**Educational Programme: Understanding the World**

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.

**Early Learning Goal: Past and Present**

* 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.

**Early Learning Goal: People, Culture and Communities**

* 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.

**Early Learning Goal: The Natural World**

* 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.

**Our Intent at ELAN Multi-Academy Trust**

Nothing matters more than children making sense of the world in which they live. Children’s awe of the world around them needs to be fostered through everyday practice and provision. We aim to offer every child a ‘basic entitlement’ across the aspects within Understanding the World so their curiosity for knowing, understanding and comparing the world can be explored (cultural capital: the essential knowledge that children need to be educated citizens).

We will provide an Understanding of the World area where children can access a range of real resources such as, atlases, insect pots, magnifying glasses, flags, maps, pinecones, leaves, conkers, shells, mirrors, cameras, clocks, timers, magnets, rocks, minerals, gems, torches, babushka dolls, pebbles, globes, and read a range of texts that show our social, cultural, ecological and technological diverse world. See the attached book list for the broad selection of stories, non-fiction, rhymes and poems, that will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which we are ‘aiming’ to read with the children across our planned curriculum.

The three aspects of Understanding the World all interlink. Therefore, the elements of each national curriculum subject (history, science, geography and RE) will be evident across Past and Present, People, Culture and Communities and the Natural World. The use of IT, as a tool for the way children learn, will be threaded across all the aspects of Understanding the World.

Furthermore, there are links to other curriculum plans. For example, learning the names of animals and plants (autumn) and then drawing them (summer) as detailed in the curriculum plan for Expressive Arts and Design.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

**School Inspection Handbook July 2022**

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress’ (page 84).

