



## EYFS Understanding the World - People, Culture and Communities Overview



### Cycle B 2022 - 2023

Each topic will begin with a whole class discussion to determine the children's knowledge prior to the start of the unit of work. An assessment will be carried out at the end of the topic to check that the children know and understand all key points taught. The knowledge and skills learnt will be revisited and expanded upon through the sequence of the EYFS Curriculum. Continuous provision enhancements and use of working walls will support pupils to remember key facts.

#### **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:** *Understanding the World - 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, non-fiction texts and when appropriate - maps.*

Cycle B	Key Enquiry Question Knowledge taught	By the end of EYFS children will know that...	Key Skills - to be able to demonstrate	Experiences	Vocabulary	Global Goals
Autumn	Can I find my way around the school environment?	<p>There are different areas in our school environment and they all have a purpose.</p> <p>There are indoor and outdoor areas.</p> <p>Maps give information.</p>	<p>Map skills - to use maps to identify features - land/sea/our village/our country.</p> <p>To make our own maps which include the important features of my school and a farm.</p> <p>Early research - pictures, photos and books.</p>	<p>Walk around and explore our school.</p> <p>Visit key areas of the school: classrooms, hall, offices, school field, playground, car park and garden.</p> <p>Visitors: Head teacher, caretaker, ex pupil who can talk about changes in the school over the years.</p>	<p>map, environment, village, rural, school, England, UK, country, classroom, field, garden, trees, plants, flowers, corridor, hall, kitchen, offices, facilities, features</p>	<p><b>How can we keep our school clean?</b></p> <p>Pupils will know about recycling in our school - recycling bins/ litter.</p>
Spring	Can I create a map from the story of the Three Little Pigs?	<p>Maps can show the location of our home.</p> <p>Willington can be located on a map.</p> <p>My village has similar features to fictional villages in stories.</p>	<p>Visitors - to ask questions to find out information.</p>	<p>Family Learning - the story of the Three Little Pigs.</p> <p>House/den building outdoors.</p>	<p>map, country, countryside, town, England, UK, Willington, house, shop, street, home, bricks, straw, sticks, strong,</p>	<p><b>How can we recycle at home?</b></p> <p>Pupils will know about how to recycle in their own home and how this will help the environment.</p>

<p><b>Summer 1</b></p>	<p><b>What are farms and why are they important?</b></p>	<p>There are different kinds of farm and they have different features.</p> <p>A map can be used to navigate around a farm.</p> <p>The seasons affect life on a farm.</p> <p>Life on a farm is different to life in our village.</p>		<p>Trip to Hall Hill Farm - visit the animals and buildings.</p> <p>Farm to fork trip - Tesco.</p>	<p>map, farm, animals - cow, horse, pig, sheep, etc, countryside, travel, field, paddock, barn, hay, straw, feed, England, UK, fence, agriculture, herd, tractor, trailer, crops, pen, wool, milk, silo.</p>	<p><b>How can farmers help to protect the environment.</b></p> <p>Provide jobs in rural communities. Put food onto our tables.</p>
<p><b>Summer 2</b></p>	<p><b>How is a seaside town different to my village?</b> (Focus on Seaham)</p>	<p>My country is called England</p> <p>My village has both similar and different features to a seaside town.</p> <p>I can locate Willington and Seaham on a map.</p>		<p>Whole school trip to the seaside.</p>	<p>map, seaside, town, England, UK, country, house, shop, street, beach, cliff, coast, coastline, sea, landmark, port, lighthouse, harbour, travel</p>	<p><b>How can we keep our beaches clean?</b></p> <p>Pupils will know about the pollution of the seas and the effect on sea creatures.</p>

<b>Continuous Provision Enhancements:</b>	<b>Links to Y1 Geography:</b>
<p><b><i>Can I find my way around the school environment?</i></b>            Creating maps using blocks and toys.            Drawing maps of journeys or from stories.            Designing keys to represent landmarks on a journey around school.            Create a physical map of our school to drive bikes around.</p> <p><b><i>Can I create a map from the story of The Three Little Pigs?</i></b>            Constructing houses using a range of different resources.            Geography zone - using maps, globe, atlas.            Use community blocks to build a house like the one the pigs built.</p> <p><b><i>What are farms and why are they important?</i></b>            Use 'Farm in a box' resources in tuff trays.            Build farms using animals and loose parts.            Plant vegetables.</p> <p><b><i>How is a seaside town different to my village?</i></b>            Build boats and role play Grace Darling's rescue            Build lighthouses            Small world - beach</p>	<p><b>Locational and Place Knowledge:</b>  <b>Through the EYFS curriculum children will begin to:</b></p> <ul style="list-style-type: none"> <li>- Describe places using their characteristics and simple vocabulary.</li> <li>- Describe different types of manmade and natural features near school.</li> <li>- Talk about places seen in story books.</li> <li>- Understand the concept of close and far away.</li> <li>- Know they live in a village called Willington which is in a country called England.</li> <li>- Be exposed to the names of the continents and seas.</li> <li>- Be exposed to the names of the four countries of the UK.</li> </ul> <p><b>Human and Physical Geography:</b>  <b>Through the EYFS curriculum children will begin to:</b></p> <ul style="list-style-type: none"> <li>- Study seasonal change in our village.</li> <li>- Use simple geographical vocabulary to talk about physical features of our school, the weather and the seaside.</li> <li>- Use simple geographical vocabulary to talk about human features of our village and a farm.</li> </ul> <p><b>Geographical skills and fieldwork:</b>  <b>Through the EYFS curriculum children will begin to:</b></p> <ul style="list-style-type: none"> <li>- Become familiar with using and creating maps and know what they are for.</li> <li>- Identify the location of our school and our village on a simple local map and on a map of the UK.</li> <li>- Be exposed to the names of simple compass directions - North, south, east, west.</li> <li>- Understand simple directional language.</li> <li>- Recognise the park and our school on an aerial photograph.</li> <li>- Show interest in simple fieldwork to explore our school environment.</li> <li>- Record, take photographs and talk about what they have seen.</li> <li>- Use a class weather chart.</li> </ul>