

Understanding of the world: people, culture and communities

Early learning goal

Understanding of the world: People, culture and communities

Highlighted vocabulary from LEAP

highlighted vocabulary from year one project 1 and or physical and human features from NC

- ✿ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ✿ Explain some similarities and differences between the life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

Understanding the world: the world

	<p>Our world We live on planet Earth. It is one of the planets in our solar system. On Earth there are many different countries. In each country there are Cities, Town and villages. Where do you live?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ✿ World ✿ Planet ✿ Solar system ✿ Country ✿ City ✿ Town ✿ Village ✿ Sheffield ✿ Local ✿ Community ✿ Environment ✿ Observe ✿ Indoors/Outdoors ✿ Compare ✿ Same ✿ Different ✿ Changes ✿ Improvements ✿ Fiction ✿ Non-fiction ✿ Maps ✿ Beach ✿ Forest ✿ Hill ✿ Mountain ✿ Sea ✿ Ocean ✿ River ✿ Soil ✿ Farm ✿ Shop
	<p>Our local area We live in a house, bungalow, flat or apartment. Where do you live? What street do you live on? What number is your home? School is in a city called Sheffield. Our school is on a street called Firshill Crescent.</p>	
	<p>Maps We learn about the position of objects and spatial awareness through small word and loose parts play. We begin to represent our home, local area and school through making and creating.</p>	
	<p>Environment Environments are our surroundings. Different people, plants and animals like to live in different environments, for example, garden, forest, desert, mountain or beach. We have our own indoor and outdoor environment at school.</p>	
	<p>Transport We can travel to school in lots of different ways. By foot or bicycle is the best way to travel for the environment and to keep us fit and healthy.</p>	

LEAP

Fly
Drive
Ride
Train
Clouds
(linked to aeroplane)
Row
Ticket
Crane
Bridge
Bike
Bus
Car

Step on words

Harbour
Factory
Valley
Coast
Cliff

Topics	books
Our world	Our wonderful world Martha maps it out Whatever next How to catch a star (Neil Armstrong- History link) Beegu
Our local area	My world your world Houses and homes
Maps	Martha maps it out When I build with blocks Atlas non-fiction
Environment	What a wonderful world
Transport	All about transport non-fiction Naughty bus Aeroplane, car, train, bus, bicycles non-fiction books

Progression

F1 autumn

Knows what type of home they live in
Arranges and places small world objects
Knows that we have an indoor and outdoor environment in school

F2 autumn

Knows what type of home they live in and what village/city
Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books
Knows more about our indoor and outdoor environment (e.g. where the sandpit is in comparison to the tap)
Knows some settings in story books (e.g. farm or beach)

F1 spring

Knows what type of home they live in and can talk about some of its features (e.g. own bedroom)
Arranges and places small world objects in meaningful ways
Knows more about our indoor and outdoor environment (e.g. where the sandpit is and where to find a bucket)

F2 spring

Knows that school is in a City called Sheffield on a street called Firshill Crescent
Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books and can talk about what they have created
Knows more about our indoor and outdoor environment and can use prepositional language to explain where things are
Knows some modes of transport
Knows that we live on planet Earth and that there are other planets in our solar system

F1 summer

Knows what type of home they live in and can talk about some of its features (e.g. own bedroom)
Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books
Knows more about our indoor and outdoor environment (e.g. where the sandpit is in comparison to the tap)
Knows some modes of transport
Knows some settings in story books (e.g. farm or beach)

F2 summer

Begins to make marks to represent their home, street and school
Arranges and places small world objects to invent and recount narratives
Begins to show an interest in looking at maps
Knows more about our indoor and outdoor and other places around school and can use prepositional language to explain where things are
Knows more about different ways of travelling
Knows that walking is better for the environment
Knows that walking is exercise and helps to keep us healthy
Knows that we live on planet Earth and that there are other planets in the solar system

EYFS disciplinary knowledge linked to year one

<p>Place Understanding the physical and human characteristics of a location and the meaning humans attach to it</p> <p>(G2)</p>	<p>Cultural understanding and diversity Appreciating the differences and similarities between people, places, environments and cultures</p> <p>(G3)</p>	<p>Change Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies</p> <p>(G7)</p>
<p>Observe and discuss the immediate indoor and outdoor environment.</p>	<p>Compare and contrast different settings, characters and events in books.</p>	<p>Explore the changes or improvements that could be made to our outdoor area</p>

Year one

Substantive concepts:	Disciplinary Knowledge						
Country (Countries), Settlement, Local, Community, Urban, Amenities	<p>Space Understanding location – a specific geographical point on the earth’s surface</p> <p>(G1)</p>	<p>Place Understanding the physical and human characteristics of a location and the meaning humans attach to it</p> <p>(G2)</p>	<p>Cultural understanding and diversity Appreciating the differences and similarities between people, places, environments and cultures</p> <p>(G3)</p>	<p>Interdependence Understanding the social, economic, environmental or political connections between places</p> <p>(G4)</p>	<p>Sustainability Exploring sustainable development and its impact on environmental interaction</p> <p>(G5)</p>	<p>Scale Appreciating different scales (from personal and local to national, international and global)</p> <p>(G6)</p>	<p>Change Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies</p> <p>(G7)</p>
Location of four countries of UK, Sheffield and <u>Burngreave</u>	<p>Characteristics of local community: - Physical features - Human features</p>	<p>Compare and contrast Sheffield UK, and Sheffield Tasmania – focus on physical and human features</p>				<p>Develop an awareness that we can view things globally, nationally and locally (focus on local area study)</p>	<p>Explore the changes or improvements that could be made to amenities in the local park</p>