|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Early Learning Goals**   * Past and present * People, culture and communities * The natural world | | | | |
| **Past and present** | **People, culture and communities** | | **The natural world** | **Visitors/trip opportunity** |
| • Comment on images of familiar situations in the past.  • Compare and contrast characters from stories, including figures from the past.  Recognise some environments that are different to the one in which they live.  **ELGs**   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling.   **In class learning**   * ‘Job week’ – invite local parents/services in to talk about their jobs. Children to be able to talk about those figures in their lives * (school nurse came in and spoke about healthy/balanced diet and healthy eating) | | • Talk about members of their immediate family and community.  • Name and describe people who are familiar to them  • 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.  **ELGs**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.   **In class learning**   * Compare Christian traditions with another | * Explore the natural world around them * Understand the effect of changing seasons on the natural world around them * Describe what they see, hear and feel whilst outside.   **ELGs**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   **In class learning**   * Spotting changes in the seasons * Spotting regional animals – why do they live here? | **PAST AND PRESENT**   * job week – speak about role of people can can help us e.g. firefighter, doctor. * Warmley museum * Explore artefacts   **PEOLPLE, CULTURE AND COMMUNITIES**   * Visit a church * Church team to visit * Celebration day – invite in families who are from a different religion to talk about their celebrations etc   **THE NATURAL WORLD**   * Warmley forest nature walk (free to walk) * Puzzlewood day trip * Westonbirt day trip (free under 5) * Trip to farm to explore natural world and make observations of animals. |
| **Objectives leading into Year 1 learning** | | | | **Objectives leading into other year groups** |
| **What makes our local area special?** | | **Can anywhere be home?** | **What makes a great British holiday?** | **Year 6 local study** |
| HISTORY  **Language associated with the past**   * Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time * Use artefacts, pictures, stories, online sources and databases to find out about the past   **Remembering own lives**  Identify some of the different ways the past has been represented  **Chronology**   * Describe things that happened to themselves and other people in the past. * Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. * Place events and artefacts and in order on a timeline * Label time lines with words of phrases such as past, present, older and newer * Recount changes that have occurred in their own lives | | GEOGRAPHY  **Locational knowledge**   * To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * name and locate the world’s seven continents and five oceans   **Geographical skills**   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key   **Human and physical features language**  Physical geography  Coast, forest, sea, river, mountain, hill, beach, cliff  Human geography  City, town, village, harbour | GEOGRAPHY  **Locational knowledge**   * To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * name and locate the world’s seven continents and five oceans   **Geographical skills**   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key   **Knowledge of place**  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **Human and physical features language**  **physical geography:**  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  **human geography:**  city, town, village, factory, farm, house, office, port, harbour and shop |
| **Year 2 British values** |
| **Year 3 nature** |
| **Year 5 respect to nature** |