



Pinewood Infant and Nursery school

The roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

We have designed our curriculum around the principle that we provide children with the roots needed to move onto the next part of their journey.

Our Curriculum at Pinewood



R Remembering

O Opportunities

O Outcomes

T Talk

S School values



Pinewood Infant and Nursery school

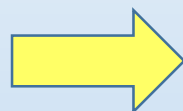
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The Pinewood Curriculum Journey

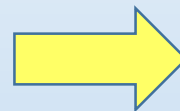
Knowledge progression overviews

PSHE & Relationships	
SCARF Status, Caring, Achievement, Resilience and Friendship	
The knowledge progression document is an account of the progression of study for PSHE and Relationships in the school. It is a guide for teachers and parents to see the progression of the curriculum and to see how the school meets its needs to be a successful school.	
Year 1	Year 2
Year 3	Year 4
Year 5	Year 6



Long Term Overview for each subject

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English
Maths
Science
History
Geography
Art
Music
Physical Education
Religious Education
Modern Foreign Languages
Computing
Design Technology
Personal, Social and Health Education



YEAR 2 LONG TERM PLAN 21-22	
Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2



Medium Term Plans

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English
Maths
Science
History
Geography
Art
Music
Physical Education
Religious Education
Modern Foreign Languages
Computing
Design Technology
Personal, Social and Health Education

Weekly lesson plans

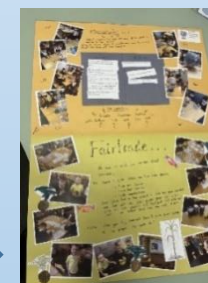
English Weekly Plan Year 2	Date: 07.09.22	Term and Week: Spring 2 Week 8
Working Well
Learning Well
Thinking Well
Feeling Well
Working Well
Learning Well
Thinking Well
Feeling Well



Lesson Journey
Retrieval
Teach
Modelling/ Guided practice
Independent practice
Reflect
Revisit over time
Make connections

Lessons and recording

Subject	Year 1	Year 2
English
Maths
Science
History
Geography
Art
Music
Physical Education
Religious Education
Modern Foreign Languages
Computing
Design Technology
Personal, Social and Health Education



Learning Journey

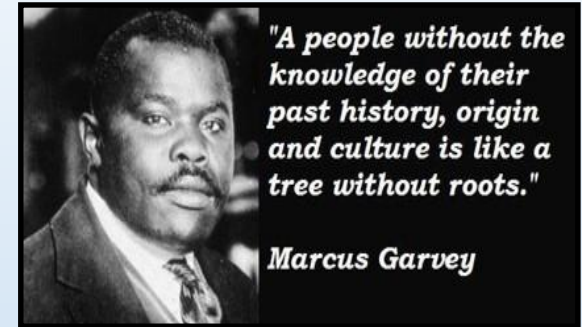




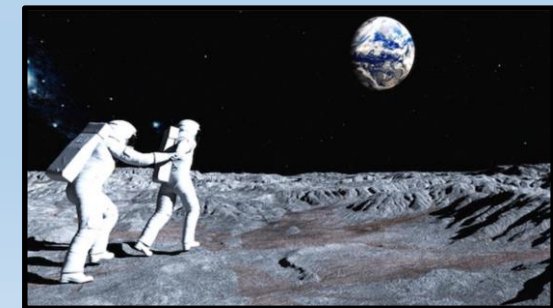
"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"
Michael Palin

Geography and History at Pinewood

At Pinewood we teach a rich substantive and disciplinary knowledge based curriculum which encourages children to discover and explore. We start each theme with a Big question/ Theme title to help children lead their own learning. We plan using this programme alongside the KS1 National curriculum and EYFS curriculum. Each strand of history and geography is broken down and specific knowledge is taught in order to develop historical and geographical understanding. We then find ways to provide our children with a range of experiences to broaden their horizons. We pick themes that are interwoven throughout their time at Pinewood and inspire our children's interest, enthusiasm and curiosity!



Marcus Garvey



Pinewood Infant and Nursery school

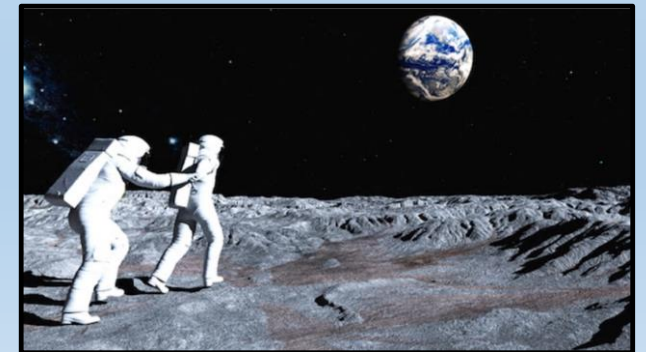
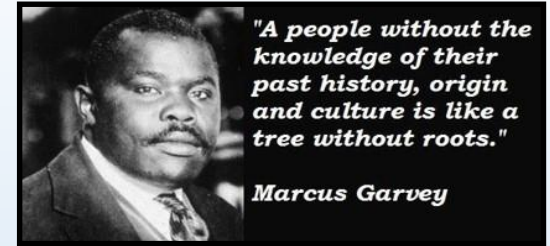
The roots to grow and the wings to fly

