

**Brinsworth Howarth Primary School      Understanding the World – Past & Present - History overview**

**ELG –**  
**-Talk about the lives of the people around them & their roles in society**  
**-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class**  
**-Understand the past through settings, characters & events encountered in books read in class & storytelling**

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>Retell past events in correct order</li> <li>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own life-story &amp; family's history</li> </ul>	<ul style="list-style-type: none"> <li>Question why things happened &amp; give explanations</li> <li>Understand why and how questions</li> <li>Asks who, what, when &amp; how</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of growth and changes over time</li> <li>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li> <li>Bring in photographs, videos, visitor</li> <li>Preserve memories of special events e.g. make a book, video, photos</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own life-story &amp; family's history – compare their family to that of others or those in stories (Guess How much I Love You, Tango makes three etc)</li> <li>Compare &amp; contrast characters from stories, including figures from the past – Guy Fawkes. Florence Nightingale, Van Gogh</li> <li>Comment on images of familiar situations in the past e.g. the seaside</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understands questions such as who, why, when, where &amp; how</li> <li>Understands a range of complex sentence structures including tense markers</li> <li>Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>Articulate ideas &amp; thoughts in well-formed sentences</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Share stories about people from the past who have an influence on the present</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night, a long time ago, when I was a baby</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul>
Year 1	<p>I know some things happened to other people in the past.</p>	<ul style="list-style-type: none"> <li>Show some understanding of how people find out about the past</li> <li>Show some understanding of how evidence is collected and used to make historical facts</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Answer questions by using different sources, such as an information book or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions using a range of artefacts/ photographs/pictures provided</li> <li>Talk about the different ways that the past is represent</li> <li>Recount some interesting facts from an historical event</li> <li>Talk about some important people from the past</li> <li>Talk about how their actions changed the way we do things today</li> <li>Recognise that there are reasons why people in the past acted as they did</li> <li>Tell you how I found out about people or events in the past</li> <li>Find out more about a famous person from the past and carry out some research</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: in order, long ago, recently, when my parents/carers, grandparents were children, in the ..... times?</li> <li>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</li> <li>Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</li> </ul>

			<ul style="list-style-type: none"><li>• Find out something about the past by talking to an older person<ul style="list-style-type: none"><li>• spot significant differences, about how life is now and how it was</li><li>• give a few consequences of events/people's actions</li></ul></li></ul>	
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## Brinsworth Howarth Primary School Curriculum - Understanding the World: Geography overview

**ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class**

**Understand some important processes and changes in the natural world around them, including the seasons**

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Foundation 1	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos – discuss holidays and trips</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed in different places</li> <li>• Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Make imaginative &amp; complex ‘small worlds’ with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>
Foundation 2	<ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their school and local environment and talk about those features they like/dislike.</li> <li>• Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘church’ etc, to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment – e.g. local park.</li> <li>• Recognise some environments that are different to the one in which they live – link to Handa / Arctic / Antarctic / holiday destinations visited</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about features.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places – local park / streets / Wentworth/Butterfly House</li> <li>• Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’, ‘pollution’, ‘recycling’ etc</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Focus on Polar Regions, Africa, own holiday destinations)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world.</li> <li>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions – recycling, climate change (Arctic/Antarctic)</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”</li> <li>• Describe some actions which people in their own / school community do that help to maintain the area they live in.</li> <li>• Draw information from a simple map / create simple maps / plans (e.g. of school grounds, immediate local area, planned vegetable garden)</li> <li>• Interpret range of sources of geographical information, including photographs, maps, globes (where appropriate)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Local area, a Rotherham based area and British Isles (through Katie Morag)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather - key human features,</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photographs to recognise landmarks and basic human and physical features;</li> <li>• Use simple fieldwork and observational skills to study the geography of their school grounds and local area and the key human</li> </ul>

			including: town, village, farm, house, office, port, harbour, shop	and physical features of the surrounding environment
Year 2	<ul style="list-style-type: none"> <li>• Locate and name the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (linked to different explorers)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</li> <li>• Use basic geographical vocabulary to refer to: - key physical features including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, factory, office, port</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> </ul>

## Brinsworth Howarth Primary School – Understanding the World: Science overview

- Explore the natural world around them, making observations and drawing pictures of animals and plants

