



EYFS Understanding the World Curriculum

EYFS UTW Educational Programme	Reference to KS1 History, Geography and Science Programmes of Study	Links to our St. Gabriel's EYFS Curriculum Goals
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.	<p>History: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Geography: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Science: The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.</p>	<p>To become an Exceptional Explorer who shows curiosity of the world around them, making observations and engaging in story times and discussions about times, places and more</p> <p>To become a Compassionate Citizen who helps to look after our community, cares for the environment and has an awareness and respect for other people's cultures and beliefs</p> <p>To become a St. Gabriel's Ambassador who upholds the values of our school; Self-belief, Courage, Resilience, Ambition, Harmony</p>

Progression of learning/skills in the area of UTW **Note: Some learning intentions link to our RE scheme of learning**

	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer	Essential learning/skills prior to Year 1	
Past and Present	<p>Use the past tense when talking about things from the past (does not need to be accurate)</p> <p>Use present tense</p> <p>Talk about things in our immediate past</p> <p>Talk about the people in our families</p> <p>Sequence key events</p> <p>Sequence a story/event (3 parts)</p>	<p>Talk in detail about the people who are special to us and why</p> <p>Talk about what we like doing with our special people</p> <p>Identify special people who help us in our community and explain how they help us e.g. Police Officers and Doctors</p> <p>Talk with increasing detail about what we have done in the not so distant past using a photo as a prompt e.g. watching a firework display at the weekend</p> <p>Talk about the changes that have happened as Autumn has progressed e.g. the leaves were on the trees and now they are all on the floor and it's getting colder</p> <p>Know about the event that took place on Bonfire night and the people involved</p>	<p>Understand the difference between a traditional and a modern tale</p> <p>Know that some of the language used in traditional tales isn't really used anymore</p>	<p>Talk about how we have changed and grown over time</p> <p>Sequence the human timeline</p> <p>Make comparisons between ourselves as a baby, toddler and child</p> <p>Make comparisons between transport used now and in the past</p> <p>Sequence and explain the life cycle of a caterpillar</p> <p>Name the man who was the first to land on the moon</p> <p>Talk about the special event</p>	<p>ELG</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>History</p> <p>Chronology</p> <p>Understand simple chronology e.g. times of the day and the difference of time</p> <p>Comparing similarities and differences between ways of life</p> <p>Understand what the past is and that changes happen over time</p> <p>Changes within living memory</p> <p>Know own personal timeline and journey e.g. throughout reception and in life</p> <p>Events beyond living memory</p> <p>Bonfire night, space travel</p> <p>Significant individuals</p> <p>Know some significant people from the past and in the present and the special events that are linked to them</p>
People, Culture and Communities	<p>Ask other people questions</p> <p>Talk about times that are special to us (celebrations) e.g. birthdays,</p> <p>Christmas, weddings etc.</p> <p>Talk about places that are special to us</p>	<p>Know that our school is called St. Gabriel's Primary School</p> <p>Talk briefly about our route to school and how we get there</p> <p>Know that the town that we live in is called Blackburn</p> <p>Know that the country that we live in is called England</p> <p>Identify the areas within the classroom e.g. writing area, maths area, outdoors etc. and identify things such as doors, windows, light switches and radiators</p> <p>Use a simple map of the classroom and outdoor area to locate a special object</p> <p>Identify areas within school e.g. the hall, the classroom, the toilets and the outdoors</p> <p>Using photographs as prompts, talk about places that are special to us /our community e.g. Roe Lee park, Corporation park, Mosque, Church, the hospital etc.