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| **Aspect** | **Past and Present (History)** | | |
| **Big Idea** | **Autumn**  **Knowing** | **Spring**  **Understanding** | **Summer**  **Comparing** |
| **Intent**  **What every child is entitled to know** | Name and describe people who are familiar to them.  Talk about members of their immediate family and community.  Discuss roles in society.  Visit a place of historical importance (consider the lives of both women and men). | Understand the past through settings, characters and events.  Comment on images of familiar situations in the past.  Discuss roles in society. | Compare and contrast characters from stories, including figures from the past (now and then).  Discuss roles in society. |
| **Implementation**  **How every child is entitled to come to know** | We will implement the above through:  Giving children personal experiences through **visits** and meeting important members of society (**visitors**).  **Reading** a broad selection of stories, non-fiction, rhymes and poems depicting our socially, culturally, ecologically and technologically diverse world.  Enriching and widening children’s **vocabulary**, particularly through the introduction of tier 3 words, which will be recorded in a class glossary.  Embedding and deepening children’s understanding within the **continuous and enhanced provision.**  **Continuous provision** – The purpose of continuous provision is to continue the provision for learning in the absence of an adult. Each area of provision that you create needs a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. Continuous provision is not just the provision that is continuously available (Alistair Bryce Clegg - ABC Does).  **Enhanced provision** – What is added to the learning environment on a temporary basis. This could be to; build upon children’s interest; develop a theme or topic; develop knowledge and/or skills (e.g. colouring mixing, joining techniques), develop basic literacy or maths knowledge and/or skills; provide a direct challenge (Alistair Bryce Clegg - ABC Does). | | |
| **Past and Present: Some examples of what this could look like in the EYFS considering the intent (the what) and the implementation (the how) as prescribed above as each child’s entitlement.** | | | |
| **Visit and/or Visitor**  Encourage the children to think about how people’s lives have shaped this nation and how Britain has been influenced and been influenced by the wider world (from the earliest time to the present day). | Visitor: Invite in a grandparent/parent to talk about and show photos of when they were young. Discuss families.  Visitor: Invite in a grandparent/parent who is an important member of society such as, a nurse, firefighter, police officer, dentist, HGV driver, paramedic, or builder. What is their role in society?  Visit: A war memorial for Remembrance Sunday. How is the past represented now? Why do we wear poppies? | Visitor: Invite in a grandparent/parent to talk about what home and school were like in the past and now (changes within living memory and changes in national life). What are your memories? Discuss different ways of life and types of homes, clothes and games/toys. | Visitor: Invite in a grandparent/parent to talk about their experiences of travel in the past and present (changes in living memory and changes in national life).  Visitor: Introduce an adult (hot seating) from beyond living memory who has contributed to a significant national or international achievement/event in travel. For example, Rosa Parks (bus), Amelia Earhart (flight), Neil Armstrong (space). How has it changed over time?  Visit: The Helicopter museum.  Explore what future travel may look like. |
| **Texts**  Children ask and answer questions choosing and using parts of stories, and other sources/texts, to show that they know and understand key features of events. | The Great Big Book of Families by Mary Hoffman and Ros Asquith (non-fiction).  So Much by Trish Cooke (social and cultural).  My Map Book by Sara Fanelli (a map of my family).  Everywhere Babies by Susan Meyers (social).  Cops and Robbers by Jane and Allan Ahlberg (story). | The Great Big Book of Families by Mary Hoffman and Ros Asquith (non-fiction).  The Proudest Blue by Ibtihaj Muhammad (cultural).  My Map Book by Sara Fanelli (a map of my school).  The Toymaker by Martin Waddell (social). | Man on the Moon by Simon Bartram (technological).  Fantastically Great Women Who Changed the World by Kate Pankhurst (non-fiction).  My Map Book by Sara Fanelli (a map of space).  Mrs Armitage on Wheels by Quentin Blake (technological).  Mr Grumpy’s Motor Car by John Burningham (technological). |
| **Vocabulary** | Develop an awareness of time using common words and phrases relating to the passing of time. For example, a long time ago, past, present, future, chronology, memory, young, old, now, museum or history.  Develop an awareness of other key vocabulary linked to this area of learning such as, adopted, fostered, society and achievement. | | |
| **Continuous and Enhanced Provision** | Skin tone crayons in the creative area.  Children bring in baby/family photos to share and display. How have you changed over time? What is the difference between young and old?  Introduce the babies and accessories to the home corner. What could you do or not do as a baby? What care do babies need?  Provide police cars and safety cameras for small world play. Find examples of old and new police transport. | Investigate older toys.  School role play area.  Provide photos (in black and white) of the school and the games and toys in the setting (putting modern into black and white) to stimulate discussion about past and present. | Small world play: cars, planes, ships, trains, helicopters, rockets, astronauts, planets, air ambulances etc. |
