they have come from)	Where is our learning going?	
Repeat actions that have an effect. • Notice differences between people.	F2 Summer 1 Journeys Y1 Ap2 Great naturalists Y1 S1 Forests Y1 S2 castles	Y2 Sp1 Hot and Cold Y2 Sp2 oceans and sea Y2 S1 Sierra Leone

F1 Summer 2: Let's Celebrate

Early Learning Goals

Understanding the world

Historical Knowledge and skills

Past and Present

- Look back at photos from the beginning of the year and talk about what happened in the past. Consider how things are different.

People, Cultures and communities

- Talks about the future – transition Children revisiting celebrations that they have been part of e.g. birthdays.
- **The natural world**

Early Learning Goals:

Understanding the world

Geographical Knowledge and skills

Past and Present

People, Cultures and communities

- Look at celebrations in different countries and compare them to celebrations we have in the UK.
- Using previous knowledge to plan their own celebration with shopping lists and invitations.
- Explore carnivals e.g. Rio, Notting Hill. Explore music, costumes and dancing.

The natural world

Prior learning (subject to where they have come from)	Where is our learning going?
Repeat actions that have an effect. • Explore materials with different properties. • Make connections between the features of their family and other families. • Notice differences between people.	F2 Let's celebrate Y1 Sp2 Sneinton Y5 Sp The Caribbean