



History-Sticky Knowledge

Understanding the World				
3 & 4 year olds will be learning to:				
Children in Reception will be learning to:				
By the end of Reception – Early learning Goal.				
Reception	Communication			Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. natural world around them, including the seasons.
	Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		

Understanding the World

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 areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.

Reception

Communication

3 & 4 year olds will be learning to:

Children in Reception will be learning to:

By the end of Reception – Early learning Goal.

Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. natural world around them, including the seasons.

Maths

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Understand the key features of the life cycle of a plant and an animal.	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.	Past and Present <ul style="list-style-type: none">• Talk about the lives of the people around them and their role in society.• Know some similarities and differences 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
Sticky Knowledge <p>My family are the people I live with and those who care for me. Special occasions are celebrated. Places look different now to how they did in the past. We can remember people from the past who are important.</p>			
Key Stage One National Curriculum Objectives			



Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)
- Significant historical events, people, places in their own locality

In Key Stage 1, we will be learning:

Key Stage One Cycle A	Spring 2	Summer 1	Summer 2
	Changes within living memory – How toys have changed.	Significant historical events, people, places and their locality – Butterley Railway	To find out about Mary Anning and explain her achievements.
	Sticky Knowledge		
	<ul style="list-style-type: none"> • Toys and games have changed over time. • A decade is 10 years. • Chronological order means arranging things in the order they happened in time, from earliest to latest. 	<ul style="list-style-type: none"> • Butterley, is a heritage railway station located in Ripley, Derbyshire. • The station opened on 1 May 1875 • A steam train a train that is powered by a steam engine. 	<ul style="list-style-type: none"> • Mary Anning was a famous fossil hunter. • She was not given the credit she deserved because she was a woman. • Dinosaurs lived millions of years ago.