

St Anne's Catholic Primary School – EYFS Early History, Geography & Science Skills

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.

History, Geography & Science link with the following:

ELG: Past and Present

Children at the expected level of development at end of Reception will:

- Talk about the lives of the people around them and their roles 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.

Please note: This is not the curriculum – the curriculum is broad and balanced with a range of experiences and opportunities that develop history skills and knowledge. The curriculum is broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

ELG: People, Culture and Communities

Children at the expected level of development at end of Reception will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.



Please note: This is not the curriculum – the curriculum is broad and balanced with a range of experiences and opportunities that develop geography, Literacy and Personal, Social & Emotion skills and knowledge. The curriculum is broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

ELG: The Natural World

Children at the expected level of development at end of Reception will:

- 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 and changing states of matter.

Please note: This is not the curriculum – the curriculum is broad and balanced with a range of experiences and opportunities that develop geographic & scientific skills and knowledge. The curriculum is broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.



St Anne's Catholic Primary School – EYFS Past & Present – Early History

Skills

What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
That times passes in sequential order;	<p>There are days of the week that repeat and go in order;</p> <p>There are seasons that repeat and go in order;</p> <p>The times of the day go in order and repeat everyday e.g. morning is before lunch time</p>	<p>Start to show the awareness of time in the day e.g. stating it is lunchtime next;</p> <p>Commenting and noticing on what happens in each season;</p> <p>Being able to narrate their daily routines/weekly activities</p>
That there are key words/vocabulary associated with the passage of time;	<p>Know the past tense of verbs</p> <p>Know before and after as a concept</p> <p>Ordering language such as First, next, after that, in the end</p>	<p>Use past tense with increasing accuracy</p> <p>Sequence stories/events</p>
That the passage of time changes us all;	<p>Stages of human growth from a baby to an elderly</p> <p>Things are the same/different</p> <p>Live things do not stay the same over time</p>	<p>Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents</p> <p>Able to compare and say what is the same/different about something</p> <p>Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't</p>
That the passage of time changes the world around us;	<p>Notice that things in nature change with time</p> <p>Know the seasons and key changes to nature in each season</p> <p>Know names for baby animals</p> <p>Organic things decay overtime</p> <p>Know that the plants/chicks/tadpoles grow and change overtime</p>	<p>Collect the evidence for changing seasons e.g. flowers or shards of ice</p> <p>Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Sequence a life cycle/stages of growth of a plant/animal</p>
We need to change what we do/wear in response to the passage of time;	<p>That weather changes according to the seasons</p> <p>That we need to dress accordingly to keep ourselves safe and comfortable</p>	<p>Comment on how what we wear changes with the seasons</p> <p>To develop self-care routines including wearing/choosing appropriate clothes</p> <p>To narrate why we wear hats in winter and sun-cream in the summer</p>
That events/celebrations take place at specific points of the year.	<p>People in our community celebrate special days</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>Say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Join in celebrations and sometimes remember what happened last year on that same day</p>



**St Anne's Catholic Primary School – EYFS People, Cultures & Communities –
Early Geography Linked Skills**

What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
That positional language and directions can tell us where to go;	<p>That directions can be followed and lead to different places</p> <p>That directions can be verbal, pictorial or written</p>	<p>Follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>Follow directions with a small toy</p> <p>Direct a friend from point A to B using positional language</p>
That where they live is unique to them (and their family)	<p>That every house has its own address</p> <p>Know that more than one house is in a village or town</p>	<p>Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p>Talk about where they live</p>
That there are key words/vocabulary associated with human and physical geography ;	<p>Know simple vocabulary to label visible features of the area around them.</p> <p>Explore the local area for both the built and the natural environment.</p>	<p>Talk about the area they are in, describing what they can see.</p> <p>Express their opinions on natural and built environments.</p>
That the world is made up of different countries;	<p>The country that they live in</p> <p>That not all countries in the world are the same</p> <p>The names of some other countries in the world</p>	<p>Be able to comment on the country they live in</p> <p>Able to compare and say what is the same/different about a countries physical or human geography</p> <p>Be able to name countries</p>
We need to change what we do/wear in response to the climate;	<p>That weather changes according to the seasons and where we are in the world</p> <p>That we need to dress accordingly to keep ourselves safe</p>	<p>Comment on how what we wear changes with where we are</p> <p>Choose the correct clothes for certain activities such as play in the woods.</p>
Use a range of sources such as simple maps, photographs, magnifiers.	<p>What a map looks like</p> <p>That a map is about a place</p> <p>That signs and symbols can tell us about a place</p> <p>That the signs and symbols usually represent an object that does not move (although in story maps this is interpreted differently e.g the hay stack in Rosies walk ...)</p>	<p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Be able to talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps</p> <p>Be able to find land and sea on a map.</p> <p>Follow a simple map of a familiar place</p>