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History at Pinewood

Our vision for History for our children is to:

- inspire pupil's curiosity to know more about the past
- gain a sense of **chronology** over time and to be interested in and ask questions about the past
- develop children's **substantive and disciplinary knowledge**
- leave Pinewood understanding a sense of **chronology** for a theme that interests them
- be able to comment on and identify similarities and differences between ways of life in different **periods**
- understand how to find out about the **past** and represent their findings in different ways
- answer questions using parts of stories and **historical sources**

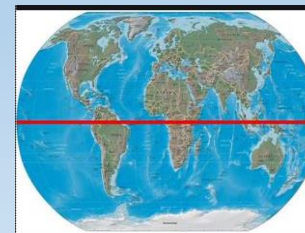
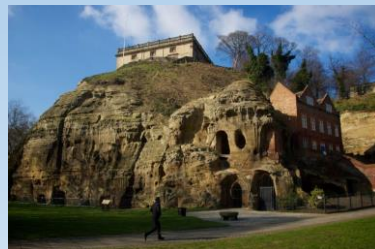
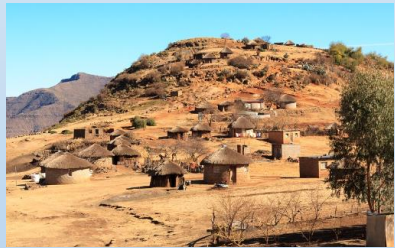


"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"
Michael Palin

Geography at Pinewood

Our vision for Geography for our children is to:

- become familiar with their own **locality** through geographical enquiry including first hand observations
- develop a sense of **place**
- develop knowledge about the **wider world** and be inquisitive and motivated to find out about different areas.
- understand and use basic geographical **vocabulary** relating to human and physical geography
- be equipped with certain geographical **substantive and disciplinary knowledge** as they progress through into key stage 2
- experience looking at **maps, atlases** and listen to **stories** that have a geographical content and use simple **compass** directions
- gain an understanding and care about **environmental issues**



What did the Plague teach us?

What were seashores like in the past?

What is it like to be an Antarctic explorer?

End product

We like to conclude the topic with an end product or project. This could be anything exciting from a special assembly showing the parents what we have learnt or making our own information booklets.

The Big question/ Theme Title

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning.



Fantastic festivals! EYFS – Understanding of the world

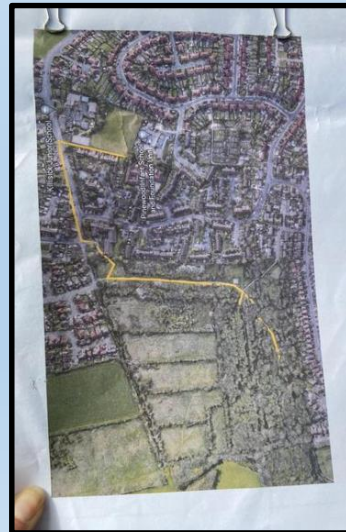
Launch

We love starting themes with an exciting launch. For example this year this includes a historical theatre company visit and fairy tale day. We do this to excite and enthuse the children.



What does History and Geography at Pinewood look like?

- First hand experiences
- Visits and visitors
- Launch days
- End products
- Outdoor learning
- Substantive and disciplinary knowledge rich based learning
- IWB slide as introduction to sessions
- Key vocabulary
- Knowledge organisers
- Floor book to showcase learning
- Cross-curricular links
- Maps and atlases accessible in classrooms
- Historical and class timeline
- Sticky knowledge



Geography

Understanding and exploring our world...

Locate!

Identify!

Describe!

Compare!

Investigate!

Discuss!

History

History tells the story of the past...

Events beyond living memory

Lives of significant people

Changes in living memory

Local History

History Knowledge Progression Overview				
	Y1	Y2	Year 1 Expected	Year 2 Expected
Changes within living memory	Know about and discuss an event that happened before	Know about and discuss past events in their own life and/or in the lives of family members	Know about changes in living memory Know how chronology reveals aspects of change in national life Know the difference between past and present in their own and others' lives Know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago	Know and describe changes in living memory Know how chronology reveals aspects of change in national life Know the difference between ways of life at different times Know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago
Beyond living memory		Know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework or events commemorated through festivals or anniversaries	Know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework Know why people did things, why events happened and what happened as a result Know differences between the past and the present	Know and make comparisons with our life today Know why and identify with reasons for and results of people's actions Know why people may have wanted to do something

Pinewood Infant and Nursery School Knowledge Organiser

Autumn 2 Theme: The Great Fire of London Year 2

History: The Story of the Past

Key Vocabulary

- Plot: Things that have already happened.
- Clarity: A lack of sound experience or events (sometimes delay)
- Minerals: What things are made of such as bricks, wood and plaster.
- Fire truck: A road vehicle that was used to pull down walls.
- The plague: A disease that killed people in the 17th century.
- Baking: A place where bread and cakes are made or sold.

