



# Understanding the World: Culture and Communities – Geography/RE

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, **the Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

## Understanding the World: EYFS Statutory Educational Programme

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

## EYFS Culture and Communities – Development Matters (non statutory)

### **Children aged 3 and 4 will be learning to (preschool):**

**Show interest in different occupations.**

*Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author*

**Continue developing positive attitudes about the differences between people.**

*Examples of this may include: encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities, talk positively about different appearances, skin colours and hair types, celebrate and value cultural, religious and community events and experiences.*

**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

*Examples of this may include: create books and displays about children’s families around the world, or holidays they have been on, encourage children to talk about each other’s families and ask questions, use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.*

### **Children in Reception will be learning to:**

**Talk about members of their immediate family and community**

**Name and describe people who are familiar to them.**

**Draw information from a simple map.**

*Examples of this may include: Familiarise children with the name of the road, and or village/town/city the school is located in, look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features, offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with*

**Understand that some places are special to members of their community.**

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*Examples of this may include: Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible, take children to places of worship and places of local importance to the community, invite visitors from different religious and cultural communities into the classroom to share their experiences with children.*

**Recognise that people have different beliefs and celebrate special times in different ways.**

*Examples of this may include : Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year*

**Recognise some similarities and differences between life in this country and life in other countries.**

*Examples may include: Teach children about places in the world that contrast with locations they know well.*

**Recognise some environments that are different from the one in which they live.**

*Examples of this may include: Teach children about a range of contrasting environments within both their local and national region.*

**Understand the effect of changing seasons on the natural world around them.**

*Examples of this may include draw children's attention to the weather and seasonal features; provide opportunities for children to note and record the weather. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.*

**ELG: Culture and Communities (Statutory)**

**End of Reception: 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.**

**Key Vocabulary:**

Environment, area, home, village, town, city, countryside, maps, route, same, different, road, bridge, shop, buildings, trees, sea, coast, fields, land, weather, season, changes, autumn, winter, spring, summer, day, night, country, place, close, near, far away, world, Earth, planet, belief, celebrate, festival, different, same, similar, special times, religion, groups, community