St Anne's Catholic Primary School – EYFS The Natural World –

Early Geography & Science Linked Skills

What an EYFS scientist & Geographer needs to understand?	What do they need to know?	How can they show they are scientists?
<p>That there are changes in the natural world through the seasons;</p>	<p>That there are four seasons across the year;</p> <p>That the seasons affect the temperature;</p> <p>Plants and animals react to seasons in the way they grow and their natural life cycles;</p> <p>The length of day and night changes depending on the season;</p> <p>Know the vocabulary of the four seasons.</p>	<p>Start to use the vocabulary associated with the seasons.</p> <p>Comment on the weather and temperature making simple observations linked to seasonal understanding.</p> <p>Comment on what they see in their local environment such as flowers in bud or leaves falling from trees and make connections, linking it to their seasonal understanding.</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes.</p> <p>Collect and examine evidence of changing seasons talking about what they see.</p>
<p>That there are similarities and differences in the natural world.</p>	<p>That the natural environment and world around them supports them to live and grow;</p> <p>How to respect and care for the natural environment and all living things;</p> <p>How to care for their immediate environment and the wider world;</p> <p>That there are different natural environments around the world that have specific characteristics such as deserts, forests, islands</p>	<p>Communicate orally, in simple descriptions and explanations for example talk about a farm, which animals live there / plants grow there and the job of the farmer.</p> <p>Talk about their knowledge for example that some animals habitats need certain conditions such as polar bears prefer to live in cold climates. Demonstrate this through their small world play and storytelling.</p> <p>Take part in activities such as recycling in school, rewilding projects, traffic calming posters and develop an eco- conscious approach to classroom practices and resources.</p> <p>Ask and answer questions about what they have observed, e.g. Who lives where? Why do some animals live in cold places and some do not? Why is plastic harmful? How can we help to keep our planet clean?</p>



**St Anne's Catholic Primary School – EYFS The Natural World – Early
Geography & Science Linked Skills (cont)**

What an EYFS scientist & Geographer needs to understand?	What do they need to know?	How can they show they are scientists?
<p>That there are key words/vocabulary associated with science;</p>	<p>Know a range of scientific words such as habitat (what words will lead into Year 1 topics for example)</p> <p>Know a range of words that relate to scientific enquiry such as observe, explore, results, investigate, explain (in line with consistent vocabulary that is used in Year 1)</p> <p>Be able to name a range of equipment that they use such as pooter, magnifying glass, incubator</p>	<p>Be able to talk about the work / activity/ experience they are having, organising their thinking, explaining how things work and why they might happen.</p> <p>Use appropriate vocabulary for science specific equipment and processes building on Tier 1 vocabulary and understanding. For example understanding that where an animal lives is known as a habitat.</p>
<p>That the world is made up of different animals and plants;</p>	<p>That some things are living and others are non- living;</p> <p>How to plant seeds and look after living plants to help them grow;</p> <p>That animals change as they grow and have life cycles;</p>	<p>Sort e.g. living things, into two simple groups, using given criteria. Communicate what they have learned through drawing or some other way of recording.</p> <p>Can comment on how two animals, are similar or different from each other; notice and describe how they change as they grow.</p> <p>Ask and answer questions about what they have observed, e.g.</p> <p>May ask and answer science based questions on first hand experiences and books.</p>
<p>There are important processes and changes that happen;</p>	<p>Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread;</p> <p>Notice changes that happen in the natural world;</p>	<p>Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch.</p> <p>Ask questions and investigate why things happen in the classroom and wider environment through adult led and child initiated activities for example creating a volcano experiment that leads to a discussion of the process alongside real life pictures and videos – often linked to the children's own interests.</p>



**St Anne's Catholic Primary School – EYFS The Natural World – Early
Geography & Science Linked Skills (cont)**

What an EYFS scientist needs to understand?	What do they need to know?	How can they show they are scientists?
<p>Use a range of Scientific equipment to help them develop their lines of enquiry.</p>	<p>How to handle equipment carefully, safely and appropriately;</p> <p>Know that some specialist equipment can help us to understand the natural world and enhance our experiences;</p>	<p>Select equipment and materials to use to create e.g. a nest, or animal habitat (bug hotel, hedgehog home)</p> <p>To observe closely and present results</p>
<p>How science is used to help us.</p>	<p>That science has helped us to live healthier lives for example understanding our bodies – link to oral hygiene</p> <p>That science helps us to develop equipment that makes our lives easier (and more fun), cameras, cars, bouncy castles...</p>	<p>Understand the importance of oral hygiene and how to look after their bodies and own personal hygiene.</p> <p>Be able to ask and answer questions in familiar contexts, e.g. What happens at night? What can we see when it's dark? What helps us to see in the dark? How do we travel? How do things move?</p> <p>Explore how things work and talk about it for example magnifying glasses and how they make things bigger to be seen in more detail.</p>

