

UNDERSTANDING THE WORLD- SKILLS AND KNOWLEDGE PROGRESSION FROM RECEPTION TO KEY STAGE 1

EDUCATIONAL PROGRAMME FOR 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.

	EYFS	How	Suggested texts	Vocabulary	KS1 YEAR B
Links to KS1 Geography	<p>Show interest in globes, atlases and world maps, talking about what they see.</p> <p>Name “Wrestlingworth/Dunton” as the village where our school is located and identify neighbouring villages/towns. Know that we live in England.</p> <p>Recognise similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Atlases, globes and maps available in provision. Adults model how to use them, ask questions and discuss thoughts.</p> <p>Talking about places, direction during roleplay, using bikes etc, Local visits, bus journeys if possible. Talk about the different villages and towns we come from. Look at road signs. London as capital city.</p> <p>Stories/NF books – talk about where animals live, countries, different environments, climates. Where have we been on holiday? How is it different to where we live? Watch video clips, read stories about life in other countries (avoid stereotypes) Discussing where our food come from- snack time, baking etc. Look at the</p>	<p>Here We Are</p> <p>The Snail and the Whale</p> <p>Lots- the diversity of life on earth</p> <p>Tap the magic tree</p> <p>Robin’s Winter Song</p> <p>My world, your world</p>	<p>Town, village, road, house, world, globe, earth, country, map, hot, sunny, cold, rain, snow, seasons, autumn, winter, spring, summer, weather, mountain, hill, beach, countryside,</p>	<p>Use world maps, atlases and globes</p> <p>Develop contextual knowledge of the location of globally significant places.</p> <p>Develop knowledge about diverse places, resources and natural and human environments</p> <p>Name and locate the world’s seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features,</p> <p>Identify mountain ranges</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them and make observations</p> <p>Draw information from a simple map, follow maps and begin to draw our own maps</p>	<p>countries where they came from and how they may have travelled.</p> <p>Walks in the village- signs of the seasons. Weather- noticing, observing, discussing. Observing, drawing, discussing, naming flowers, plants. Look at, observe and discuss animals seen in local environment.</p> <p>Wrestlingworth/Dunton as a village in England (country). Locating our village and other places that are important to us on a map (where we live, holidays, where our family live) Make maps/read simple maps in play. What is an island- maps, role play, small world. Making signs to follow, making our own symbols.</p>			<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Identify countries where Fairtrade items are grown</p> <p>Identify daily weather patterns in the UK Identify weather patterns</p> <p>Understand that climates vary in different parts of the world.</p> <p>Be introduced to the impact of human activity on climate.</p> <p>Use basic geographical vocabulary</p> <p>Use simple fieldwork and observational skills to study the geography of their school &amp; its grounds + the key human &amp; physical features of its surrounding environment</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>
Links to KS1 History	<p>Compare and contrast characters from stories, including figures from the past</p> <p>To know some ways in which life was different when our grandparents/parents were children Comment on images of familiar situations in the past</p>	<p>Little people, big dreams books, video clips- relating to people children show interest in or people relevant to current learning. Talk about time line and how long ago people lived.</p> <p>Past and present- our family- grandparents, parents, us. Visits from family members, photos from the past, photos of us ad babies.</p>	<p>Little people, Big dreams books: Rosa Parks, Martin Luther King, Ruby Bridges</p> <p>The Queen's hat</p> <p>The Queen's knickers</p> <p>Rosie's hat</p>	<p>Past, present, future, First, next, then Queen, king, ruler, palace, castle, London</p>	<p>Compare aspects of life, identifying similarities and differences between different periods</p> <p>Learn about events beyond living memory that are significant nationally</p> <p>Know where the people and events fit within a chronological framework</p> <p>Ask and answer questions</p> <p>Understand some of the ways in which we find out about the past</p> <p>Develop an awareness of the past</p>

