Understanding the World - Knowledge Sequencing at Knavesmire Primary

Intent:	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.
Substantive knowledge in Understanding the World:	Children 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.
Disciplinary knowledge in Understanding the World:	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 Wold 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. The 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 about some different Knows some things that have happened in their family that occupations. are special to them or have Knows about differences with particular meaning to them. 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 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

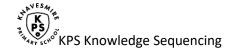
Understanding the Wold comes into much of what we do throughout EYFS – from gardening, baking, science experiments to snack times and Big Idea sessions. Understanding the world is a key host subject for our Big Ideas and children in Nursery and Reception enjoy learning about the world around them through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

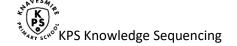
- Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.
- Use some historical vocabulary related to the past including: the past and now, today and yesterday.

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 (nonspecific) 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



	 belonging to a community might make. Knows some similarities and differences between life in this country and life in other countries. Talk about how we use technology and what we use it for. Explore how things work including; Beebots, Ipads, chrome books - VR headsets and interactive Whiteboards. 	 Ifecycle. Knows how to plant seeds and care for plants with increasing independence.
--	---	---

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	
 Use historical vocabulary similar to: old, new and a long time ago. Compare their lives with other children from a different time in history (e.g. family members) and identify similarities. Ask adults questions on their life and compare this to their 	 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Observe and recount different ways of expressing identity and belonging, 	 Name and locate 4 of the worlds 7 continents and 3 oceans. Name, locate and identify characteristics of the 2 countries and capital cities of the UK and its surrounding areas. Understand geographical similarities through studying 	



 life. Answer questions about the importance of finding out about the past. Place three dates in chronological order. Understand that events happened a long time ago. Recount some interesting facts from an historical event, such as when the first aeroplane flight was. Answer some questions using an artefact/ photograph provided, about a time in history. 	responding sensitively for themselves. • Find out about and respond with ideas to examples of cooperation between people who are different.	 the human and physical geography of a village of the UK and a village in a contrasting non-European country. Identify seasonal weather patterns in the UK and compare with location of hot and cold areas in the world. Use basic geographical vocab to refer to: Key Physical Features: soil, vegetation, weather, season. Key Human Key Human Features: factory, farm, house, shop. Use world maps to identify the UK and its countries as well as continents and oceans studied at this Key Stage. Use simple compass directions (N,S,E,W).
		Science
		Identify and name a variety of common wild and garden

