



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



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The Pinewood Curriculum Journey

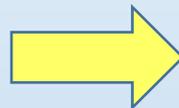
Knowledge progression overviews

Pinewood Infant and Nursery School (PI & NS) Relationships Knowledge and Skills

PSHE & Relationships

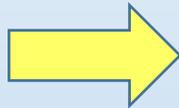
SCARF Status, Caring, Achievement, Resilience and Friendship

The knowledge progression overview shows the progression of study for PSHE. It includes a table with columns for Year 1 and Year 2, and rows for various topics like Relationships, Personal Development, and Community. The table contains detailed learning objectives and outcomes for each topic.



Long Term Overview for each subject

Subject	Year 1	Year 2
English	Reading: The Gruffalo, The Snowman. Writing: The Gruffalo, The Snowman.	Reading: The Gruffalo, The Snowman. Writing: The Gruffalo, The Snowman.
Maths	Counting, Addition, Subtraction.	Counting, Addition, Subtraction.
Science	Living and Non-living things.	Living and Non-living things.
History	Local history, The Great Fire of London.	Local history, The Great Fire of London.
Art	Color, Shape, Line.	Color, Shape, Line.
Music	Sound, Rhythm.	Sound, Rhythm.
Physical Education	Basic movement skills.	Basic movement skills.
PSHE	Relationships, Personal Development.	Relationships, Personal Development.



Long Term Plan EYFS, Year 1 and Y2

YEAR 2 LONG TERM PLAN 21-22

TERM	SEPTEMBER 1	OCTOBER 1	NOVEMBER 1	DECEMBER 1	JANUARY 1	FEBRUARY 1	MARCH 1	APRIL 1	MAY 1	JUNE 1
ENGLISH	Non-fiction: The Gruffalo	Fiction: The Snowman								
MATHS	Counting, Addition	Counting, Addition								
SCIENCE	Living and Non-living	Living and Non-living								
HISTORY	Local history	Local history	Local history	Local history	Local history	Local history	Local history	Local history	Local history	Local history
ART	Color, Shape, Line	Color, Shape, Line								
MUSIC	Sound, Rhythm	Sound, Rhythm								
PE	Basic movement	Basic movement								
PSHE	Relationships	Relationships								



Medium Term Plans

Pinewood Infant and Nursery School

Medium Term Plan for Year 2

Subject: English

Unit: The Gruffalo

Weeks: 1-4

Learning Objectives: To understand the text, to identify the main message, to use the text to create a story.

Activities: Reading, Writing, Drawing, Role-play.

Assessment: Oral and written.

Weekly lesson plans

English Weekly Plan Year 2

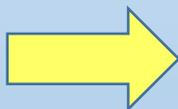
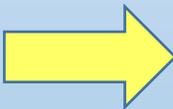
Date: 07.09.22

Term and Week: Spring 2 Week 8

Learning Objectives: To understand the text, to identify the main message, to use the text to create a story.

Activities: Reading, Writing, Drawing, Role-play.

Assessment: Oral and written.



Lesson Journey

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

Lessons and recording

Pinewood Infant and Nursery School

Lesson Recording

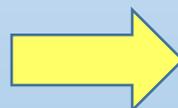
Year 2

History: The Story of the Post

Learning Objectives: To understand the text, to identify the main message, to use the text to create a story.

Activities: Reading, Writing, Drawing, Role-play.

Assessment: Oral and written.



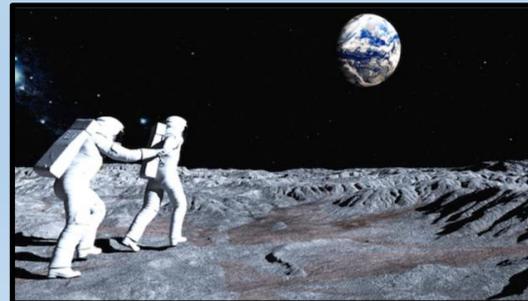
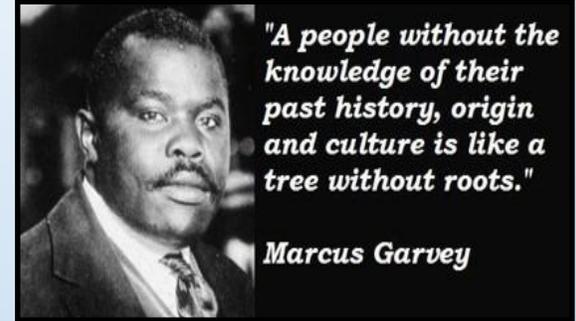
Learning Journey





