

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 Statutory Framework, 2021

At Newbold Verdon Primary School we teach Understanding the World through a mixture of direct teaching and enhancements and opportunities. The areas within Understanding the World may overlap (for example religious festivals may incorporate elements of RE and History) and we will encourage the children to make links across the curriculum.

PAST AND PRESENT - HISTORY

INTENT: In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children’s innate desire to make sense of their own place in history.
- Exploring the lives of people who are familiar to them comparing similarities and differences.
- Introducing them to well-known historical figures and events both within and beyond living memory.
- Cultivating children’s curiosity about people and events within and beyond their living memory.
- Exploring historical information and artefacts to ask questions and draw conclusions.

IMPLEMENTATION: History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well known points in history.

For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Examples of our themes include:

Ourselves: through this topic children will understand their own place in history.

Celebrations: through this topic children will learn about significant people and events in history e.g. Guy Fawkes.

Transport: through this topic children will learn about how things have changed over time.

In Reception a timeline named ‘our year’ is developed as children find out about and plot significant points in their own history and wider historical events. This visually exemplifies the passing of time, the sequencing of events and their own place in history.

Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills, encouraging children to ask questions, compare similarities and differences and draw conclusions.

IMPACT: Children in Pre-School and Reception will be encouraged to talk about significant historical people and events. They will learn to sequence events in the right order and talk about the roles that people have in

society. They will use time vocabulary and will begin to have a historical sense e.g I am four, last year I was three and next year I will be five. They will begin to use comparative language of the past, present and future and will compare similarities and differences.

PEOPLE CULTURE AND COMMUNITIES & THE NATURAL WORLD - GEOGRAPHY

INTENT: In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences.
- Fostering a sense of awe and wonder about the world in which they live.
- Developing an appreciation of other people, their communities and their traditions.
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world.

IMPLEMENTATION: Geography is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences particularly using our Forest School.. We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. the park and the library. For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Examples of our themes include:

Ourselves: through this topic children will learn about their local communities.

Festivals: through this topic children will learn about places around the world.

Within the provision we ensure that children have constant access to maps and globes and understand how to use them. We make connections with children's first hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about. Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors and through regular Forest School sessions. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills, encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

IMPACT: Children in Pre-School and Reception are beginning to talk about what it is like to live in this country. They are able to compare similarities and differences between countries (e.g hot and cold) and they are beginning to talk about where they live and the key features of the local environment. In Reception children will be introduced to maps and will begin to draw them.

THE NATURAL WORLD - SCIENCE

- **INTENT:** In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:
- Providing freedom to explore, investigate and experiment using the five senses.
- Cultivating children's curiosity about how and why things work and how things change.
- Encouraging questioning, testing out of ideas and drawing conclusions.
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena.

IMPLEMENTATION: Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling. In Reception we use Developing Experts to guide our adult led activities.

For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Examples of our themes include:

Ourselves: through this topic children will learn about changes and living things.

Seasons: through this topic children will learn about changes and materials.

Growth: through this topic children will learn about changes and living things.

Minibeasts through this topic children will learn about living things and materials.

In addition to Science being taught as a discrete subject, opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.

Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

IMPACT: Children in Pre-School and Reception will begin to talk about the properties of materials and understand different plants and animals and begin to name them. Children will be able to talk about the weather and seasons. They will talk about similarities and differences and will learn to observe, notice and make comparisons.

PEOPLE CULTURE & COMMUNITIES -RELIGIOUS EDUCATION

INTENT: At Newbold Verdon Primary School we follow the Leicestershire Agreed Syllabus for RE. Children begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Our children are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

IMPLEMENTATION: RE is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves, for example talking about how we are all special and how we can value difference. We use the Leicestershire Agreed Syllabus to guide our planning.

For each theme we have identified the knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Examples of our themes include:

Being special, where do we belong?: children will learn that each person is unique and valuable

Which stories are special and why?: children will learn about which stories are important to Christians and Muslims

Children will be exposed to enrichment opportunities such as an immersive celebration of Diwali as well as welcoming visitors and visiting places of worship.

IMPACT: children will develop a sense of self and others. They will begin to understand that we are all unique valued individuals and that everyone has a value and should be valued. Children will learn about different cultures and religious festivals and be able to look at the similarities and differences and begin to make links between them.