| **Further Ideas** | | | |
| Invite in a dentist or dental nurse to role play in the dental surgery. What happens when you visit the dentist? Why do you need to go to the dentist? How has the dentist changed over time?  How is the past represented now? Why do we have bonfire night and fireworks?  Significant historical events, people, places in the locality. For example, Brunel.  The history of the Monarchy. | | | |
| **Aspect** | **People, Culture and Communities (RE)** | | |
| **Big Idea** | **Autumn**  **Knowing** | **Spring**  **Understanding** | **Summer**  **Comparing** |
| **Intent**  **What every child is entitled to know** | Recognise that people have different beliefs and celebrate special times in different ways (consider a celebration that is familiar to most children). | Know and understand that some places are special to members of their community.  Discuss roles in society (Past and Present). | Recognise, know and understand that people have different beliefs and celebrate special times in different ways (consider a celebration that is not familiar to most children). |
| **Implementation**  **How every child is entitled to come to know** | We will implement the above through:  Giving children personal experiences through **visits** and meeting important members of society (**visitors**).  **Reading** a broad selection of stories, non-fiction, rhymes and poems depicting our socially, culturally, ecologically and technologically diverse world.  Enriching and widening children’s **vocabulary**, particularly through the introduction of tier 3 words, which will be recorded in a class glossary.  Embedding and deepening children’s understanding within the **continuous and enhanced provision.**  **Continuous provision** – The purpose of continuous provision is to continue the provision for learning in the absence of an adult. Each area of provision that you create needs a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. Continuous provision is not just the provision that is continuously available (Alistair Bryce Clegg - ABC Does).  **Enhanced provision** – What is added to the learning environment on a temporary basis. This could be to; build upon children’s interest; develop a theme or topic; develop knowledge and/or skills (e.g. colouring mixing, joining techniques), develop basic literacy or maths knowledge and/or skills; provide a direct challenge (Alistair Bryce Clegg - ABC Does). | | |
| **People, Culture and Communities: Some examples of what this could look like in the EYFS considering the intent (the what) and the implementation (the how) as prescribed above as each child’s entitlement.** | | | |
| **Visit and/or Visitor**  Encourage the children to think about Britain’s diverse cultures and communities. | Visitor: Invite in a grandparent/parent to talk about how they celebrate Christmas. How are traditions the same? How are traditions different?  Link Christmas to another country and how they celebrate. For example, Poland. Fish (carp) is a traditional Polish Christmas Day dinner. | Visit: A local place(s) of worship. What does being kind mean? | Example for term 5  Visitor: Invite in a grandparent/parent or someone who celebrated Holi (the festival of love, spring and colours).  Example for term 6.  Visitor: Olympian or Para-Olympian (men and women). |
| **Texts**  Children ask and answer questions choosing and using parts of stories, and other sources/texts, to show that they know and understand key concepts of cultures. | My Map Book by Sara Fanelli (a map of my Christmas).  The Nativity Story (cultural).  Children of the World by Mary Green and Julie Stanley (cultural). | The Memory Tree by Britta Teckentrup (ecological).  So Much by Trisha Cooke (social and cultural).  My Map Book by Sara Fanelli ( a map of my heart). | The Festival of Colours by Kabir Sehgal and Surishtha Sehgal (cultural).  Little People; Big Dreams; Jesse Owens by Maria Isabel Sanches Vegara (social and cultural). |
| **Vocabulary** | Develop an awareness of common words and phrases relating to culture and communities. For example, celebration, belief, worship, respect, faith, religion, scared, kindness, love, family and friendship.  Develop an awareness of any other key vocabulary linked to this area of learning and what was implemented. For example, based on the above, Christmas, Poland, Polish, carp, pierniki, India, Hinduism, Olympics, Olympian and Para-Olympian. | | |
| **Continuous and Enhanced Provision** | Make pierniki (polish gingerbread) which is a festive Polish food. | Additional role play experience based on the place of worship visited. | Provide an experience where children can re-enact the festival of colours (paint, paper, fabric).  Sports Day. |
| **Further Ideas** | | | |
| Diwali. | | | |
| **Aspect** | **The Natural World (Science and Geography)** | | |
| **Big Idea** | **Autumn**  **Knowing** | **Spring**  **Understanding** | **Summer**  **Comparing** |
