



History Curriculum Knowledge and Skills Progression Map



| National Curriculum Programme of Study | |
|--|---|
| <u>KS1</u> | <u>KS1</u> |
| <ul style="list-style-type: none"> • Changes Within Living memory • Events Beyond Living Memory • The Lives of significant people • Local History: Significant Historical Events, People and Places | <ul style="list-style-type: none"> • Develop an awareness of the past • Know where the people and events studied fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Choose and use parts of stories and other sources to show understanding of key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is presented |
| <p style="text-align: center;"><u>EYFS Prior Knowledge before starting KS1:</u></p> <ul style="list-style-type: none"> • People who help us e.g: fireman, police, doctors, teachers. • Knowing people change from baby, parent and grandparents based on their family. • Knowing different transports • Naming different clothing • Knowing time passes; a day is longer than a minute • What is a king, queen and where they lived? • Knowing people live in houses made of bricks etc. • What is a fire/ fireworks? What these are like? Experience | <p style="text-align: center;"><u>EYFS Prior Knowledge before starting KS1:</u></p> <ul style="list-style-type: none"> - We use our eyes to look and brains to think - Asking questions about things I have seen/ experienced - say what is the same / different - put things in order of when they happened, e.g: in a story or in the day. |

Each aspect (key knowledge and skill) of the FHIS History curriculum is colour coded as above to show progression within and across year groups. Key Knowledge and Skills are shown down the side and experiences at the bottom of the page. History is currently taught as a 2 year rolling programme, covering topics that link to the curriculum objects and learning adventures taking place. Year 1 and 2 children will engage in both topics across the 2 years.

| Year 1 | | | | |
|--|-----------------------------|--|---|--|
| KST Knowledge End Points: <ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were | Term | Autumn | Spring | Summer |
| | Half Term Coverage | Autumn 2 (4 lessons) <i>2 year alternating programme</i> | Spring 2 (4 lessons) | Summer 2 (4 lessons) |
| | Topic | Great Fire of London / The Gun Powder Plot <i>Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</i> Year A – Outside and Inside Year B - Waste Warriors | The Changing world around us: People, animals and technology <i>Subject Content: Changes within Living Memory</i> Year A - Globe Trotters Year B- Nature Lovers | Florence Nightingale / Captain James Cook <i>Subject Content: Significant Individuals/ Beyond Living Memory/significant historical events, and people and places in own locality</i> Year A- Health Heroes Year B- Water wizards |
| | Historical Threads | Legacy and Social/Cultural change | Exploration and Technological advancement | Technological advancement and Social/Cultural change |
| | Big Ideas/ History Concepts | Significance, Cause and Consequence, Interpretation, Change and continuity | Similarities and Differences, Cultural, ethnic and religious diversity, Significance | Cultural, ethnic and religious diversity, Change and continuity, Cause and consequence, Significance |

