

## Understanding the World

### People, Cultures and Communities

**ELG** Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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.



#### **Development matters statements (Reception)**

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

#### **Band 6 (Reception)**

- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

<b>ELGs</b>	<b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</b>	<b>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;</b>	<b>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.</b>
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. (DM 3-4)</li> </ul> <p>Talk about what they see in their own environment (school/home) using a wide vocabulary Knows what a map is used for</p>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines (Bto5 Band 5)</li> <li>• Remembers and talks about significant events in their own experience (Bto5 Band 5)</li> <li>• Recognises and describes special times or events for family or friends (Bto5 Band 5)</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors (Bto5 Band 5)</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (Bto5 Band 5)</li> <li>• Continue to develop positive attitudes about the differences between people. (DM 3-4)               <ul style="list-style-type: none"> <li>• Comments on recent pictures of experiences in their own life. “This was me at the farm...”</li> </ul> </li> <li>• Knows that there are differences between what people believe</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (DM 3-4)</li> <li>• Knows where they live e.g. in Blackfordby which is in England</li> <li>• Knows what type of home they live in (flat, house, bungalow)</li> <li>• Can articulate what daily life is like in our country</li> </ul>

<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>• Talk about local environments and describe their local environments (their road, the park, school, library, their village/town) using new vocabulary where appropriate.</li> <li>• Identifies features on simple maps (trees, house, river, mountain)</li> <li>• Understands that maps show where places are.</li> <li>• Begin to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about festivals and celebrations that are marked within their own culture, commenting on recent pictures of celebrations in their own lives.</li> <li>• Knows that there are special places of worship and places of local importance to the community. If they attend a place of worship, can they talk about when and why they go.</li> <li>• Show some awareness of religions and begins to articulate what others celebrate.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family or others in stories they have heard.</li> <li>• Knows that other children do not always enjoy the same things as them and are sensitive to this (Birth to 5 – Band 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that there are different countries in the world.</li> <li>• Begins to recognise that some environments are different to the one in which they live.</li> <li>• Can explain features of other homes.</li> <li>• Begins to understand and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</li> <li>• Begins to use pictures to compare and contrast environments around the world. Talks about differences they have experienced or see in photos between countries</li> </ul>
<p><b>Spring</b></p>	<ul style="list-style-type: none"> <li>• Can use maps to locate objects in ‘real life’</li> <li>• Have visited local environment to the school and can describe their local environment, and draw comparisons e.g. homes, places of worship, shops</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Are able to draw on knowledge of their immediate environment referencing points of interest through different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</li> <li>• Can name different religious venues – Church, Mosque and Gurdwara as a minimum.</li> <li>• Is developing positive attitudes about differences between people.</li> <li>• Can talk in detail about celebrations they have explored in school such as Dwali, Chinese New Year, Easter.</li> <li>• Is beginning to share some similarities and begin to recognise some differences in religious beliefs and cultural communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that 4 countries make up the UK and can name at least 1 other country.</li> <li>• Understands where we are in relation to the rest of the U.K.</li> <li>• Begins to makes comparisons between life for children in different countries.</li> <li>• Begin to communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>• Knows that different countries have <i>different</i> homes. Can identify similarities and differences between homes in other countries.</li> <li>• Begins to use relevant, specific vocabulary to describe contrasting locations.</li> <li>• Shows an interest in non-fiction texts that offer an insight into contrasting environments.</li> <li>• Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another.</li> </ul>
<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Uses basic geographical vocabulary to refer to physical and human features and can briefly explain the difference between these.</li> <li>• Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</li> <li>• Look at aerial views of the school setting, commenting on what they notice, recognising</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</li> <li>• Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible. Knows why religious venues are special and who goes there.</li> <li>• Can recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Can talk about people that they may have come across within their community, such as vicars, imams etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify similarities and differences between homes in our country and other countries.</li> <li>• Makes comparisons between life for children in different countries.</li> <li>• Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries.</li> <li>• Can talk about differences in celebrations, buildings, food and clothing when comparing different locations.</li> </ul>

	<p>buildings, open space, roads and other simple features.</p> <ul style="list-style-type: none"> <li>• Can use a map to describe their journey to school.</li> <li>• Can draw and create their own maps using real objects and or pictures and symbols.</li> <li>• Can use directional language to describe how to get to somewhere.</li> </ul>	<ul style="list-style-type: none"> <li>• Can state some similarities and differences between different religious and cultural communities in this country.</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions – (Birth to 5 band 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</li> <li>• Can name the 4 countries of the UK and at least 2 other countries.</li> <li>• Can find England on a world map.</li> </ul>
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