

Killamarsh Infant and Nursery School –History - linked to topic cycles

Nursery & Reception (Humanities – Understanding the world)

Cycle A	All about me	Let's celebrate	Arctic (Nursery) Fire and Ice (Reception)	Minibeasts (Nursery) Ugly Bug Ball (Reception)	People who help us (Nursery) When I grow up (Reception)	Under the sea
<p>Nursery · I will explore the similarities and differences between my family and the families of my peers, developing an understanding that all families are different.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. · I will learn and use new vocabulary. · I will engage with and talk about non-fiction books. · I will talk about members of my immediate family and community. · I will ask questions to find out more and check I understand. · I will describe events in some detail. · I will share and record occasions where things have happened in my life that made me feel special. · I will talk about the lives of other people using simple ideas about the experiences of belonging and community. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will use my observation skills to spot things and explain what I can see. · I will be able to engage in conversations, learning new vocabulary. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will know the Arctic is at the North Pole and be able to point to this area on a globe. · I will describe some conditions of the Arctic habitat e.g. cold, snowy, icy. · I will name some creatures native to the Arctic, specifically polar bear, narwhal, walrus, and snowy owl. · I will know some facts about the Arctic creatures I have learnt about i.e. a walrus has tusks for fighting and getting onto the ice; has blubber to keep warm; has whiskers to find shellfish to eat etc. · I will know the key features of the life cycle of a snowy owl i.e. egg, owlet, adult snowy owl. · I will develop an understanding of what global warming is. I will learn how this affects, for example, the polar bears. · I will explore ice, learning about the freezing/melting processes, and investigating if anything can make ice melt faster, using my prediction and observation skills. <p>EYFS</p> <ul style="list-style-type: none"> · I will engage with and talk about non-fiction books. · I will describe events in some detail. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. · I will describe events in some detail. · I will engage with and talk about non-fiction books. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will know the names of the 'People Who Help Us' in our community e.g. firefighters, vets, doctors, and police. · I will develop awe and wonder about the world around me by taking part in science week activities and experiments; also learning how to be kind to the world e.g. plastic pollution. · I will form connections with 'People Who Help Us' in my community e.g. local police and vet visits to nursery. · I will use my knowledge and experiences to role-play 'People Who Help Us' i.e. police, firefighters, vets, and doctors. · I will sing songs relating to community people, performing actions I have learnt and making up my own. <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to use observational skills for a purpose. · I will engage with and talk about non-fiction books. · I will talk about members of my immediate family and community. · I will ask questions to find out more and check I understand. · I will describe events in some detail. · I will write simple factual sentences. · I will pose a question to a visitor. · I will use and understand recently acquired vocabulary. · I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will engage with and talk about non-fiction books. · I will ask questions to find out more and check I understand. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. · I will represent maps with models. · I will create my own maps from familiar places and story situations. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will form connections with those in my community e.g. mountain rescue team. · I will use my knowledge and experiences to role-play 'adventurers' i.e. pirates and explorers. · I will identify some types of people related to theme of 'Adventures' e.g. pirates and explorers. · I will identify places that can be described as 'adventurous' e.g. mountains and forests. · I will know some of the equipment adventurers use e.g. backpacks, compasses, binoculars etc.
Cycle B	All about me	Let's celebrate	Space	On the farm	Walking through the jungle (Reception) Rainforest (Nursery)	Adventures (Nursery) Magic carpet adventure (Reception)
<p>Nursery · I will explore the similarities and differences between my family and the families of my peers, developing an understanding that all families are different.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will use my observation skills to spot things and explain what I can see. 	<p>Nursery · I will learn about Chinese New Year celebrations through videos and books.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will talk about somewhere that is special to me and say why. · I will be able to use a wider range of vocabulary. · I will understand 'Why?' questions. · I will engage with and talk about non-fiction books. · I will describe events in some detail. · I will write simple factual sentences. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will understand the similarities and differences of animals in this country and in other countries. · I will be able to look for patterns between the animal and its environment. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to identify where animals may live in the world. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will describe features of the Amazon habitat e.g. the rainforest layers. · I will learn about what deforestation is and how this affects the creatures of the rainforest. <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to identify where animals may live in the world. 	<p>Nursery · I will form connections with those in my community e.g. mountain rescue team.</p> <ul style="list-style-type: none"> · I will use my knowledge and experiences to role-play 'adventurers' i.e. pirates and explorers. · I will identify some types of people related to theme of 'Adventures' e.g. pirates and explorers. · I will identify places that can be described as 'adventurous' e.g. mountains and forests. · I will know some of the equipment adventurers use e.g. backpacks, compasses, binoculars etc.