| | | | | |
|---|-----------------------------|--|--|--|
| <p>made/occurred</p> <ul style="list-style-type: none"> Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. Identify similarities and differences between ways of life in different periods | <p>Key Knowledge</p> | <p><u>The Gun Powder Plot</u> (Year A –Smart Day, Year B 6 weeks)</p> <p>Know that London was different in the past from today.</p> <p>What London was like in the 17th century.</p> <p>Know what London is like now.</p> <p>Know what gunpowder is/ what it does. – link to fire.</p> <p>Know that a timeline shows a reflects/shows time.</p> <p>Know that the Gunpowder plot took place in London on 5th November.</p> <p>What Guy Fawkes looked like. What he wore.</p> <p>Guy Fawkes was one of the plotters planning to blow up the Houses of Parliament (London).</p> <p>Know that Houses of Parliament is where the laws of England are made.</p> <p>King James 1 – what is a king?</p> <p>We have Bonfire night with fireworks and bonfires to celebrate how the Houses of Parliament and King were saved.</p> <p>We still have Bonfire Night now to celebrate/remember.</p> <p>How we celebrate now.</p> <p>The Great Fire of London (Year A- 6 weeks, Year B Smart Day)</p> <ul style="list-style-type: none"> Know what London is like/has now. Know that London was different in the past from today Know what London may have looked like in 1666. Know that some people were rich and some people were poor. Know people wore different clothes. Differences in transport now and in the 17th century. Name 3 jobs that people would do in the 17th century that are different from now. Know why fires start – how the fire started. Know that houses were made from different materials – wood. Know that wood burns. The great fire of London occurred centuries ago. Where the Great Fire of London started (Pudding Lane) Current technology and resources would prevent this in a modern context. Technology such as fire alarms, fire drills etc and fire services are different now to how they were in this era. Key historical facts and dates (2nd September) The fire lasted for five days. Know that as a result of The Great Fire of London, King James II ordered changed to be made to houses for safety. They were made out of stone and brick. The difference between historical sources e.g. primary and secondary sources and how to use these to gain information We can gain information about events from the past from books, the internet and stories. Know that a diary is something someone write in. We use these because often the people may have died or lived a long time ago and cannot tell us in words. Know that an eye-witness would be someone who saw it. Know that historians look at sources to help them know/predict what happened. Know the Great fire of London was after the Gunpowder plot. | <p>A and B Start with how we change:</p> <p>that people change over time, they grow and their interests change. us and Grandparents have changed over time. es hobbies, interests, lifestyles change over time. What do you like now? What did you like when you were a baby? What does your parent/grandparent like now? What did they like when they were younger?</p> <p>arison between their lives and that of someone in their family. and technology have changed. They have got smaller over time.</p> <p>A Globe Trotters:</p> <p>in James Cook – Beyond living memory</p> <p>James Cook was born on October 27th, 1728 in Yorkshire, England.</p> <ul style="list-style-type: none"> He decided to join the Royal Navy in 1755 and learnt to sail ships. It was during this time that he became extremely good at making maps. His skills were noticed by people in charge in the Navy and in 1768 he was given the job of being in command of his first ship, called the Endeavour. Captain Cook and his crew sailed into the Pacific Ocean and found Australia. He called it New South Wales. Some believe that James Cook's discoveries helped to create many of the maps of the world. He used paper and ink to hand draw the maps. He intended to plot his first voyage as precisely as possible. He created the first accurate map of the Pacific Ocean. Cook's crew were very healthy compared to other sailors at the time. This was because Cook set rules for them to follow. Know that the maps draw can be used as a source to show where Captain James Cook had been. <p>Attenborough – Living Memory (with focus on exploration of animals)</p> <ul style="list-style-type: none"> Sir David Attenborough is a famous British wildlife film-maker. His TV shows have helped people learn lots about animals and their environments for over 60 years! He used cameras to film animals in their natural habitat. David Attenborough was born in 1926. He is still alive today. He travelled to study animals and has at least 18 species of animals or insects named after him. He has travelled all over the world to film and educate people about different animals. He travelled by boat, plane, car and helicopter. He also served in the Royal Navy during his early 20s. How have our actions in the past, affected the planet today? What do we need to do in the future? Sir David Attenborough's film footage acts as a source for information about animals and show his life over years filming nature. He has also written biographies about his life and books for adults and children to read about his adventures. Understand that over time, methods of transport changed, meaning David Attenborough could travel to more places than Captain James Cook. People of present day will also use maps to travel – which may have been built on the maps from Captain James Cook. Link to ages of Grandparents. | <p>Florence Nightingale</p> <ul style="list-style-type: none"> Florence Nightingale a famous British nurse. Florence Nightingale began her nursing career during the War and campaigned for better hospital conditions for the wounded soldiers there. Nightingale helped to make hospitals cleaner. During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets Florence Nightingale influenced modern nursing and training in the medical profession Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. Women were not highly regarded in the medical profession at the time and this has changed over time Primary sources from the time include portraits of Florence Nightingale's book. We can learn from Secondary sources on the internet and from biographies and workshops. |
|---|-----------------------------|--|--|--|

