

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Amazing Me!	Helpful Hands	Food, Glorious Food	Down on the farm	A Royal Affair	Land or sea?- Take an Adventure with me!
Links to National Curriculum- History	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.					
Development Matters Statements	<p>Comment on images of familiar situations in the past</p> <p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Compare and contrast characters from stories, including figures from the past</p>					
<p>ELG- Past and present</p> <p>Children will be given opportunities to:</p> <ul style="list-style-type: none"> -Talk about the lives of people around them and their roles in society. -Know some similarities and difference 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 <p>Use vocabulary that helps children to talk about the past/present and future: Yesterday, today, tomorrow, last week, next week, last year, next year, a long time ago, Once upon a time.</p>	<p>-Children to be able to talk about their family/share pictures from home/ recognise who people are and what relation they are to them</p> <p>-Listening to stories and placing events in chronological order, supported by vocabulary (all year) →</p> <p>Then and now-Look at baby pics- How have we changed over time?</p>	<p>-Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers</p> <p>-Talk about experiences that children have had with the people that are familiar to them- What have we done for Christmas in the past? What did Christmas look like I the past?</p> <p>Then and now- Talk about jobs that our families do/did</p>	<p>Look at our school in the past. How has it changed? What did transport to school look like? How has that changed?</p> <p>Then and now- What were villages/towns like during 'stone soup'? Compare to now. Link to Scarborough</p>	<p>Look at pictures of farms in the past- visit a farm now. Note similarities and differences</p> <p>Then and now-How have farms changed over time?</p>	<p>Basic chronology- Before they were born. Look at the monarchy over living memory (starting from Queen Elizabeth)</p> <p>Understand where our new king fits in the family. Compare to our own families</p> <p>Then and now- Scarborough castle</p>	<p>Learn about important people-James Cook (famous adventurer)</p> <p>Learn about his adventures on land and sea (link to maps)</p> <p>Sea sides long ago- Magic Grandad</p> <p>Then and now- How has Scarborough South Bay changed?- first hand experience on trip to the beach</p>