

History and Geography: F2

Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Changing Seasons	Safe and well	Living and growing	Ready, Steady, Go!	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
- Understand the difference between things that happened in the past and the present - 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 present - To understand that we change as time passes, all living things grow.	- Recall some facts about people/events studied - Describe how a significant person from the past has influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated) - Describe how a significant people from the present help us (police, paramedics) - To understand 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 understand and discuss different places they go to. Home, school, church, mosque. - Understand 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, castle, caravan, flat, school, church, mosque - 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 areal 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.

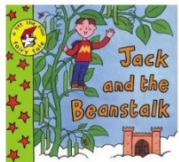
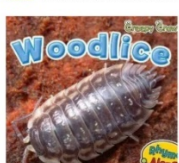
Key vocabulary to be developed across the year:

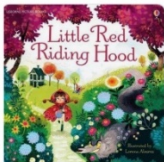
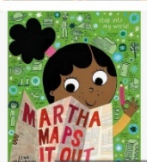
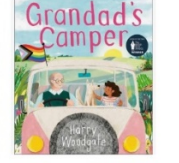
History	Geography
Now, next, before, yesterday, tomorrow, year, week, day, morning, afternoon, past, future, changing, growing, different, same, similar, invent, old, new	Homes, house, castle, bungalow, block of flats, family, job, work, seasons, summer, winter, spring, autumn, hibernate, celebrate, community, city, countryside, travel, map, globe, earth, country, passport, boarding pass, living, growing, France, Brazil, England, Nottingham, Sneinton, tradition, celebrate.

Development matters, Understanding the world, Children in reception
Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries
Explore the natural world around them
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand the effect of changing seasons on the natural world around them.

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
     	     

F2 Autumn 1: All about me

Early Learning Goals

Understanding the world

Historical Knowledge

Past and Present

In project work, "All about me." Children talk about people in their family and what they do and how their role in society. Children talk about past and present events in their own lives and in the lives of family members.

Use books and stories to explore different kinds of families.

Bring in photos of family from home and talk about who is in their family using vocab brother, sister, mummy, daddy etc.

Role play families in provision.

People, Cultures and communities

-Talk about their family and what makes it special – uses vocab like brother and sister correctly

-Parents and carers to visit class and share about their home and family – what do they do? A job or volunteering of caring for children etc. Read stories about different jobs and dress up in different uniform

Early Learning Goals:

Understanding the world

Geographical Knowledge

People, Cultures and communities

-Begin to talk about different religions and that people might celebrate different events because of their religion or wear different clothes. Use words like hijab, afro, wig, turban.

-Consider the home they live in and what it looks like. Understand that people in different countries or places may have homes that look different. (Castles, flats, caravans) – Read stories with different homes represented. Use different creative ways to make houses – 2D shape collage, box modelling. Learn and Nick the squirrels home and children could bring in pictures of their own home to talk about.

Prior learning	Where is our learning going?
Make connections between the features of their family and other families. • Notice differences between people. F1 A1 All about me	Y1 Sp1 Sneinton Y1S2 Castles Y2 S2 Votes for women

F2 Autumn 2: Changing Seasons

Early Learning Goals

Understanding the world

Historical Knowledge

People, Cultures and communities

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

Early Learning Goals:

Understanding the world

Geographical Knowledge

People, Cultures and communities

Begin to talk about different religions and that people might celebrate different events because of their religion
Talks about events such as bonfire night, Eid, Christmas, family weddings, visits etc. Evidence from talking to children and on Tapestry.

The natural world

- Looks closely at similarities, differences, pattern, and change
- Look at changes in Autumn at Forest school e.g. collecting and sorting leaves and printing.
- Looking at how wood changed when it is burnt. Looking at how marshmallows change when they are heated.
- Fire safety

Prior learning	Where is our learning going?
Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. F1 A2 Changing Seasons	Y1 Sp2 Weather and seasons Y2 Sp1 hot and cold Y2 Sp2 Oceans and seas Y4 Spring Extreme earth

F2 Spring 1: Safe and well

Early Learning Goals

Understanding the world

Historical Knowledge

People, Cultures and communities

- Talks about family events e.g. Chinese New Year, Easter, places of worship, family events and visits.
- Understand that there are people in the community who have special jobs like firefighters or police officers
- In the Easter Story understanding that it was a long time ago. Use timeline of Jesus' whole life to ensure understanding that he grew into a man.

Early Learning Goals:

Understanding the world

Geographical Knowledge

People, Cultures and communities

Look at stories from other countries and consider how life is similar and different

The natural world

- Children talk about features of their own immediate environment and how environments might vary from one to another.

Prior learning	Where is our learning going?
Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. F1 Sp1 Safe and well	Y1 A2 Great naturalists Y1 Spr 1 Sneinton Y2 A1 The great fire of London Y2 S2 Votes for women

F2 Spring 2: Living and growing

Early Learning Goals

Understanding the world

Historical Knowledge

Past and Present

- Knows that a baby grows into a child and then an adult and can talk about a time when they were younger.

Early Learning Goals:

Understanding the world

Geographical Knowledge

Past and Present

Use life cycles of different animals to talk about time and things growing over time. Track the growth of a plant of frogspawn and observe the changes that happen over time.

The natural world

- They make observations of animals and plants and explain why some things occur and talk about changes.
- Notice changes in the weather and seasons.
- Practise observational drawing of plants and insects.

Children plant and observe beans growing. They know what a living thing needs to survive.

Prior learning	Where is our learning going?
• Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. F1 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

F2 Summer 1: Journeys

Early Learning Goals

Understanding the world

Historical Knowledge

The natural world

Observing frogs to complete the life cycle.

Early Learning Goals:

Understanding the world

Geographical Knowledge

People, Cultures and communities

Compare different environments – city where we live, forest in Red Riding Hood. Learn key features of a forest through art, role play and experiences.

The natural world

They draw observational drawings of plants, tadpoles, and frogs.

Map simple maps of journeys from a fictional story and a real life journey

Prior learning	Where is our learning going?
Repeat actions that have an effect. • Notice differences between people. F1 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

F2 Summer 2: Let's Celebrate

Early Learning Goals

Understanding the world

Historical Knowledge

Past and Present

- Parents and carers share photos of their holiday when they were young. Children notice what was different and what is the same.

Children share photos of their birthdays when they were younger.

- Children revisiting celebrations that they have been part of e.g. Birthdays, Eid and Christmas
- Using previous knowledge to plan their own celebration with shopping lists and invitations Ask parents to share memories and photos of their holidays when they were younger. Children can talk about the photos to whole class.

People, Cultures and communities

- Look at photos of children celebrating their birthdays in the past and talk about how different families have different traditions.

The natural world

- Celebrate their Forest school journey through the year with photos of how things have changed across the seasons.

Early Learning Goals:

Understanding the world

Geographical Knowledge

People, Cultures and communities

- Understand that people from different religions may celebrate different events and festivals. Be able to name some festivals or religious events

Prior learning	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