| | | | | |
|--|---|---|---|---|
| | | | <p>Year B – Nature Lovers</p> <p>Charles Darwin – Beyond Living Memory Charles Darwin was born in 1809. He was an English scientist who wrote a book about animals. He discovered that animals and humans shared ancestors. They travelled to South America and reached the Galapagos Islands via ship. When he went ashore, Darwin found plants and animals that nobody had ever seen before. Charles Darwin's book acts as a primary source to share discoveries and theories that he had on his journeys. Link to Samuel Pepys who was a witness and recorded events from GFL in his diary.</p> <p>David Attenborough – Living Memory (See previous year- Recap of knowledge in Smart Day)</p> | <ul style="list-style-type: none"> • Charles Machintosh – Inventor of waterproof fabric |
| <p>KS1 Skills End Points:</p> <p>Chronology</p> <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically • Can compare related historical and modern objects and consider the influence of an historic event or change in history. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. <p>Communicating</p> <ul style="list-style-type: none"> • Can articulate historical understanding verbally and through writing. | <p>Key Skills</p> <p>Chronology Historical enquiry Communication</p> | <ul style="list-style-type: none"> • Observe and look at timelines. • Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources • Sequencing/ ordering events chronologically from the Great Fire of London/ The Gunpowder plot. • Identify the actions of key figures by sharing secondary sources • Observe/ sort items that were used in the Gunpowder plot/ The Great fire of London and to identify similarities and differences. (See History Hampers) • Begin to develop awareness of which of these are primary and secondary sources. • Develop an awareness of the chronology of a key National event. • As part of Bonfire smart day, learn and perform the events of GPP- explaining what happened chronologically. • Cross-curricular writing of recount of GPP or GFOL • Draw a picture of how London/jobs have changed over time and explain verbally. • Writing a flow chart to explain and recall events. • Compare and contrast how firemen have changed from 17th century to present day – clothing, tasks they do. • Draw how you would change houses to make them safer in 1666. • Explain what you have learnt about the GFL/present. | <ul style="list-style-type: none"> • Describe how people change over time. • Begin to distinguish between the past in living memory and beyond when putting pictures of people, animals and technology in chronological order and when discussing changes of parents and grandparents. • put up to 3 objects in chronological order. • Speak about changes in lives that belonged to their parents and grandparents. • Use real historical technology e.g: old phones, mobile phones to compare the properties of old and new technology. • Identify old technology and new technology, and to explain some similarities and differences • Children to answer a big question "Fantastic Fizz's Deeper question" to answer and prove how people have changed over time. Children to be given the opportunity to discuss/prove verbally. | <ul style="list-style-type: none"> • Observe and discuss simple similarities and differences in present day hospitals with hospitals from the past • Use primary and secondary sources to find out about the lives of Florence Nightingale. • Order events chronologically • Begin to sequence and order events on a class timeline. • Children to present how hospitals/nurses have changed over time. ICT link – present as a historical presentation. |
| School Experiences | | | | |
| | <ul style="list-style-type: none"> • Bonfire Smart Day • The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found. • Possible Firemen visit? <p>A – The Gunpowder plot in history and then a smart day on The Fire of London. Year B – Smart day for Gun powder plot and 6 topic on Great Fire of London.</p> | <ul style="list-style-type: none"> • Children collect pictures from their past and the past of their family. • Children explore technology artefacts- order and sort these over time. | <ul style="list-style-type: none"> • The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found relating to significant person. | |