</p> <p>Know that the festival of light is celebrated by Hindu's</p> <p>Talk about how Hindu's celebrate the festival of light</p> <p>Know that Christmas is celebrated by Christians</p> <p>Talk about how Christian's celebrate Christmas</p> <p>Know that Christmas is the celebration of the birth of Jesus</p> <p>Make some comparisons between different religious celebrations</p>	<p>Know that the country that we live in is called England</p> <p>Know that England has a temperate climate (cool and wet winters and warm and wet summers)</p> <p>Know what a wild animal is</p> <p>Know some of the wild animals that can be found in England</p> <p>Know that Africa has desert land</p> <p>Know some of the animals that can be found in Africa</p> <p>Know that Africa has a dry and hot climate</p> <p>Know that a rainforest has a wet and hot climate</p> <p>Know some of the animals that can be found in the rainforest</p> <p>Know that the Arctic (Arctic ocean) and Antarctica (a continent) both have a very cold and dry climate</p> <p>Know some of the animals that can be found in the Arctic and in Antarctica</p> <p>Compare the climate in different countries</p>	<p>Know how Christians pray and who they pray to</p> <p>Know how Muslims pray and who they pray to</p> <p>Know that the Christian place of worship is called a Church</p> <p>Know that the Muslim place of worship is called a Mosque</p> <p>Identify some Christian artefacts</p> <p>Identify some Muslim artefacts</p> <p>Name and describe special times celebrated by Christians</p> <p>Name and describe special times celebrated by Muslims</p>	<p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Geography</p> <p>Locational knowledge:</p> <p>Know the town where we live and what our school is called</p> <p>Place knowledge:</p> <p>Compare similarities and differences for human and physical geography</p> <p>Human and physical geography:</p> <p>Identifying changes in weather, seasons and key features of different places</p> <p>Geographical skills and fieldwork:</p> <p>Use observation skills and fieldwork to find key features of our classroom and outdoor area using a map</p> <p>Collaboratively make and use a map</p>
The Natural World	<p>Talk about what we see, hear and feel outside</p> <p>Identify natural things e.g. clouds, plants, soil, the sky etc.</p> <p>Talk about the weather and temperature outside</p>	<p>Explore the outdoors using our senses</p> <p>Use key vocabulary when describing what we see, hear, feel, smell and taste outside e.g. crunchy leaves, conkers, wet leaves, Autumn etc.</p> <p>Make marks and shapes with pencils and crayons that represent natural objects</p>	<p>Explain what happens to water outside when it is very cold</p> <p>Explain what happens to ice when heat is applied</p> <p>Make observations over time</p> <p>Understand the meaning of and use the words freezing and melting</p> <p>Use all 5 senses when exploring the outdoors in Winter and in Spring</p> <p>Use topic related vocabulary in conversation</p> <p>Make shapes with pencils and crayons that represent natural objects/living things</p> <p>Talk about contrasting environments e.g. rainforest and what creatures live there</p> <p>Name and describe the look and feel of some materials</p> <p>Sort objects by material and properties</p> <p>Make observations about changes in materials</p> <p>Identify materials that are water proof and non-water proof</p> <p>Begin to understand what animals need to survive e.g. food, water, warmth etc.</p>	<p>Use all 5 senses when exploring the outdoors in Spring and Summer</p> <p>Know all 5 of our senses and the body parts we use for them</p> <p>Use topic related vocabulary in conversation</p> <p>Using pencils and crayons to draw natural objects and living things with increasing detail</p> <p>Use colour for purpose</p> <p>Name all 4 seasons</p> <p>Sequence and explain the life cycle of a caterpillar</p> <p>Make observations of changes over time</p> <p>Name the 4 main parts of a plant</p> <p>Begin to talk about what a plant needs to survive</p> <p>Understand that dark is the absence of light</p> <p>Understand what a light source is</p> <p>Understand what a shadow is</p>	<p>ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Science</p> <p>Working scientifically:</p> <p>Make observations using all 5 senses in first hand practical experiences, ask own questions and begin to make predictions and group</p> <p>Plants:</p> <p>Observe changes over time through seasons and plants growing in our environment</p> <p>Animals, including humans:</p> <p>Name and understand that animals live in different habitats and climates</p> <p>Everyday materials:</p> <p>Name some materials and describe simple properties specifically water proof and non-water proof</p> <p>Seasonal changes:</p> <p>Observe changes e.g. daily weather chart</p>