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Living things and their habitats	Plants	Animals, including humans
Nursery	<ul style="list-style-type: none"> <li>• Explore different habitats outdoors, e.g. scent, colour &amp; shape of flowers attracting bees</li> <li>• Observe growth &amp; decay over time</li> <li>• Begin to understand the need to respect &amp; care for the natural environment &amp; all living things</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Understand the key features of the life cycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>• Most plants start growing from a seed or bulb</li> <li>• All plants need water &amp; light to grow &amp; survive</li> <li>• Observe plants closely through a variety of means e.g. hands on experience &amp; photographs</li> <li>• Extend vocabulary: leaves, petals, roots, trunk, branches, stem, seeds</li> <li>• Use all the senses in hands-on exploration of plants</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Observe animals closely through a variety of means e.g. hands on experiences &amp; photographs</li> <li>• Look at key stages of development from birth to adult</li> <li>• Name &amp; identify some body parts</li> <li>• Observe &amp; describe in words or actions the effects of physical activity on body</li> <li>• Understand the key features of the life cycle of a caterpillar/butterfly</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Describe what they see, hear &amp; feel whilst outside</li> <li>• Observational drawings of the natural world</li> <li>• Discuss how to care for the living things &amp; their habitats                             <ul style="list-style-type: none"> <li>• Find out about different habitats: garden / rock pool / Under the Sea</li> <li>• Find out about the effects of climate on habitats: Africa / Arctic / Antarctic</li> </ul> </li> <li>• Observe weather and environment as the seasons change</li> <li>• Examine change over time – observe seeds growing, caterpillars changing, eggs hatching, timelines e.g. Baby to now</li> <li>• Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly</li> <li>• Through listening to stories and exploring images, children compare and contrast different environments to their own –Africa, Arctic/Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>• All plants need water, light and warmth to grow and survive</li> <li>• A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li> <li>• Extend vocabulary: blossom, buds, bulb, stem, garden plants, wild plants</li> <li>• Describe what they see, hear &amp; feel whilst outside</li> <li>• Name &amp; describe some plants</li> <li>• Draw pictures of plants and label main parts – roots, petals, stem, flower                             <ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant</li> <li>• Know that some plants can be eaten and form part of a healthy diet – recognise fruit and vegetables by knowing that fruits have seeds</li> </ul> </li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health                             <ul style="list-style-type: none"> <li>• Know how to maintain oral hygiene and why this is important e.g. knowing how / when to clean teeth and foods that can help or hinder good oral health</li> </ul> </li> <li>• Know the 5 senses and can use language to describe what they see, hear, smell, touch and taste</li> <li>• Identify different parts of their body                             <ul style="list-style-type: none"> <li>• Identify a range of animals</li> </ul> </li> <li>• Be able to show care and concern for living things</li> <li>• Know the effects exercise has on their bodies</li> <li>• Have some understanding of growth and change</li> <li>• Talk about things they have observed including animals and life cycles</li> <li>• Observational drawings of animals                             <ul style="list-style-type: none"> <li>• Know some animals are nocturnal and what this means</li> <li>• Know that some animals hibernate and why</li> </ul> </li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe how habitats provide for the basic needs of different animals and plants and how they depend on each other</li> <li>• Know that living things reproduce</li> <li>• Identify and name a variety of plants and animals, including microhabitats</li> <li>• Use a simple food chain</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>		<ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy – experiment with different variables</li> </ul>	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

### Brinsworth Howarth Primary School Curriculum - Understanding the World: Science overview

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Materials
Nursery	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore how things work e.g. wind-up toys</li> <li>• Explore &amp; talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating &amp; sinking</li> <li>•</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water</li> <li>• Use vocabulary to name specific features of the natural world, both natural &amp; man-made</li> <li>• Notice &amp; discuss patterns around them e.g seasonal changes <ul style="list-style-type: none"> <li>• Observe how materials change state when heated or cooled, e.g. chocolate, bread, dough, pancakes, ice</li> </ul> </li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>

**Brinsworth Howarth Primary School - Understanding the World – People, Culture & Communities –  
RE overview**

**ELG –**

**-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps**

**-Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class**

**-Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps**

	Beliefs and teachings (What people believe)	Practices and lifestyles (What people do)	Expression and language (How people express themselves)	Reflecting Identity and experience (Making sense of who we are)	Understanding values (Making sense of right and wrong)
Nursery	<ul style="list-style-type: none"> <li>● Begin to make sense of their own life story &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about what they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>● Develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>● Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> </ul>	<ul style="list-style-type: none"> <li>● Shows interest in the lives of people who are familiar to them</li> <li>● Enjoys joining in with family customs &amp; routines</li> </ul>
Reception	<ul style="list-style-type: none"> <li>● Compare &amp; contrast characters from stories, including figures from the past</li> <li>● Talks about past &amp; present events in their own life &amp; in the lives of family members</li> <li>● Know that some people follow different religions and may celebrate different events: focus on Divali, Christmas, Eid, Easter, Chinese New Year, Mothering Sunday</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about members of their immediate family &amp; community</li> <li>● Enjoys joining in with family customs &amp; routines</li> <li>● Know that some people follow different religions and may celebrate different events: focus on Divali, Christmas, Eid, Easter, Chinese New Year, Mothering Sunday</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that some places are special to members of their community</li> <li>● Suggest meanings in bible stories such as Noah's Ark, Jonah and the Whale</li> </ul>	<ul style="list-style-type: none"> <li>● Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> </ul>	<ul style="list-style-type: none"> <li>● Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Describe some of the main festivals or celebrations of a religion</li> <li>● Recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise, name and describe some religious artefacts and places</li> <li>● Recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to become familiar with the different ways of life with religious communities</li> <li>● Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</li> <li>● Suggest meanings in religious stories and language used</li> </ul>	<ul style="list-style-type: none"> <li>● Identify things important in own life and compare these to religious beliefs</li> <li>● Identify aspects of own experience and feelings in religious stories studied</li> <li>● Identify things they find interesting or puzzling in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>● Identify what is of value and concern to self through religious material studied</li> <li>● Identify examples of when had to make own choices</li> </ul>