Year 2

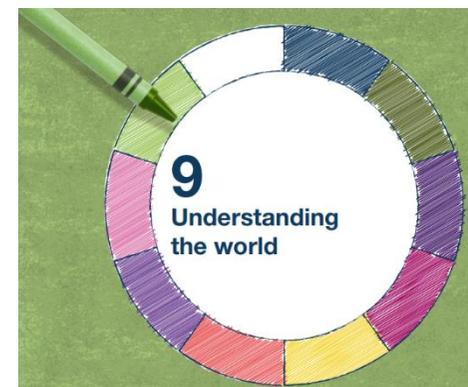
| KS1 Knowledge End Points: | Term | Autumn | | Spring | Summer |
|--|--|---|---|--|---|
| | Half Term Coverage | Autumn 2 (Alternating 2 years) | | Spring 2 | Summer 2 |
| | Topic | Great Fire of London / The Gun Powder Plot <i>Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</i> Outside and Inside, Waste Warriors, Rubbish Rumlbers | | The Changing world around us: People, animals and technology <i>Subject Content: Changes within Living Memory</i> Power Rangers, Globe Trotters, Nature Lovers | Florence Nightingale/ Captain James Cook <i>Subject Content: Significant Individuals/ Beyond Living Memory/significant historical events, and people and places in own locality</i> Travel Titans, Health Heroes, Water wizards |
| <ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. (subject disciplinary- how to be a historian?) Identify similarities and differences between ways of life in different periods | <p>Key Knowledge</p> <p>Facts Historical terms</p> <p>Historical concepts</p> | <ul style="list-style-type: none"> Great Fire of London Know that the buildings, roads, density of London has changed from 1666, much larger space. Settlement has still settled along the River Thames. Know that transport was horse and cart, there was no electricity for lights, heating etc, houses wear Tudor houses built from wood and daub (clay, sand and small stones). Know that rich families had more extravagant clothing made of leather, cloth and sometimes hand embroidered,with patterns, whilst poor families had clothes and shoes made of wool and cloth. Know the Royal family were the Tudors during this time. Know that we know what London might have been like in 1666 from using primary and secondary sources, e.g: draw maps from the 17th century and paintings etc. Know that religious views have changed over time. The great fire of London occurred centuries before the eras previously studied Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles Who is Samuel Pepys – what did he do? How have we used his diary? Know that firemen in the 17th century were different to firemen now and use different equipment. Know that jobs were different based on if people were rich or poor. Know that there were different jobs to now. Know that some of these jobs are the same now – e.g: nurse, doctor etc but how they dress/ tasks they do may be different. The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. Know that wind helped the fire to spread. Know that some houses had to be pulled down to stop the spread of the fire. Know that as a result of The Great Fire of London, King James II ordered changed to be made to houses for safety- material changes, locational changes, shapes of houses, water supplies, fire fighting services. Sir Christopher Wren redesigned London on the orders of King James II. Key historical facts and dates (2nd September 1666 and last for five days) Know that the timeline shows years, which is a longer | <ul style="list-style-type: none"> How do people change? They grow. Linking to Parents, Grandparents. How do children change? (Globe Trotters/Nature lovers) Peoples hobbies, interests, lifestyles change over time. What do you like now? What did you like when you were a baby? What does your parent/grandparent like now? What did they like when they were younger? Comparison between their lives and that of someone in their family. How has technology changed? (Power Rangers) Link to our Environmental pledge- How have our actions in the past, affected the planet today? What do we need to do in the future? Greta Thunberg – significant person of today. | <ul style="list-style-type: none"> Florence Nightingale Florence Nightingale a famous British nurse who lived from 1820-1910 Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research) During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets Florence Nightingale influenced modern nursing and training in the medical profession 1853-1856 and was caused by disagreements between Russia and the UK, France, Sardinia and the Ottoman Empire over the ownership of territories in the Ottoman Empire Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries. Women were not highly regarded in the medical profession at the time and this has changed over time Primary sources from the time include portraits of Florence Nightingale and drawings of her attending to soldiers in Scutari hospital and the conditions, extracts from her book 'Notes on Nursing' and the black and white photograph from her nursing school) We can learn from Secondary sources on the internet and from biographies and workshops. <p>Captain James Cook</p> <p>Cook was born on October 27th, 1728 in Marton, Yorkshire, England.</p> <ul style="list-style-type: none"> He decided to join the Royal Navy in 1755 and learnt to sail ships. It was during this time that he became extremely good at making maps. His skills were noticed by people in charge in the Navy and in 1768 he was given the job of being in command of his first ship, called the Endeavour. Captain Cook and his crew sailed into the Pacific Ocean and on April 19th 1770 they found Australia. He claimed it for Britain, calling it New South Wales. Some believe that James Cook's discoveries helped to create many of the maps of the world. He created the first accurate map of the Pacific Ocean. Cook's crew were very healthy compared to other sailors at the time. This was because Cook set rules for them to follow; they had to bathe daily and eat fresh fruit to fend off an illness called scurvy | |

