History and Geography in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

Understanding the World is the area of the curriculum where the children learn to become historians, geographers and scientists. Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

SPRINGVALE PRIMARY SCHOOL EYFS LONG TERM CURRICULUM PLAN - CYCLE A

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| CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| TOPIC  \*Themes are to be flexible to give freedom to follow children’s interests. | ALL ABOUT ME | TRADITIONAL  STORIES & SPECIAL TIMES | CHANGE | PEOPLE WHO HELP US | LIFE-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY | PSHE  Understanding the World (Past & Present) | Literacy  Understanding the World (People, Culture & Communities) | Understanding the World (The Natural World) | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | Understanding the World (People, Culture and Communities) |
| SKILLS  FS1 | Is beginning to make sense of his/her own life story and his/her family’s history. | Is developing positive attitudes about the differences between people | Explores how things work | Shows interest in different occupations | Shows interest in different occupations  Explores how things work | Is developing positive attitudes about the differences between people  Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos |
| SKILLS  FS2 | Comments on images of familiar situations in the past  Is able to compare and contrast characters from stories , including figures from the past | Talks about members of his/her immediate family and community  Names and describes people who are familiar to him/her  Recognises that people have different beliefs and celebrate special times in different ways | Understands changing states of matter | Talks about members of his/her immediate family and community  Names and describes people who are familiar to him/her |  | Is able to draw information from a simple map  Recognises some similarities and differences between life in this country and life in other countries. |
| CORE TEXT | **Michael Rosen**  **We’re Going on a Bear Hunt** | **Julia Donaldson**  **Room on the Broom** | **Jill Murphy**  **Peace at Last** | **Martin Wadell**  **Farmer Duck** | **Julia Donaldson**  **Monkey Puzzle** | **Jill Murphy**  **Whatever Next** |
| KEY VOCABULARY | • Today • Yesterday • Tomorrow • Past • Day • When I was little • Old • New • Remember • Order • Time Events • Birthday • Easter • Christmas • Celebration • Family Tree • Past • Old • New \*Same \*Different \*Change | \*special time \*celebrate/celebration \*belief | \*explore \*find out  \*forces – push, pull  \*float \*sink \*heavy \*light \*material names \*magnet/magnetic  \*light \*dark \*shadow  \*sound \*loud \*quiet \*long \*short | \*job titles \*occupation | Summer, Winter, Autumn, Spring, day, daytime, night, night- time, wind, rain, sleet, snow, hail, fog, cold, sun, hot.  Plant, tree, trunk, branches, bark, beans/seed, soil, roots stem, leaf, flower, patterns, change, same, different  egg, chrysalis/cocoon, butterfly, baby adult  minibeast names | \*countryside \*town \*city \*port \*farm \*office \*shop \* school \*sea \*field \*car park \*home \*house \*train station \*bus station \*airport \*port \*country \*change \*same \*different \*weather – hot cold \*special time \*celebrate/celebration \*belief |
| CORE EXPERIENCES | Roald Dahl Day  Autumn Walk  Harvest Time | Halloween  Bonfire Night  Diwali  Remembrance Day  Christmas  Tell Tale Hearts - Suitcase Stories | Winter  Valentine’s Day  Chinese New Year  Pancake Day | Visit the school office  Vet Visit  Firefighter visit  Easter  Mother’s Day  FS1 Visit Curious Kids Town | Spring  Planting a Bean  Egg to butterfly  FS1 Visit Springvale Community Garden | Summer  FS2 Trip - Wildlife Park |
| CYCLE A  TOPIC | Autumn 1 Topic: All About Me  Name and describe people who are familiar to them.  Can talk about what they do with their family, special meals they have or places they have been with their family.  Can draw similarities and make comparisons between other families and faiths , eg Judaism & Shabbat  Read fictional stories about families and start to tell the difference between real and fiction.  Explore their experiences of past birthday celebrations. | Autumn 2 Traditional Stories & Special Times  Explore traditions associated with Harvest, Bonfire Night, Diwali & Christmas  Share different cultures versions of famous fairy tales.  Introduce the children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. | Spring 1 Topic Change  Explore with mechanical equipment to find out how things work.  Explore and talk about forces.  Name and explore different materials.  Explore changes in materials through activities with ice and through cooking.  Explore light and how it reacts with different materials.  Explore shadows.  Explore Sound | Summer 1 Topic: People Who Help Us  Introduce children to different occupations in the community – Farmers, Posties, Police, Fire Service  Use the Jolly Postman to develop simple map work and begin to understand why maps are so important to postmen. | Spring 2 Topic: Life-Cycles  Plant a bean and observe the changes.  Observe the changes from egg to caterpillar to butterfly  After close observation, draw pictures of the natural world, including animals and plants.  Introduce the children to new vocabulary related to change and growth (life-cycles) | Summer 2 Topic: We’re Off!  Use texts to explore different countries & space.  Encourage the children to make simple comparisons – travel, food, housing, hobbies etc | |

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