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 is broken down and specific knowledge is taught in order to develop historical 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!



Pinewood Infant and Nursery school

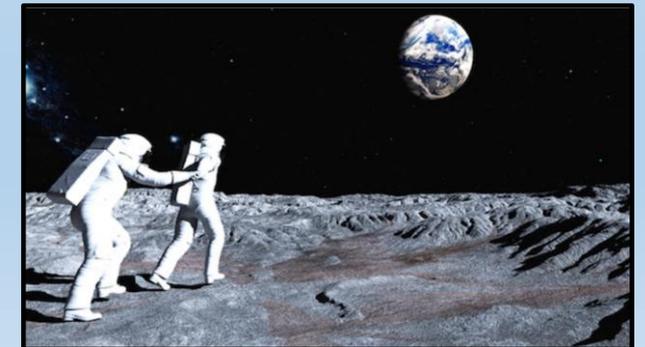
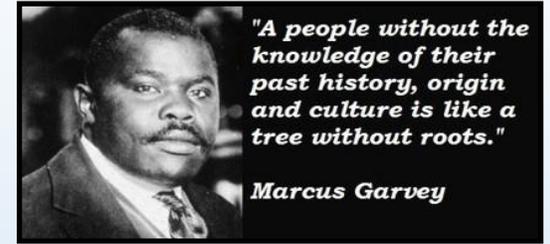
The roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

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**



What did the Plague teach us?

The Big question/ Theme Title

Fantastic festivals! EYFS – Understanding of the world

What were seashores like in the past?

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

Launch

What is it like to be an Antarctic explorer?

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.

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.



What does History 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



History Knowledge Progression Overview					
Progression	Y1	Y2	Year 1 Essential	Year 2 Essential	Year 2 Extending
Changes within living memory	<p>know about and discuss an event that happened before</p> <p>know how things have changed since they were born</p> <p>know some facts about events or people from the past that they recall from stories they have read/heard</p>	<p>know about changes in living memory</p> <p>know how chronology reveals aspects of change in national life</p> <p>know differences between past and present in their own and others' lives</p> <p>know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago</p>	<p>know how chronology reveals aspects of change in national life</p> <p>know differences between ways of life at different times</p> <p>know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago</p>	<p>know how chronology reveals aspects of change in national life</p> <p>know differences between ways of life at different times</p> <p>know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago</p>	<p>know how chronology reveals aspects of change in national life</p> <p>know differences between ways of life at different times</p> <p>know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago</p>
Beyond living memory	<p>know how to compare and comment on images of historical situations in the past, particularly in the books they have read/heard</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it fits within a chronological framework or events commemorated through festivals or anniversaries</p> <p>know why people did things, why events happened and what happened as a result</p> <p>know some interesting facts from a historical event e.g. GPO</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it fits within a chronological framework</p> <p>know why people did things, why events happened and what happened as a result</p> <p>know differences between ways of life at different times</p> <p>know some interesting facts from a historical event e.g. GPO</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it fits within a chronological framework</p> <p>know why people did things, why events happened and what happened as a result</p> <p>know differences between ways of life at different times</p> <p>know some interesting facts from a historical event e.g. GPO</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it fits within a chronological framework</p> <p>know why people did things, why events happened and what happened as a result</p> <p>know differences between ways of life at different times</p> <p>know some interesting facts from a historical event e.g. GPO</p>

Pinewood Infant and Nursery School Knowledge Organiser

Autumn 2 Theme: The Great Fire of London Year 2

History: The Story of the Past

History Knowledge

In Sunday 2nd September 1666, The Great Fire of London started in a bakery in Pudding Lane.