	<p>To identify some things that happened in the past</p> <p>Have an understanding of Kings and Queens as rulers. Know who our Queen is.</p>	<p>Photo of our families, all about me books for children to read Differences in the home- TV, computers, toys- when our parents were children.</p> <p>Bonfire night- what it remembers Remembrance Day Dinosaurs- skeletons- when they lived Talk about how things have changed in our lifetime/year- seasons, new babies, haircuts, skills etc</p> <p>Our Queen – books, videos, celebrate the Queen’s Platinum Jubilee- June 2022- look at how life has changed during her rule</p>	<p>Peepo</p> <p>Paper Dolls</p>		<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievement</p> <p>Topics: Communication then and now Guy Fawkes. Bonfire Night Great Fire of London Food Carnival of the Animals Oceans and Seas</p>
	<p>Talk about members of family and community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Visits from local people- Rev Matt, firefighters, police, family members etc</p> <p>Visits from members of school community- parents and children from non-Christian families Video clips from Cbeebies.</p>	<p>Stories from other faiths or about other cultures:</p> <p>The Proudest Blue</p> <p>Celebrations</p>	<p>Community, village, town, Firefighter, police officer, job, (names of other jobs in the community)</p> <p>Celebrate, festival, religion, Muslim, Christian, birthday, Christmas,</p>	<p>Learning in EYF links to KS1 learning of life in the past- firefighters (Great Fire of London).</p> <p>Learning in EYF links to KS1 learning in RE- respect and acceptance of other beliefs and cultures</p>
Links to KS1 Science	Name basic body parts	<p>Body parts songs (heads shoulder knees and toes, one finger one thumb, nicky nacky nocky noo)</p> <p>Body books in reading area</p>		<p>Head, shoulders, knees, toes, eyes, ears, mouth, nose, arms, legs,</p>	<p><b>Amazing Me</b> <u>Animals, including humans.</u> Identify changes to humans as they grow Learn about and identify the 5 senses</p>

<p>(Physical) Know and talk about the different factors that supports their overall health and wellbeing</p> <p>Know the names of some baby animals</p> <p>Talk about seasonal change and change in the weather</p> <p>Explore different materials, developing ideas about how to use them</p> <p>Use language leaf, stem, flower, roots when talking about plants</p> <p>Identify some familiar plants growing in our outdoor area</p>	<p>Action rhymes and games</p> <p>Prepare snack, help choose healthy food for snack, Talk about how to be healthy in our everyday routines</p> <p>Farm visit, small world animals, stories</p> <p>Birthday display- photos of trees from different seasons, seasonal walks</p> <p>A range of materials are available for various uses- craft, building, den making, costumes...</p> <p>Discuss properties with children and encourage them to decide why it's suitable for a given purpose</p> <p>Opportunities to observe and find plants- walks in the village, growing plants in our outdoor area,</p> <p>Children help to choose plants to grow, label them,</p>	<p>NF books about health (Library service)</p> <p>Monkey Puzzle NF books</p> <p>Tap the magic tree</p> <p>Tree: seasons come, seasons go</p> <p>The mitten</p> <p>The tiny seed</p> <p>Ten seeds</p> <p>Wildlife Trust nature books</p>	<p>cheeks, neck, elbows, hips</p> <p>Healthy, fruit, vegetables, sleep, eat, drink, diet, exercise</p> <p>Calf, foal, kitten, puppy, piglet, kid, lamb</p> <p>Autumn, Winter, Spring, Summer, rain, sun, clouds, thunder, fog, frost, cold, hot, warm, change</p> <p>Soft, hard, smooth, rough, bumpy, wet, dry, squishy, shiny, dull, waterproof</p> <p>Plant, flower, grow, leaf, stem, root,</p> <p>Plant, flower, sunflower, herbs,</p>	<p>Animals, including humans, have offspring</p> <p>The basic needs of animals</p> <p>Exercise, food and hygiene</p> <p><u>Seasonal Changes</u> Changes across the four seasons</p> <p>Observe and describe weather</p> <p><b>Brilliant Builders (A)</b> <u>Everyday materials</u></p> <p>Objects and materials</p> <p>Physical properties of materials</p> <p>Suitability of materials</p> <p>Changing the shape of materials</p> <p><b>Growing Things</b> <u>Living things and habitats - plants</u> Name a variety of common wild and garden plants</p> <p>Describe the basic structure of common plants</p> <p>Observe and describe how seeds and bulbs grow</p>
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	<p>Identify and name animals that they and their peers are interested in</p> <p>Begin to identify some animal groups: fish, insect, mammal</p>	<p>talk about plants/herbs we use in the mud kitchen</p> <p>Encourage children to share their knowledge of animals with each other. Range of small world animals and books in the classroom. Introduce new animals as appropriate</p>	<p>Deadly 60 book</p> <p>Dear Zoo</p> <p>Animal encyclopedias</p> <p>Book of animals, Oliver Jeffers</p>	<p>names of plants chosen</p> <p>Animal, mammal, fish, insect, reptile, animal names of interest: snake, crocodile, cheetah, lion, bear, elephant, giraffe, koala,</p>	<p><b>Wild and Wonderful Creatures</b>  <u>Animals, including humans</u>  Identify and name a variety of common animals</p> <p>Identify carnivores, herbivores and omnivores</p> <p>The structure of a variety of common animals</p> <p><b>Food Chains</b>  <u>Living things and their habitats</u>  The differences between things that are living, dead, and things that have never been alive</p> <p>Different habitats</p> <p>Food chains</p>
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