

How do we provide a foundation of historical and geographical skills and knowledge in Early Years?

Begin to make sense of their own life story and families history.

Visit a local area with significant historical importance.

Begin to develop an understanding of chronology when discussing routines and past events.

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

Continue to develop positive attitudes about differences between people.

Explore the natural world around them.

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

Look at photos of familiar places, recognising key features of the environment.

Talk about photos and memories of their family and friends.

Draw information on a simple map.

Develop an understanding of past and present through stories and images.

Sing songs and rhymes about the natural world.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Discuss similarities and differences between families and communities.

Explore contrasting environments within both their local and national region.

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

Comment on images of familiar situations in the past.

Familiarise the children with the name of their school and what town and city it is in.

Celebrate and value cultural, religious and community events and experiences.

Discover and discuss homes, school and transport from the past.

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

Bearpark Nursery Curriculum links to History and Geography

Talk about the lives of people around them and their roles in society. (UW)

Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)

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

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. (UW)

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. (UW)

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

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)

Explore the natural world around them. (UW)

Recognise some environments that are different to the one in which they live. (UW)

Comment on images of familiar situations in the past. (UW)

Understand some important processes and changes in the natural world around them, including the seasons. (UW)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and (UW)

Draw information from a simple map. (UW)

Reception

ELG's

Age 2 to 3

Age 3 to 4

Explore and respond to different phenomena on trips. (UW)

Make connections between the features of their family and other families. (UW)

Understand position through words alone. For example, "The bag is under the table," – with no pointing. (Maths)

Begin to make sense of their own life-story and family's history. (UW)

Discuss routes and locations, using words like 'in front of' and 'behind'. (UW)

Describe a familiar route. (Maths)

Enjoy exploring new places (PSE)

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)

Begin to understand the need to respect and care for the natural environment and all living things. (UW)

Use all their senses in hands-on exploration of natural materials. (UW)