	<ul style="list-style-type: none"> I will learn and use new vocabulary. I will engage with and talk about non-fiction books. I will talk about members of my immediate family and community. I will ask questions to find out more and check I understand. I will describe events in some detail. I will share and record occasions where things have happened in my life that made me feel special. <p>I will talk about the lives of other people using simple ideas about the experiences of belonging and community</p>	<ul style="list-style-type: none"> I will be able to engage in conversations, learning new vocabulary 		<ul style="list-style-type: none"> I will be able to recognise some environments that are different to the one in which they live. I will start to understand the effect of changing seasons on the natural world. I will understand 'Why?' questions. I will be able to engage in conversations, learning new vocabulary I will engage with and talk about non-fiction books. I will describe events in some detail. I will write simple factual sentences. I will use and understand recently acquired vocabulary. 	<ul style="list-style-type: none"> I will be able to look for patterns between the animal and its environment. I will be able to recognise some environments that are different to the one in which they live. I will start to understand the effect of changing seasons on the natural world. I will be able to identify land and water on a map or globe. I will be able to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). I will know that usually water is represented in blue on a map or globe. I will know the name of their school and the place where they live. I will know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). I will be able to discuss how environments in stories and images are different to the environment they live in. I will know that places within this country can differ from each other. I will know that there are differences between places in this country and places in other countries. I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. I will think about the wonders of the natural world, expressing ideas and feelings. I will explore the natural world, making space for responses of joy, wonder and curiosity. I will talk about what people do to mess up the world and what they do to look after it. I will hold conversations using new vocabulary about caring for the world. I will talk about the lives of other people using simple ideas about care for nature and animals. I will learn and use new vocabulary. I will engage with and talk about non-fiction books. I will describe events in some detail. I will write simple factual sentences. I will pose a question to a visitor. 	<ul style="list-style-type: none"> I will know the purpose of these example pieces of equipment e.g. binoculars to see things that are far away. I will learn to be safe when going on adventures e.g. not jumping into water, not stepping on falling tree etc. <p>EVFS</p> <ul style="list-style-type: none"> I will be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate. I will engage with and talk about non-fiction books. I will ask questions to find out more and check I understand. I will write simple factual sentences. I will use and understand recently acquired vocabulary. I will explore mapping I will represent maps with models I will create my own maps from familiar places and story situations.
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KS1

Cycle A	Our School	Place where I Live	Explorers	Wonderful World	Toys through Time	Buckets and Spades
	<p>How was school different in the past? Key knowledge:</p> <p>To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children’s lives now and in the past. To know that we can find out about how places have changed by looking at maps.</p>	<p><i>Geography Focus</i></p>	<p>How have explorers changed the world? Key knowledge:</p> <p>To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between</p>	<p><i>Geography Focus</i></p>	<p>How have toys changed? Key knowledge:</p> <p>To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p><i>Geography Focus</i></p>

	To know that historians use evidence from sources to find out more about the past.		the past and their own lives. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.		To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.	
Cycle B	Family Album	Hot and cold climates	Celebrating China	Mighty Monarchs	Great Outdoors	Taking a Fabulous Flight
	How am I making history? Key knowledge: To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back.	<i>Geography Focus</i>	<i>Geography Focus</i>	What is a monarch? Key knowledge: To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that some events are more	<i>Geography Focus</i>	How did we learn to fly? Key knowledge: To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology.

	<p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p>			<p>significant than others.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that in the past monarchs had absolute power.</p>		<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>
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	<p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there</p>					
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