



EARLY YEARS UNDERSTANDING THE WORLD: HISTORY INTENT

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Making the most of children's desire to make sense of their own place in history.
- Exploring the lives of people who are familiar to them, comparing similarities and differences.
- Introducing them to well-known historical figures and events both within and beyond living memory.
- Promoting children's curiosity about people and events within and beyond their living memory.
- Exploring historical information and artefacts to ask questions and draw conclusions.

Knowledge

Passing of Time

I know...

- Time is measured in units.
- Time has a pattern (days of the week, months of the year)
- About annual events (birthday, Christmas)
- How time and events can be sequenced in chronological order from earliest to latest.
- Things were different in the past.
- The vocabulary that describes time

Historical Figures and Events

I know...

- How to use information to find out about events and people in the past.
- About significant events and people in the past.
- Historical events and people have a significant place in our history.

Sense of Identity

I know...

- My place in history.
- There is a past before I was born.
- Things were different in the past to how they are now.
- About significant events in my life.

Skills

I am learning to...

- Compare similarities and differences.
- Record findings.
- Examine evidence and draw conclusions.
- Remember.
- Observe.
- Explore.
- Ask questions.
- Enquire.
- Explain.
- Describe.
- Sequence.
- Use historical vocabulary.

IMPLEMENTATION

History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and make the most of unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well-known points in history.

For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We cover the following themes:

- Ourselves: through this topic children will understand their own place in history.
- Festivals: through this topic children will learn about significant people and events in history e.g. Guy Fawkes.
- Our World/ Dinosaurs: through this topic children will learn about significant events in a prehistoric age.
- Our World/ Transport: through this topic children will learn about how things have changed over time.

Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events. This visually exemplifies the passing of time, the sequencing of events and their own place in history. Children are encouraged to share historical artefacts and events from the past.

Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

IMPACT

By the end of Foundation Stage I can...

- Talk about significant historical people and events.
- Sequence events in the right order.
- Recall historical facts.
- Compare similarities and differences.
- Use time vocabulary.
- Ask questions to find out more.
- Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3.
- Use information in books to talk about life in the past.
- Use comparative language of the past, present, and future.
- Talk about the roles people have in society.
- Draw conclusions about what I have found out.



EARLY YEARS UNDERSTANDING THE WORLD: GEOGRAPHY INTENT

In Early Years we support children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences.
- Fostering a sense of wonder about the world in which they live.
- Developing an appreciation of other people, their communities and their traditions.
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world.

Knowledge

Places : My Community

I know...

- Where I live.
- The key features of where I live.
- About the significant places within my community.
- How to get from one key place to another.
- The vocabulary I need to use to direct others.

Places : My Country

I know...

- The capital city of the country I live in.
- The different key features of cities, towns and villages.

Places : The World

I know...

- The names of different countries around the world.
- Different countries have different key features.
- How countries are connected.
- How to travel between countries.

People

I know...

- People I know have different customs and traditions.
- People in different countries have different customs and tradition.

Environment

I know...

- About different weather conditions in the UK.
- There are four seasons and the key features of them.
- The key features of different climates around the world.
- Some simple things I can do to help look after the planet.
- Human actions can help or destroy the planet.

Skills

I am learning to...

- Notice.
- Measure.
- Ask questions.
- Record.
- Compare similarities and differences.
- Use my senses.
- Gather information from different sources.
- Draw, read and follow maps.
- Express opinions.
- Explain.
- Describe.

IMPLEMENTATION

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences. We use planned themes alongside first-hand experiences and unplanned moments that present themselves, to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places.

For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

- Ourselves: through this topic children will learn about their local community.
- Festivals: through this topic children will learn about places around the world.
- Our World- Jungle, safari and forests: through this topic children will learn about the features of specific locations.
- Water: through this topic children will learn about the natural world and the importance of the water cycle.

Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them. We make connections with children's first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and

countries they have found out about. Children are encouraged to expand their knowledge of the natural world by taking every opportunity to explore and experience the outdoors.

Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing, and comparing similarities and differences and expressing opinions.

IMPACT

By the end of Foundation Stage I can...

- Talk about what it is like to live in this country.
- Talk about what it is like to live in another country.
- Use a simple map to find out information.
- Talk about the key features of different places and different countries.
- Talk about the key features of the country they live in.
- Talk about the similarities and differences between people's religions and cultures.
- Compare similarities and differences.
- Talk about where they live and the key features of the local environment.

Understanding the World: Science

Intent Statement

In Early Years we support children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses.
- Nurturing children's curiosity about how and why things work and how things change.
- Encouraging questioning, testing out of ideas and drawing conclusions.
- Fostering children's excitement and pleasure in the wonder of natural phenomenon.

Knowledge

Living things

I know...

- Internal and external body parts in humans.
- The names of the different parts of plants and animals.
- The features of plants and animals.
- Living things can be sorted into different groups.
- What living things need to survive.
- How to keep healthy.
- About life cycles.

Materials

I know...

- What objects are made from.
- The properties of different materials.
- How different materials can be used.
- Materials can be sorted into different groups.

Changes

I know...

- Changes can be reversible and irreversible.
- The relationship between cause and effect.
- The characteristics of the four seasons.
- The characteristics of different weather types.

Skills

I am learning to...

Explore • Investigate • Observe • Compare • Describe • Ask questions • Communicate ideas • Face challenges • Solve problems • Try things out • Test ideas • Make predictions • Record • Draw conclusions • Sort and classify • Measure.

Implementation Statement

Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and unplanned moments that present themselves, to talk about living things, materials and changes. These include natural objects, new life and recycling.

For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We cover the following themes:

- **Ourselves:** through this topic children will learn about changes and living things.
- **Seasons and Weather:** through this theme, children will learn about changes and materials.
- **Growth:** through this topic children will learn about changes and living things.
- **Minibeasts** through this topic children will learn about living things and materials.

Opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision. Investigation areas, inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment.

Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

Impact Statement

By the end of Foundation Stage I can...

- Talk about the properties of materials.
- Make a sensible prediction.
- Record findings.
- Observe, notice and make comparisons.
- Talk about the characteristics of weather and seasons.
- Name the parts of plants and animals.
- Talk about similarities and differences.
- Draw conclusions.
- Talk about reversible and irreversible changes.

Carry out an investigati

IMPLEMENTATION

IMPACT