| **Intent**  **What every child is entitled to know** | Explore the natural world around by making observations.  Describe what they see, hear and feel whilst outside.  Name and describe animals and plants.  Describe the immediate environment (People, Culture and Communities).  Draw information from a simple map (People, Culture and Communities). | Explore and understand the effect of changing seasons on the natural world around them.  Understand how animals behave differently e.g. hibernation.  Name and describe animals and plants.  Understand how to care for the natural world.  Draw information from a map (People, Culture and Communities). | Understand the effect of changing seasons on the natural world around them.  Explore the natural world around and represent by drawing pictures of animals and plants.  Recognise some environments that are different to the one in which they live.  Recognise some similarities and differences between life in this country and life in other countries (People, Culture and Communities).  Draw information from an aerial map (People, Culture and Communities). |
| Observe and interact with natural processes (melting, heating, floating, sinking).  Test ideas and use equipment/tools. | Observe and interact with natural processes (objects casting shadows, light travelling through transparent materials).  Test ideas and use equipment/tools. | Observe and interact with natural processes (magnets attracting objects, a sound causing a vibration,).  Test ideas and use equipment/tools. |
| **Implementation**  **How every child is entitled to come to know** | We will implement the above through:  Giving children personal experiences through **visits** and meeting important members of society (**visitors**).  **Reading** a broad selection of stories, non-fiction, rhymes and poems depicting our socially, culturally, ecologically and technologically diverse world.  Enriching and widening children’s **vocabulary**, particularly through the introduction of tier 3 words, which will be recorded in a class glossary.  Embedding and deepening children’s understanding within the **continuous and enhanced provision.**  **Continuous provision** – The purpose of continuous provision is to continue the provision for learning in the absence of an adult. Each area of provision that you create needs a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. Continuous provision is not just the provision that is continuously available (Alistair Bryce Clegg - ABC Does).  **Enhanced provision** – What is added to the learning environment on a temporary basis. This could be to; build upon children’s interest; develop a theme or topic; develop knowledge and/or skills (e.g. colouring mixing, joining techniques), develop basic literacy or maths knowledge and/or skills; provide a direct challenge (Alistair Bryce Clegg - ABC Does). | | |
| **The Natural World: Some examples of what this could look like in the EYFS considering the intent (the what) and the implementation (the how) as prescribed above as each child’s entitlement.** | | | |
| **Visit and/or Visitor**  Encourage the children to be curious about their immediate surroundings and the wider world. | Simple Field Study: Autumn welly walk around the immediate environment (**observe and talk** about things you can smell, see and feel, take a photo of a tree, take note of the weather and season).  Simple Field Study: Winter welly walk around the immediate environment (observe, name and note things you can smell, see and feel, take a photo of a tree, take note of the weather and season). What do you see?  Visitor: Cook or baker. Which is a fruit? Which is a vegetable? What part do we eat? Let’s get cooking! What happens to bread in a toaster? How do things melt? | Simple Field Study: Spring welly walk around the immediate environment (**observe and notice** things you can smell, see and feel, take a photo of the same tree, take note of the weather and season). | Simple Field Study: Summer welly walk around the immediate environment (**observe and draw** things you can smell, see and feel, take a photo of the same tree, take note of the weather and season).  Visitor: Invite in a grandparent/parent or someone who works in a Travel Agents. Visit the beach. Where have you been on holiday? What was the same? What was different?  What is the weather like in the UK compared to other countries? Hot and cold areas of the world in relation to the equator and the North and South.  Visitor: Invite in a grandparent/parent or someone who works in engineering. |
| **Texts**  Children ask and answer questions choosing and using parts of stories, and other sources/texts, to show that they know and understand their world. | Tree by Patricia Hegarty (ecological).  Leaf Man by Lois Ehlert (ecological).  My Map Book by Sara Fanelli (a map of my bedroom, classroom, school).  Ada Twist Scientist by Andrea Beaty (question why things happen – technological).  10 Things I Can Do to Help My World by Melanie Walsh (ecological).  Here we are by Oliver Jeffers (ecological).  Big Dreams, Little People. David Attenborough (ecological). | Tree by Patricia Hegarty (ecological).  Poetry Basket: I am the seed that grew the tree (ecological).  Window by Jeannie Baker (ecological).  Dear Greenpeace by Simon James (ecological). | Tree by Patricia Hegarty and Bee by Patricia Hegarty (ecological).  The Great Big Book of Families by Mary Hoffman and Ros Asquith (non-fiction - holidays).  My Map Book by Sara Fanelli (a map of another country).  Fossil Girl by Mary Anning or Stone Girl, Boat Girl by Laurence Anholt (ecological).  Planet Full of Plastic by Neil by Neal Layton (ecological).  The Boy Who Harnessed the Wind’ by William Kamkwamba and Bryan Mealer (technological).  Rosie Revere Engineer by Andrea Beaty (technological).  Katie Goes to London by James Mayhew.  The Queen’s Hat by Steve Antony. |
