



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	EYFS
Subject:	Understanding The World
Key Unit Question:	Who helps us?
Key Themes:	Civilization
Memorable Experience:	Firefighter Visit

EYFS Framework:

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.

ELG: Past and Present

Children at the expected level of development 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.

Development Matters:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Rationale:

Children will continue to explore the idea of history and the past by understanding their own past and history, looking at families and significant milestones in their lives so far. History will be centred around that of the child to give them a better understanding of it and to realise that they themselves are a part of history. Children will start to understand that history is made up of different people and events and that history is being made all around the world. They will learn that people have lived before and after them and that certain things have been very different and some things have stayed the same. This will further be explored through events in the Autumn Term e.g. Bonfire Night, Remembrance Day, Christmas. This will further be explored in Spring 2 when the children explore festivals and celebrations from other countries and cultures.

Prior Knowledge:

Children may have an understanding of some knowledge of different festivals/celebrations that they observe at home with their families. Children should be aware of similarities and differences in the way in which different occasions are celebrated.

Children might be able to identify that certain items are similar or different and that something is ‘old’ or ‘new’.

Children may be able to identify how people have lived before them and understand that history has lasted a long time.

What do we intend pupils to know and be able to do at the end of this unit?

- How people have lived before them, sometimes long before they were born
- That certain people in history might have been very special or done something significant
- That history is being made where they live and all around the world
- That certain things have changed or stayed the same over time, such as housing, materials and clothes
- That society has been and still is made up of different types of people



Share books about families. Some examples include:

- Where the Poppies Now Grow
- The Anzac Puppy
- The First Nativity
- Snow Bears
- Polar Bears

Display a range of books, both fiction and non-fiction about people who help us.

I can talk about people who help us

- Name and describe people who are familiar to them such as the police, fire service, doctors, nurses, vet and teachers sharing role play outfits and stories.
- Encourage them to talk about things they recognise and make links to their own experiences.
- Identify who helps us in our local community: Shop keepers, lollipop lady, librarians, fire fighters', nurses
- You might like to take the children for a walk in the local area so that they can see the people who help their community. Before you leave, take the opportunity to remind them how important it is to listen carefully. Explain that if they listen well, they will know what to do and it will keep them safe.

I can understand the difference between a long time ago and now.

- Look at pictures of different police uniforms from the past. How are they different? What is the same? Can the children think of reasons why the uniform has changed?
- Ask the children to think about life in other countries. Would they have the same people helping in Antarctica? Who would be helpful in very cold places? What about in very hot countries? How do the emergency services differ throughout the world?

Key Vocabulary:

- Remembrance
- Past
- Present
- Historical
- Bravery
- Difficult choices
- Kindness

Bonfire Night

- Encourage children to share their experiences of other festivals and celebrations that have fireworks, such as New Year's Eve, Diwali or Chinese New Year. Encourage children to recognise that people have different beliefs and celebrate special times in different ways.
- Talk about the seasonal changes that happen around Bonfire Night. Go on an autumn walk to investigate seasonal changes. Invite the children to talk about what they can see, hear and feel while outside.
- Talk about the local area and where any local firework displays are being held. Look at the areas on a local map and talk about road names and local landmarks, such as the school, parks and shops. Use an aerial view of the area and encourage children to talk about what they notice.
- Talk about members of the community who help to keep everyone safe during Bonfire Night events, such as firefighters.

Heroes! - Autumn 2 Who helps us? Bonfire Night, Remembrance, Christmas

Remembrance Day

- Explain to the group of children that on Remembrance Sunday we remember lots of people who worked and fought so that we today are safe and able to play and enjoy where we live.
- Look at the symbol of the poppy and the meaning behind it. Discuss why people wear them and what we remember by wearing them. Link it with other events people might commemorate during the year
- Look at pictures of different soldiers (including from the past) How are they different? What is the same? Can the children think of reasons why the uniform has changed?
- Watch videos (CBeebies)
https://www.youtube.com/watch?v=pv_ub7Be7aA
<https://www.youtube.com/watch?v=kn191fHqj5Q>
<https://www.youtube.com/watch?v=joIMzR5VoWc>
- Explain that Princess Mary sent all the soldiers 'Gift boxes' to lift their spirits and to show thanks for their bravery.
(<http://www.iwm.org.uk/history/princess-mary-gift-fund-1914-box-and-contents>)

Activities and Ideas

- Encourage children to make Thank You Cards for someone who has helped them. Ask them to think about why the person deserves a card.
- Encourage children to use water pistols or spray bottles to 'put out' a chalk fire!
- Encourage the children to draw maps of their local area and include places, such as the police station, library and post office.
- Draw a simple road map onto the ground using chalk or large sheets of paper stuck to a table top. Provide a range of small world emergency vehicles and characters for the children to use.
- Encourage the children to think about the different events that might be happening in the town you have drawn. Can the children act out these scenarios?
- Encourage children to construct large-scale models of emergency vehicles as a team.
- Provide some large climbing equipment for the children to use. They can pretend to be firefighters by climbing ladders, walking along benches and sliding down a fire pole!
- Collect natural materials for the children to create their own people who help us themed transient art.

Autumn 2 Visits and Visitors

- School Nurse – Flu vaccine
- Firefighter visit – safety on bonfire night
- Library visit
- Invite parents/people from the local community to talk to the children about their job. For example, a childminder, firefighter or a vet.

End of Autumn Term: Easington C of E Museum

At the end of the Autumn Term, Easington C of E Primary School will be holding a 'pop-up museum' to celebrate the children's work in History. Children in EYFS can showcase work from throughout the Autumn Term, including Autumn 2 – Heroes: Who helps us?