

## Understanding the World - Knowledge Sequencing at Knavesmire Primary

<b>Intent:</b>	Our intent is that children are guided 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 fire fighters. 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.
<b>Substantive knowledge in Understanding the World:</b>	<b>Children</b> throughout Early Years gain an understanding of their own lives and the people and communities around them. They build on this and know about people from other cultures and communities as well as people from the past. They know about the world around them and learn why some things in nature occur.
<b>Disciplinary knowledge in Understanding the World:</b>	Children develop their knowledge that allows them to build a sense of acceptance. They know that not everybody is the same and they ask questions to find out more. They use exploration of the world around them to gain further understanding and they see and talk about changes in their own lives, the lives of others and the world around them.



## EYFS Understanding the World

### Nursery

Understanding the World comes into much of what we do throughout EYFS – from gardening, baking, science experiments to snack times and Big Idea sessions. Understanding the world is a key host subject for our Big Ideas and children in Nursery and Reception enjoy learning about the world around them through our curriculum.

Children leave Nursery ready to take on the challenge of Reception with the knowledge that they themselves are a unique and valued individual with a **story** of their own. They know that **some people differ** and have **similarities** to them and they begin to **develop positive attitudes** to this. They spend time in **Nature** and **comment** on what they see.

### Key Texts

We're going on a bear hunt, Dig, Sleepy hedgehog., Wake up little bear, Hugasaurus, Worrysaurus, this is me, Together we can. Pip and egg, Oliver's vegetables, Badger cleaning up. Osborne book of dinosaurs, Harry and his bucketful of dinosaurs. Atlas, Osborne book of our planet, Our body book, I'm the winner, Charlie and Lola.

### Past and present, People, cultures and communities and The Natural World.

- Knows some things that have happened in their family that are special to them or have particular meaning to them.

- Knows about some **different occupations**.
- Knows about **differences** with people and is **developing positive attitudes** towards this.
- Knows about some **religious celebrations** (Christmas, Diwali etc.)
- Use **simple technology** such as the Toni box and know that some technology is not safe.

- **Comments** on things that they see in the Natural World.
- **Explore natural materials** such as wood and leaves in the Forest School garden.
- Explore **materials** with different properties such as **different textures**.
- Knows how to use a wide range of **vocabulary** that relates to exploration and things that they see.

- Knows how some simple things work such as **simple technology** (Toni Box etc)
- Knows how to **plant seeds** and **care for growing plants** with support.
- Knows the **key features** of the **life cycle of a plant** and **animal** (butterfly or frog).
- Begin to understand the need to **respect and care** for the **natural environment** and all living things such as being kind to the nature in the Forest School garden.
- Explore and talk about different forces they can feel such as **magnetic forces**.

## EYFS Understanding the World

### Reception

Understanding the World comes into much of what we do throughout EYFS – from gardening, baking, science experiments to snack times and Big Idea sessions. Understanding the world is a key host subject for our Big Ideas and children in Nursery and Reception enjoy learning about the world around them through our curriculum.

Children in Reception build on the knowledge learnt in Nursery and broaden their knowledge of past and present; they extend this knowledge **further than themselves** and their families and know about some **things and people from the past**. They look **beyond themselves** and know about **cultures, countries and communities** further afield including **people, beliefs and the natural world**. They know about some **religions** and become **accepting** that not everybody is the same or **believes** the same things. They **explore, comment and draw** the natural world around them and notice **changes with seasons**. They start to understand that they can do things to **help look after our world**.

### Key Texts

The Boy who loved everyone, Beautiful Oops, The Dot, Henri's Scissors, Rainbow Zoo, Poems of when we drew Rainbows, Ada Twist, Scientist, Rosie Reeve, Engineer, Shine, How things work, You Are Welcome, Welcome to our world, If all the world were, Because...Pirates, Pirate Boy Roger, Kitchen Disco, Give it a go, eat a Rainbow, The Busy Body Book, Healthy Eating Habits.

#### Past and present

#### People, cultures and communities

#### The Natural World

- Can **comment** on images of **familiar situations** in the past including looking at **photographs of the local areas** in the past such as the chocolate works.
- Knows about and can

- Knows about and can talk about members of their immediate **family** and **community** and talks about **roles in society**.
- Can **name and describe** people who are familiar to

- Can draw information from a **simple map**.
- **Explores the natural world** around them making **comments** and **drawing pictures**.
- Knows how to **describe** what



**compare and contrast characters from stories**, including figures from the past (artists etc) drawing on their experiences and what has been read in class.

- Knows about **some things from the past** through settings, characters and events encountered in books read in class, storytelling, trips and visits.
- Use some historical **vocabulary** related to the past including: the past and now, today and yesterday.

them.

- Knows and understands that **some places** are **special** to members of their community such as Rowntrees Park and Bishopthorpe Road.
- Can recognise that people have **different beliefs** and celebrate special times in different ways.
- They know about some **different religions (non-specific)** and **cultural differences** within communities including; Places, people, stories and times that are special and why.
- Recall and name different **beliefs** and practises (including festivals, worship, rituals and way of life).
- Knows how to respond to questions about what **individuals and communities** do.
- Identifies what differences

they **see, hear and feel** whilst outside.