| **Vocabulary** | Develop an awareness of common words and phrases relating to geographical thinking. For example, seasons, autumn, winter, map, aerial, globe, months of the year, spring, planet, recycling, summer, pollination, country and geography.  Develop an awareness of common words and phrases relating to scientific thinking. For example, test, science, float, sink, melt, heat, equipment, light, dark, transparent, magnetic, attract, repel, sound and vibration.  Develop an awareness of any other key vocabulary linked to this area of learning and what was implemented. For example, based on the above, the names of plants, flowers and animals seen on Simple Field Studies (evergreen, deciduous, daffodil, blossom) or the names of countries and cities or the names of the parts of plants. | | |
| **Continuous and Enhanced**  **Provision** | Make a class book/display following autumn field trip.  Add to class book/display following winter filed trip. What do you notice that is the same as last time? What do you notice that is different from last time? What has changed?  Have a class weather chart (daily weather patterns of the UK).  Organise the animals (small world) by 7 continents and 5 oceans. Name and locate on a map of the world/globe/atlas.  Organise the dinosaurs (small world) by herbivores, omnivores and carnivores.  Provide tuff tray small world play where children can learn basic geographical vocabulary. Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.  Human features: city, town, village, farm, house, office, port, harbour, shop.  Provide a scaled model of the classroom.  Create basic maps to find hidden objects.  Have basic maps to plot a route to the school office.  Make maps for familiar stories: Bear Hunt.  Water play; What might float? What might sink? Melting ice. | Add to class book/display following spring field trip.  Adult to take photos of spring welly walk roue. Adult to draw a map with added photos.  Have basic maps to plot a route from school to the park. Recall the order of landmarks on route.  Take a photo of a simple aerial view and make it with blocks to compare with side view.  Have a class weather chart (daily weather patterns of the UK).  Share and draw the UK map (capital cities: England, Wales, Scotland and Northern Ireland).    Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe location.  Planting. What is inside a plant? What is inside a seed? Dissect a plant and name parts of a plant.  Watch an apple go brown.  Grow your own butterflies.  Light/dark. Explore transparent materials and non-transparent materials. What makes a shadow? What is electricity? | Add to class book/display following summer field trip.  Observational drawings of trees and/or bees.  Have a class weather chart (daily weather patterns of the UK).  Travel Agents role play (depicting holidays from around the world).  Provide simple large aerial maps (construct basic symbols in a key).  Look at an aerial view of the school.    Explore Google – Street View.  Identify characteristics of the capital cities in the UK.  Collect, analyse and communicate a range of data gathered through experiences of fieldwork that deepen understanding of geographical processes (counting cars, measuring water, litter picking).  Magnetic play. What does repel feel like? What does attract feel like?  Experiment with and discuss sound and vibration (speaking tubes, guitar strings). |
| **Further Ideas** | | | |
| Invite in a builder to role play in the wooden block area. How do they build a brick wall? Why do they need a spirit level and a pencil? | | | |

**Sensible and Meaningful Assessment (Past and Present – History)**

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| Percentage of children who are ready to progress  End of term 2 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | How will we do this? |
|  |  |  |
| Percentage of children who are ready to progress  End of term 4 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
|  |  |  |
| Percentage of children who are ready to progress  End of term 6 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
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Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

**Sensible and Meaningful Assessment (People, Cultures and Communities – RE)**

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| Percentage of children who are ready to progress  End of term 2 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | How will we do this? |
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| Percentage of children who are ready to progress  End of term 4 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
|  |  |  |
| Percentage of children who are ready to progress  End of term 6 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
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Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

**Sensible and Meaningful Assessment (The Natural World – Science and Geography)**

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| Percentage of children who are ready to progress  End of term 2 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | How will we do this? |
|  |  |  |
| Percentage of children who are ready to progress  End of term 4 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
|  |  |  |
| Percentage of children who are ready to progress  End of term 6 | Who needs more experience or a different experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
|  |  |  |

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.