

Area of Learning Understanding the World	ELG- Understanding the World			
	<p>History Intent At John Randall, we aim to capitalise on children’s prior knowledge of key life events and celebrated events in their culture and communities. We want children to have a chronological awareness of key events in time and an understanding of some key figures and how they and specific events changed how things were.</p>	<p>Geography Intent: We aim to draw upon children’s natural curiosity about the world around them locally and beyond. By capitalising on the wealth of cultures we aim for children to have a good understanding of ‘community’ that gives them a sense of identity and belonging. We also want children to have a deeper understanding of nature and interesting locations around them and to show responsibility for their immediate and wider environment and the natural world around them.</p>	<p>Science Intent: Children are innately and naturally scientific explorers and we use this motivation to stimulate children’s deeper thought processes and thinking. This enables them to become explorers, discoverers, investigator and inventors of their own working theories. Teachers lead children to discover about the world around them through a range of ways, including the processes and exploration of cooking and food curriculum.</p>	<p>Religious Education Intent: At John Randall, we aim to capitalise on children’s prior knowledge of key life events and celebrated events in their culture, communities and their own faith journeys. We aim to draw upon children’s natural curiosities about the world around them locally and beyond. By capitalising on a wealth of cultures we aim for children to have a good understanding of community that gives them a sense of identity and belonging.</p>
	<p>History Implementation: We do this by:</p> <ul style="list-style-type: none"> Looking at historical artifacts and learning about where/ when they came from Using core texts that relate to specific points/ figures in time Visiting local places of interest to see how things have changed Looking at how we measure time in a variety of ways 	<p>Geography Implementation: We do this by:</p> <ul style="list-style-type: none"> Drawing attention to places local, national and global interest Celebrating ‘earth day’ and developing a deeper understanding of sustainability Learning about different cultures and cultural celebrations (see also Celebrating Difference, Jigsaw, PSED) Drawing upon children’s fascination with the world beyond them and different habitats e.g. the ocean, jungle, space Looking in detail at what is around us and why 	<p>Science Implementation: We do this by:</p> <ul style="list-style-type: none"> Developing a deeper understanding of a specific natural phenomenon around them through our ‘project learning’ over a longer period (2021-2022 Tree’s and their relationship to one and other) Exploring different habitats and places of interest local and around the world e.g jungle, ocean etc. through core texts Inspiring childrens natural curiosity to explore through sensory and whole-body immersive experiences Testing out theories, reviewing, adapting and being active explorers 	<p>R.E Implementation: We do this by:</p> <ul style="list-style-type: none"> Learning about and celebrating different annual cultural and religious celebrations Visits to local places of worship Integrating ‘calming moments’ within our day to day routines that allow children to reflect Using children’s real life experiences to share and reflect upon as a group e.g weddings, welcoming a new baby etc.
<p>History Impact: By the end of FS:</p> <ul style="list-style-type: none"> I will be a historian I will know about some key figures in history I will have an understanding that past events effect the world I will have a thorough understanding of ‘old’ and ‘new’ 	<p>Geography Impact: By the end of FS:</p> <ul style="list-style-type: none"> I will know about where I live I will develop an understanding of different natural habitats in my own environment and beyond I will take responsibility for my environment I will know about cultural differences (links to R.E) 	<p>Science Impact: By the end of FS:</p> <ul style="list-style-type: none"> I will be a keen investigator I will be an enquirer I will be able to talk about my thoughts, predictions and findings I will be able to use some specific scientific vocabulary I will take responsibility for my environment Observe the natural world and draw plants and animals Talk about similarities and differences Explore materials 	<p>R.E Impact: By the end of FS:</p> <ul style="list-style-type: none"> I will know about annual religious celebrations around the world We aim for children to gain a sense of calm and well-being, recognising the beauty and spiritual connection within the natural world and their environment. 	

