

Polesden Lacey Infant School – Humanities Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where ever possible staff will provide link learning to the school values; caring, courageous, curious, fair, respectful, resilient, and British Values; democracy, rule of law, individual liberty, mutual respect and tolerance. They will also provide real life examples of people both who the children know and who they don't who have shown these values.					
	<p>Every half term Reception class will explore the natural world around them both in class learning and during Forest School covering:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Daily weather chart, seasonal observations, discussion about appropriate clothing etc) <i>Season Poems – Shirely Hughes</i></p> <p>Throughout the year through stories, children's experiences and topical events the children will cover all aspects of the 'Understanding the World' part of the curriculum.</p> <p style="text-align: center;">People, culture and Communities/Past and Present/The Natural World/Science</p>					
EYFS (Understanding The World)	<p>Traditional tales / Autumn</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Our families How we have changed <i>Once There Were Giants</i> <i>The Growing Story</i> <i>When I Was a Child</i></p>	<p>Light and dark</p> <p><i>Goodbye Autumn, Hello Winter</i> <i>Shine</i> <i>Oscar and the Moth</i> <i>Night Monkey Day Monkey</i> <i>The Light in the Night</i> <i>The Dark, Dark Night</i> <i>Little Glow</i> <i>Day and Night (non fiction)</i></p> <p>Understand the past through settings, characters and</p>	<p>People who help us</p> <p><i>Dr Ranj – A Superhero Like You</i> <i>All through the Night</i></p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Roles in the family Jobs in schools Emergency services</p>	<p>Animals</p> <p><i>Goodbye Winter, Hello Spring</i> <i>Whose Habitat is That?</i></p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Secret Garden</p> <p><i>The Amazing Plant Life Cycle Story</i> <i>The Secret Sky Garden</i> <i>A Seed is Sleepy</i> <i>Ten Seeds</i></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Local area</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To consider what makes a place special</p>

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	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.</p> <p>To know what makes us and others special</p>	<p>events encountered in books read in class and story telling</p> <p>Guy Fawkes / Bonfire Night Remembrance Day</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.</p> <p>Dawalli Christmas Christmas's around the world</p> <p>Different sources of light</p> <p>Nocturnal animals</p> <p>Woodland habitats (DT)</p> <p>Leaf Hedgehogs</p> <p>Stickman</p>	<p>Jobs in the local community</p> <p>Scientist – different jobs/science in the wider world</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.</p> <p>Easter</p> <p>St George's Day</p> <p>That memories can be precious</p> <p>Explore the outdoor environment and look for animals.</p> <p>Identify a habitat as a home for an animal.</p> <p>Baby animals</p> <p>Grouping animals</p> <p>Features of different animals</p>	<p>To find out about plants in our school grounds through all our senses, as appropriate</p> <p>To identify living things in the school environment that need to be cared for.</p> <p>To identify ways that they can look after and enhance their school environment.</p> <p>Gardening/planting</p> <p>Growing</p> <p>Pond dipping</p> <p>Minibeasts</p> <p>Composting</p> <p>Life cycles including humans</p> <p>Den Building</p> <p>Making fairy gardens (DT)</p> <p>Decorate paper hats (Camouflage)</p>	<p>To observe and identify features in the school environment and draw simple maps.</p> <p>Know the country in which they live.</p> <p>To visit, and know what people do in the park, church, shop, library</p> <p>To express opinions on the local environment visited on our walk</p> <p>Be aware of why and how people can take care of the environment.</p> <p>Know more about signs and symbols in the environment.</p> <p>Draw maps of our route into the village. Include features that we have observed on our walks.</p> <p>Keeping healthy and active</p> <p>Clay insects and animals</p> <p>Making a bug in a box</p> <p>Insects made</p>
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	<p style="text-align: center;">Continuous provision</p> <p style="text-align: center;">How does the weather affect our lives?</p> <p style="text-align: center;">Identify seasonal/daily weather patterns in the UK</p> <p>Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.</p> <p>Books The Wind by Monica Hughes Arctic Life by Sean Callery Too Hot to Stop! by Steve Webb The Gardening Year by Becky Dickinson We see a Cloud by June Crebbin, Moira Butterfield and Celia Warren Wild Weather by Chris Oxlade Mighty Mountains, Swirling Seas by Valerie Bloom</p>					
Year 1	<p style="text-align: center;">Paddington's Adventures</p> <p style="text-align: center;">What is the geography of where I live?</p> <p>England, Scotland, N Ireland & Wales. Local area and landmarks.</p>	<p style="text-align: center;">Memory Box</p> <p style="text-align: center;">How do our favourite toys and games compare with those of children in the 1960s?</p>	<p style="text-align: center;">Stars of the Past</p> <p style="text-align: center;">How do we know about Dinosaurs?</p> <p>Explorers, paleontologists fossil hunters and dinosaurs Mary Anning and others global and local, modern and historical</p>	<p style="text-align: center;">Castles and Dragons</p> <p style="text-align: center;">What was it like to live in a castle?</p> <p>Life in a castle, weapons and armor. Attacking and defending. Castles in the UK. Royal family.</p>	<p style="text-align: center;">Amazing Amazon</p> <p style="text-align: center;">How does the geography of a town in Peru (Iquitos) compare to the geography of where I live?</p> <p>Comparing life in Peru to Bookham. Festivals & Carnivals.</p>	<p style="text-align: center;">Amazing Amazon</p> <p style="text-align: center;">What can we do to help save the Amazon Rainforest?</p> <p>Rainforest layers, locate Amazon on a map, look at the structure of the land. Deforestation.</p>

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Year 2	Superheroes	Fire and ice	Islands	Islands, Spring	Wild wood	Space
	<p>Who is the greatest history maker?</p> <p>Superhero scientists:</p>	<p>How did the Great Fire of London Change London?</p> <p>Guy Fawkes Remembrance Day Great Fire of London- Samuel Pepys, Thomas Farynor, King Charles II</p> <p>Antarctica- explorers, location, weather</p>	<p>Who likes to live on an Island?</p> <p>World maps- 7 continents, 5 oceans, countries of UK and capital cities, Google maps</p> <p>Struary/Isle of Coll- physical and human features(bay, coast, beach, sea, village, PO/shop, farm, harbour, loch/lake, river)</p> <p>Nim's Island- Pacific island based on Galapagos (cliff, mountain, volcano, ocean, reef) Comparison 2 islands</p>	<p>Why do we love to be at the seaside?</p> <p>Recap weather from y1 & comparison between 2 islands</p> <p>Oceans Compass Directions NSEW Maps- symbols, mapping island & school grounds Position and Direction (Maths link)</p>	<p>Why does it matter where our food comes from?</p> <p>Recap on the four nations of the UK</p> <p>Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported</p> <p>Understand how weather, seasons and physical features influence food production</p> <p>Consider the impact of Fairtrade and the potential of individual choice</p>	<p>What does it take to be an explorer?</p> <p>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>