- Can **recognise** some **environments** that are **different** to the one in which they live.
- Knows and understands the effect of **changing seasons** on the natural world around them.
- Knows a bit about how they can **look after our world such as recycling and turning lights off**.
- Knows how their **immediate environment differs** from that of others that we have learnt about.
- Knows how to **describe** their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- **Revisits lifecycles** and extends their knowledge built in Nursery to learn another

		<p>belonging to a <b>community</b> might make.</p> <ul style="list-style-type: none"><li>• Knows some <b>similarities and differences</b> between life in <b>this country</b> and life in <b>other countries</b>.</li><li>• Talk about how we use <b>technology</b> and what we use it for.</li><li>• Explore <b>how things work</b> including; Beebots, Ipads, chrome books - VR headsets and interactive Whiteboards.</li></ul>	<p>lifecycle.</p> <ul style="list-style-type: none"><li>• Knows how to <b>plant seeds</b> and <b>care for plants</b> with increasing independence.</li></ul>
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## Moving into Year 1 and the National Curriculum

Children’s knowledge and understanding of the world sets them up with a broad knowledge of their world and the world around them, ready for Year 1.

Children move into Year 1 building on the knowledge of the world that they have gained from Early Years. They further **develop their understanding of past and present** and **explore, compare and ask questions** to know more. They use **dates** to place **events in chronological order** and **compare their lives** with the lives of others. They explore Religion further, developing their **knowledge of beliefs** and exploring religions in more detail; **discussing, observing and recounting different religions and identities**. They extend their knowledge of the natural world and begin to identify **countries, oceans, continents and capital cities by name**. They explore further the geographical similarities and differences through studies and exploration. They are more familiar with **world maps** and use these to show where places are. They build on map skills further by using a **compass**. They expand their knowledge of **plants and animals** and are able to **name them, discuss, label and explore properties** as well as being secure with **animal types and diet structures**. They develop their understanding of ‘**being healthy (PSED)**’ and describe the **importance of being healthy** in more detail such as knowing the right amounts of each food to eat.

History	Religious Education	Geography
<ul style="list-style-type: none"> <li>• Use <b>historical vocabulary</b> similar to: old, new and a long time ago.</li> <li>• <b>Compare their lives</b> with other children from a different time in history (e.g. family members) and identify similarities.</li> <li>• <b>Ask</b> adults <b>questions</b> on their life and <b>compare</b> this to their</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Retell</b> and suggest meanings to some religious and moral stories, <b>exploring and discussing</b> sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>• <b>Observe and recount</b> different ways of <b>expressing identity</b> and belonging,</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate <b>4</b> of the worlds <b>7 continents</b> and <b>3 oceans</b>.</li> <li>• Name, locate and identify <b>characteristics</b> of the <b>2 countries and capital cities</b> of the <b>UK</b> and its surrounding areas.</li> <li>• Understand <b>geographical similarities</b> through studying</li> </ul>



	<p>life.</p> <ul style="list-style-type: none"> <li>• <b>Answer questions</b> about the <b>importance</b> of finding out about the <b>past</b>.</li> <li>• Place <b>three dates</b> in <b>chronological order</b>.</li> <li>• Understand that <b>events happened a long time ago</b>.</li> <li>• <b>Recount</b> some interesting facts from an historical event, such as when the first aeroplane flight was.</li> <li>• <b>Answer some questions</b> using an artefact/ photograph provided, about a time in history.</li> </ul>	<p>responding sensitively for themselves.</p> <ul style="list-style-type: none"> <li>• Find out about and respond with ideas to examples of <b>cooperation</b> between <b>people who are different</b>.</li> </ul>	<p>the human and physical geography of a <b>village of the UK</b> and a village in a <b>contrasting non-European country</b>.</p> <ul style="list-style-type: none"> <li>• Identify <b>seasonal weather patterns</b> in the UK and compare with location of hot and cold areas in the world.</li> <li>• Use <b>basic geographical vocab</b> to refer to: <b>Key Physical Features:</b> soil, vegetation, weather, season. <b>Key Human Features:</b> factory, farm, house, shop.</li> <li>• Use <b>world maps</b> to <b>identify the UK</b> and its countries as well as continents and oceans studied at this Key Stage.</li> <li>• Use simple <b>compass directions</b> (N,S,E,W).</li> </ul>
		<b>Science</b>	
			<ul style="list-style-type: none"> <li>• <b>Identify and name</b> a variety of common <b>wild and garden</b></li> </ul>





			<p><b>plants</b>, including deciduous and evergreen trees identify and <b>describe</b> the basic <b>structure</b> of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"><li>• <b>Observe and describe</b> how <b>seeds and bulbs grow</b> into mature plants.</li><li>• Find out and <b>describe</b> how plants <b>need water, light</b> and a <b>suitable temperature</b> to grow and stay healthy.</li><li>• <b>Identify and name</b> a variety of common <b>animals</b> including <b>fish, amphibians, reptiles, birds and mammals</b>.</li><li>• Identify and name a variety of common animals that are <b>carnivores, herbivores and omnivores</b> describe and <b>compare the structure</b> of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.)</li></ul>
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			<ul style="list-style-type: none"><li>• <b>Identify, name, draw and label</b> the basic parts of the <b>human body</b> and say which part of the body is associated with <b>each sense</b>.</li><li>• Notice that animals, including humans, <b>have offspring</b> which grow into adults.</li><li>• Find out about and describe the <b>basic needs of animals</b>, including humans, for survival (water, food and air.)</li><li>• Describe the <b>importance for humans of exercise</b>, eating the right amounts of different types of food, and hygiene</li></ul>
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