Knowledge:			
History – I will know...	Geography – I will know...	Science – I will know...	R.E – I will know...
<ul style="list-style-type: none"> • That we use different units to measure time e.g. clocks, days, weeks, months, years • About annual events/celebrations in familiar and unfamiliar cultures • How to sequence familiar events in my life • Things in the past (before I was born) were different in comparison to now • About some significant historical figures • That significant figures from the past changed how things were 	<ul style="list-style-type: none"> • Places of local interest around me • What a map is used for • That countries have a capital city • How to give directions • Countries around the world are different and celebrate differently • How to travel appropriately and different modes of transport • How to describe seasonal changes in the weather • How to look after the space around me 	<ul style="list-style-type: none"> • About animals and their habitats • Myself- body parts internally and externally, my senses (see also Changing Me, Jigsaw, PSED) • About plants and how they grow • About life cycles of some animals • How materials can change (cause/effect) • How the weather, plants and seasons change at different times of year • About different materials and what some objects are made from 	<ul style="list-style-type: none"> • What makes a celebration special • A range of cultural celebrations from around the world • That I have places both in nature and in my environment that I identify with being calm and special to me (I can identify places that I have a spiritual connection to)
Skills:			
History – I will be learning to...	Geography – I will be learning to...	Science – I will be learning to...	R.E – I will be learning to...
<ul style="list-style-type: none"> • Compare • Understand tenses • Observe • Predict • Articulate and explain my thoughts, reasons and understanding • Find out information through a range of appropriate means • Remember & recall • Describe • Use some historical vocabulary 	<ul style="list-style-type: none"> • Notice • Observe • Remember/recall • Compare • Read and create maps • Record • Explain/ articulate • Investigate 	<ul style="list-style-type: none"> • Compare • Observe • Articulate & explain • Remember, recall • Describe • Predict • Record • Question • Compare • Sort/ categorise • Measure • Problem solve/ think critically 	<ul style="list-style-type: none"> • Listen • Articulate & explain • Tune-in • Be respectful • Reflect
ELG- Past & Present	How this is implemented and achieved in EYFS:		Links to KS1
<ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society. 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Opportunities to look at key celebrations from around the world and related core texts • Visit to Blists Hill to look at how things have changed over time & toys from the past • Measuring time in different ways (mathematical links) and key events in my life e.g. born, birthdays, Christmas, holidays etc. • Sequencing time-lines in chronological order • Learning about some key figures in history and how they changed the world (Black History Month & Little People, Big Dreams related story) 		https://www.johnrandallprimary.co.uk/progression-in-skills/ https://www.johnrandallprimary.co.uk/progression-of-skills/ Geography – United Kingdom and capitals, five oceans and continents. Hot and cold places, the equator, Africa (summer term). Map work on the local area to support woodland walk.
ELG- People, Culture & Communities			
<ol style="list-style-type: none"> 1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Local walks to look at what is around us • Map study, looking at symbols, directions and creating maps • Non-fiction books about places of interest around me • Opportunities to look at key cultural celebrations from around the world (Diwali, Christmas, Chinese New Year) 		

	<ol style="list-style-type: none"> 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 texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Looking at different environments, countries and places around the world (Earth Day, Chinese New Year) Core taught stories and texts that to link with Earth Day & cultural celebrations (See also 'Celebrating Difference', Jigsaw, PSED) 	<p>History – Significant person from the past – Neil Armstrong, History of chosen African country – Zimbabwe.</p>		
	ELG- The Natural World	<ul style="list-style-type: none"> Tree Enquiry Project- learning about, form, aesthetics tree's relationship to one another over a long-term project and developing children's working theories Seasonal changes over time Plants, growth, and gardening opportunities Cause & effect- ice and melting, baking soda & vinegar, making texture dough Cookery, following recipes and seeing how ingredients change Looking at animals and their habitats around the world (linked to core texts and stories) Developing an understanding of our responsibility for the environment (Earth Day & 'Oi, Off Our Train' story, key texts) Woodwork & modelling opportunities to explore materials and how they can be used 			
	<ol style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				
	History	Geography	Science	R.E	
Related vocab:	<ul style="list-style-type: none"> 'Significant' Timeline Chronological Old/ new Past/ present/ future 	<ul style="list-style-type: none"> continent capital United Kingdom Ocean Africa Seasons Map Country/ city/ town/ village Location Symbol 	<ul style="list-style-type: none"> Enquire Predict Environment <p>Animals:</p> <ul style="list-style-type: none"> Hibernate Habitat Survive Adapt <p>Plants:</p> <ul style="list-style-type: none"> Stem 	<ul style="list-style-type: none"> Roots Petal Leaves <p>Tree Enquiry Project:</p> <ul style="list-style-type: none"> Branch Root Bark Leaves Buds Texture 	<ul style="list-style-type: none"> celebrate spiritual reflect culture belong connect

Technology	<p>Technology Intent: We recognise the need for children to understand, explore and stay safe in an ever-changing technological world.</p>	<p>Implementation: We use playful opportunities to use technology, including digital art across our planning and teaching. Children have access to tablets and other programs, at specified times and we teach early internet safety using SMARTIE the penguin.</p>	<p>Impact – by the end of EYFS:</p> <ul style="list-style-type: none"> children will be able to use a programmable toy will have engaged in a digital art project will understand how to keep safe using technology 	<p>How this is implemented/ achieved in EYFS:</p> <ul style="list-style-type: none"> opportunities to use programmable toys taught age-appropriate internet safety opportunities to use tablets/ computers in playful ways early algorithms through sequencing/ instruction based activities
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