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| **Early Learning Goals*** Past and present
* People, culture and communities
* The natural world
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| **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.
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| **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, cliffHuman geographyCity, 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
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**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**  |