The fire started because the baker, Thomas Farrant, had forgotten to put out the fire he used to heat his bread.

In 1666, London was very different to how it is now. The Tower was a long, but narrow, so the buildings were very dry. The fire quickly spread from one house to another.

There were no fire-fighters in the town so people had to try and put the fire out with water from the River Thames.

The main method they used to stop fire was to create firebreaks by pulling houses down to stop the fire spreading.

The fire was finally put out on Thursday 6th September 1666.

Samuel Pepys wrote about the Great Fire of London in his diary.

Key Vocabulary

Plot: Things that have already happened

Diary: A book to record experiences or events sometimes dated

Materials: What things are made of such as bricks, wood and plaster

Fire hook: A metal pole that was used to pull down walls

The plague: A disease that killed people in the 17th century

Bakery: A place where bread and cakes are made or sold

Fun fact!

In 1666, the buckets were made of leather.

Year 1	Year 2	Year 3	Year 4
<p>Event beyond living memory</p> <p>Chronological understanding</p> <p>Sequence events in our lives</p> <p>Begin to know how to recall a particular story set in the past</p> <p>Historical enquiry</p> <p>Using sources of information to answer questions</p> <p>Interpretations of history</p> <p>Know that stories with historical content may be fact or made, be fiction</p> <p>Remembrance day - knowing what happened, when, where, why</p>	<p>Event beyond living memory</p> <p>Chronological understanding</p> <p>Record the life of a significant individual in the past - Scatt of the Archer</p> <p>Know about the life of someone famous from Britain who lived in the past</p> <p>Know what the world was like at that time</p> <p>Contribution to national and international achievement</p> <p>Historical enquiry</p> <p>Begin to know how to recall a particular story set in the past</p> <p>Historical enquiry</p> <p>Using sources of information to answer questions</p>	<p>Event beyond living memory</p> <p>Chronological understanding</p> <p>Know some objects belong to the past - identify, old and new objects</p> <p>Past and present of own and other's lives</p> <p>Interpretations of history</p> <p>Ability of adults represent</p> <p>Historical enquiry</p> <p>Finding out about the past from different sources including older people</p>	<p>Event beyond living memory</p> <p>Chronological understanding</p> <p>Compare events over time from Victorian records to today</p> <p>Objects and artefacts</p> <p>Historical enquiry</p> <p>Finding out about the past from different sources including older people</p> <p>Interpretations of history</p> <p>Using stories to distinguish between fact and fiction</p>
<p>Year 1</p> <p>Historical enquiry</p> <p>Use sources of information to answer questions</p> <p>Interpretations of history</p> <p>Know that stories with historical content may be fact or made, be fiction</p> <p>Remembrance day - knowing what happened, when, where, why</p>	<p>Year 2</p> <p>Historical enquiry</p> <p>Using sources of information to answer questions</p> <p>Interpretations of history</p> <p>Know that stories with historical content may be fact or made, be fiction</p> <p>Remembrance day - knowing what happened, when, where, why</p>	<p>Year 3</p> <p>Historical enquiry</p> <p>Using sources of information to answer questions</p> <p>Interpretations of history</p> <p>Know that stories with historical content may be fact or made, be fiction</p> <p>Remembrance day - knowing what happened, when, where, why</p>	<p>Year 4</p> <p>Historical enquiry</p> <p>Using sources of information to answer questions</p> <p>Interpretations of history</p> <p>Know that stories with historical content may be fact or made, be fiction</p> <p>Remembrance day - knowing what happened, when, where, why</p>

History

History tells the story of the past...

Lives of significant people

Events beyond living memory

Changes in living memory

Local History

EYFS

History 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 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!

History subject content

Substantive knowledge:

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

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.



Visits and visitors

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



Cultural capital in History

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 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

Educational visits
linked to our themes



Understanding how
history has shaped
our future



Learning about
people in our
local environment



Learning about
Inspirational people



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?