Fun fact!
In 1666, the buckets were made of leather.

Year 1

Great Inland Living memory
Chronological understanding
Sequence events in our lives
Begin to know how to tell a familiar story set in the past

Historical enquiry
Using sources of information to answer questions
Know that stories with historical content may be fact or may be fiction
Remembrance day – learning what happened many years ago

Year 2

Historical enquiry
Find out about a famous person from the past (Nelson Mandela)
Historical knowledge – fact and consequence
Nelson Mandela

Lives of significant people
Recount the life of a significant person in the past: Nelson Mandela

Changes in living memory – past 100 years
Chronological understanding
Know some events belonging to the past
Identify old and new objects
Past and present of own and other's lives
Reliability of adult memories
Historical enquiry
Finding out about the past from different sources including older people

Stories in the Past
Chronological understanding
Comparisons over time from Victorian records to today
Objects and artefacts
Historical enquiry
Finding out about the past from different sources including older people
Interpretation of history
Using stories to distinguish between fact and fiction

EYFS

History and Geography in the Foundation Stage comes under the Understanding of the World (UOW) area in development matters. Children engage in both incidental historical and geographical learning through their play both inside and outside and also adult led STEM sessions. We make cross-curricular links where appropriate. Many of the EYFS themes allow us to make geographical and historical links to their learning including seasons, 'Fantastic festivals' and 'Transport yourself'.



In F2 we go on seasonal walks to the Hobbucks.
We adopt a tree and visit each season to see how it changes.



In F2 we take photos of special events such as the Christmas play and trips and create a class timeline through out the year.

Key stage 1

In KS1 we follow the History and Geography National Curriculum and our knowledge progression document which encourages children to discover explore . We pick themes that inspire our children's interest, enthusiasm and curiosity!

Geography content

Substantive knowledge:

- Locational knowledge
- Place knowledge
- Human and physical geography



History subject content

Substantive knowledge:

- Changes within living memory
- Beyond living memory
- Lives of significant people
- Local History



Disciplinary knowledge

- Geography enquiry
- Fieldwork



Disciplinary knowledge:

Chronology

Interpretations of History

Historical Enquiry

Organisation and communication



In Key stage 1 we have timeline in every classroom. In year 1 we have a class events timeline which puts special events such as trips from the school in order. In addition to the class timeline year 2 have a timeline that displays all of the events and significant individuals that we have learnt about in chronological order. This helps to develop the children's chronological understanding.

In every classroom have a range of maps and atlases that the children can access at any time!





Visits and visitors

Widening the experiences for our children is fundamental to our teaching and learning of history and geography. This includes working in the outdoors, visits and visitors.



Cultural capital in History and Geography

Here at Pinewood School, children benefit from an exciting curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum many of which are linked to our history and geography teaching. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local nature reserve, farms, art galleries, shops and parks just to name a few.

Building Experiences and Knowledge by Immersing Children in the World around them



Exploring and embracing our local environment

Adopting animals



Educational visits linked to our themes



RSPB Birdwatch
Caring about animals



Eco warriors
Caring for our environment



Learning about
Inspirational people



Understanding how
history has shaped
our future



Learning about
people in our
local environment



Exciting launch
days!

Assessment

At Pinewood we:

- ✓ Use the knowledge progression document to create a sequence in learning that challenges children appropriately
- ✓ Build in success criteria for each lesson as we plan
- ✓ Plan assessment rich stepping stone activities within our planning e.g. map/ comparison table / bubble diagram
- ✓ Include key questions within our planning
- ✓ Plan plenty of opportunities for recap
- ✓ Use knowledge organisers with sticky knowledge /key vocabulary / maps on

Formative assessment:

- ✓ Quizzes/ memory activity at the start of each lesson which recaps previous learning
- ✓ Floor books – photos / quotes / questions
- ✓ Discussion / debate
- ✓ Questioning
- ✓ Evidence of completed stepping stone activities
- ✓ Photographs
- ✓ Notes on planning
- ✓ Traffic lighting of own work (self-review)

Summative assessment:

- ✓ Pre- assessments for each topic e.g. mind map / bubble diagram/ class discussion (age appropriate)
- ✓ When necessary post assessment activity e.g. map to finish a sequence of learning
- ✓ Knowledge progression document termly assessment sent to Subject coordinator
- ✓ End of year information sent to parents in written report
- ✓ End of key stage 1 knowledge assessment

Post assessment quiz!



1. Can you name the 5 oceans of the world?

2. What is a river?

3. What is an ocean?

4. What is a lake?

5. What are the surrounding bodies of water around the UK?

6. Why is the ice in the Arctic melting?