| | | | | |
|---|--|---|--|--|
| | | <ul style="list-style-type: none"> period of time. Know that 1666 would be between 1600 and 1700 on a timeline. Link to 1605 – Gunpowder plot. After Gunpowder plot. 61 years later. The difference between historical sources e.g. primary and secondary sources and how to use these to gain information Know that different sources would be able to tell you different things e.g: portraits, eye-witness statements, drawings/sketches, diary notes, letters etc. Know that historians use more than one source of information can help us to build a picture of what we think happened. The Gunpowder Plot Know that Guy Fawkes was one of the plotters who planned to assassinate King James 1. Know that Guy Fawkes and the other plotters were Catholic and wanting to bring back the Catholic faith. Know that King James 1 was protestant – a different religion to the plotters. Know that he was in charge of the gunpowder and storing this in the basement of the Houses of Parliament. Know that gunpowder would be catastrophic for houses, towns and cities in the 17th century based on materials of houses and buildings. Know that the Houses of Parliament was made from stone. The leader of the plotters was a man called Robert Catesby. He lived in a village not far from here called Ashby St Legers- The GunPowder plot took place in London, 5th November 1605. Know that the timeline shows years, which is a longer period of time. Know that 1605 would be between 1600 and 1700 on a timeline. Know that both the Gunpowder plot and Great fire of London took place in the 17th century. | | |
| <p>KS1 Key Skills End points: Chronology</p> <ul style="list-style-type: none"> Can order historical artefacts and key events chronologically Can compare related historical and modern objects and consider the influence of an historic event or change in history. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Can illicit information and draw conclusions from primary | <p>Key Skills</p> <p>Chronology</p> <p>Historical enquiry</p> <p>Communication</p> | <ul style="list-style-type: none"> Compare primary and secondary sources Creating timelines to put historical events in chronological order Compare and contrast jobs during 17th century and London to now. Use different secondary sources to find historical information and facts about an events. Use creative writing skills to write about a key historical event Research using historical sources As part of Bonfirse smart day, learn and perform the events of GPP- explaining what happened chronologically. Cross-curricular writing of recount of GPP or GFOL Writing a newspaper report to explain what happened – creating your own secondary source. Compare and contrast how firemen have changed from 17th century to present day. Equipment use, Transport use, Clothing changes, gender changes. Explain why these changes have been made. Designing a town/city that would have been safer in 1666. Explain what you have learnt about the GFL/present. | <ul style="list-style-type: none"> Explain how people change over time based on primary and secondary sources. Begin to distinguish between the past in living memory and beyond when putting pictures of people, animals and technology in chronological order and when discussing changes of parents and grandparents. put up to 3 objects in chronological order. Use real historical technology e.g: old phones, mobile phones to compare the properties of old and new technology. Identify old technology and new technology, and to explain some similarities and differences. Research and describe how technology has changed for a purpose to support environmental changes. Comment on how these inventions and creations in history have supported and impacted lives. Children to answer a big question "Fantastic Fizz's Deeper question" to answer and prove how people have changed over time. Children to be given the opportunity to prove/argue open ended question in writing. | <ul style="list-style-type: none"> Compare present day nursing with nursing from the past Compare standards of hygiene in hospitals between the past and present Use primary and secondary sources to find out about the lives of Florence Nightingale and James Cook. Order events chronologically of Florence Nightingale/ Captain James Cook history onto a timeline. Use and interpret a timeline with greater accuracy Comment on the legacies of significant people in history and record key understanding Children to present how hospitals/nurses have changed over time. ICT link – present as a historical presentation. |

| School Experiences | | |
|---|--|--|
| <ul style="list-style-type: none"> sources of history. Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. <p>Communicating</p> <ul style="list-style-type: none"> Can articulate historical understanding verbally and through writing. | <ul style="list-style-type: none"> Bonfire Smart Day The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found. Subject Knowledge organisers to be sent home and completed by the last week of term. Use of homework to discover more about the Great Fire in a local context Possible Fireman visit? | <ul style="list-style-type: none"> Children collect pictures from their past and the past of their family. Children explore technology artefacts- order and sort these over time. Children to conduct an interview with parents or grandparents for home learning. The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found relating to significant person. |

Understanding the world

EYFS Statutory Educational Programme: 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.





Children in reception will be learning to:

Comment on images of familiar situations in the past.

Examples of how to support this:

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools, and transport.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Compare and contrast characters from stories, including figures from the past.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



Children in reception will be learning to:

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Examples of how to support this:

Encourage focused observation of the natural world.

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

Teach children about a range of contrasting environments within both their local and national region.

Model the vocabulary needed to name specific features of the world, both natural and made by people.

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.



Children in reception will be learning to:

Examples of how to support this:

Recognise some similarities and differences between life in this country and life in other countries.

Teach children about places in the world that contrast with locations they know well.

Use relevant, specific vocabulary to describe contrasting locations.

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Explore the natural world around them.

Provide children with frequent opportunities for outdoor play and exploration.

Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Create opportunities to discuss how we care for the natural world around us.

Offer opportunities to sing songs and join in with rhymes and poems about the natural world.

After close observation, draw pictures of the natural world, including animals and plants.

Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.



Children in reception will be learning to:

Understand the effect of changing seasons on the natural world around them.

Examples of how to support this:

Guide children's understanding by draw children's attention to the weather and seasonal features.

Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.

Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Look for children incorporating their understanding of the seasons and weather in their play.

