

St White's Primary School – Understanding the World

Phase: EYFS

Topic: Where do I live?

What should I already know?

- Who you live with
- What type of home you live in (house, flat, bungalow, etc)

Geographical skills and fieldwork

- I can use maps and images of the local area to find a destination.
- I know Google Earth and Google Street View can be used to see images of Earth from above.
- Walk the local area.
- I can use directional language to move around an area.

Historical Skills and Enquiry

- I can discuss what houses looked like in the past.
- I can compare the similarities and differences between houses in the past and house built today.
- I can use real world objects, things and places to research the past.
- I can ask questions to find information about the past.

Values

Challenge	What are the challenges of living in a home?
Commit	Why is living in a house a commitment?
Conquer	How can you conquer navigating the local area?
Celebrate	Why should we celebrate having a home?

Technical vocabulary

Environment	all the circumstances, people, things, and events around them that influence their life
Country	an area of land that is controlled by its own government
House	A building which people live in
Home	a house, apartment, or other shelter that is the usual residence of a person, family, or household.
Earth	The third planet from the sun in which we live in.
Forest	a large tract of land covered with trees and underbrush; woodland.
Estate	A large piece of land with multiple homes on it.
Past	Gone by or elapsed in time.
Present	Something occurring at this time.

Real Life Images



What will I know by the end of the unit?

- That we live on Planet Earth
- We live in a country called England
- We live in the Forest of Dean in England.
- What our local area looks like.
- What we see in our local area.
- London is the capital city of England
- London is a larger place with bigger buildings.
- London has fewer trees.
- St White's is a newly built school.

St White's Primary School – Understanding the World

Phase: EYFS

Topic: Who am I ?

Historical Skills and Enquiry

- I can use pictures as evidence of the past.
- I can talk to people who have experiences of the past.
- I can use real world objects to support my research.
- I can use real world objects to gain information about the past and the present.

Geographical Skills and Enquiry

- I can find the school in real life.
- I can identify the school on a satellite map.
- I know I can travel to school in a variety of ways.
- I can find different areas in the school.
- I can use a map to find different local places.

Diagrams



Values

Challenge	What challenges do you face every day?
Commit	How will you commit to life at school?
Conquer	How did you conquer starting school?
Celebrate	How do you celebrate being you?

What should I already know?

I should know my name.
I should know my family.
I should know what my family look like
I should know what I look like.
I should know I go to school.

Technical vocabulary

Myself	It is similar to the word me
Brother	A male sibling. A boy from the same parents as you.
Sister	A female sibling. A girl from the same parents as you.
Mother	A female parent
Father	A male parent
Aunt	A female sibling of mum or dad.
Uncle	A male sibling of mum or dad
Cousin	A son or daughter of your aunt and uncle
School	A place where you learn.
Transport	To carry or move from one place to another.

What will I know by the end of the unit?

- What my name looks like in writing.
- The name of all the members in a family (aunt, uncle, mother, father, etc)
- Everyone is different and that is a good thing.
- Where I go to school.
- What the school badge looks like
- What a school is.
- Different methods of transport.

Historical Skills and Enquiry

- I can use pictures as evidence of information.
- I can talk to people who have experiences of the emergency services.
- I can ask questions about the emergency services.

Geographical Skills and Enquiry

- I can identify a fire station, a hospital, a doctors, a police station in real life.
- I can identify a police, fire service and ambulance in real life.
- I can identify a hospital on a sign.
- I can name different forms of transport.
- I can identify a world map.

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Phase: EYFS

Topic: Who are the Emergency Services?

Values

Challenge

Commit

Conquer

Celebrate

What should I already know?

I should know that there are police, doctors and fire service.
I should know some of things they do.
I should know some of the things they wear.

Technical vocabulary

Police	People who maintain order, prevent and detect crime, and enforce the laws.
Police Officer	A man or woman who works for the police.
Health	The condition of the body and mind.
Ambulance	a specially equipped motor vehicle, airplane, ship for carrying sick or injured people to a hospital.
Doctors	A person licensed to give a form of medicine.
Nurse	A person trained to care for people who are sick.
Paramedic	To give first aid or health care to someone.
Fire	The burning of something.
Fire Engine	A vehicle equipped to fight fire with water or a chemical solution.
Fire fighter	a person who fights destructive fires.
999	Phone number in case of emergencies.
111	Phone number in case of non-emergencies.
Transport	To carry or move from one place to another.

Diagrams



What will I know by the end of the unit?

- Who the emergency services are.
- The jobs that the emergency services do.
- How the emergency services protect us and keep us safe.
- What to do in case of an emergency.
- What the emergency services look like (clothes, vehicles)
- Where you can find them.

St White's Primary School – Understanding the World

Phase: EYFS

Topic: Our World

Historical Skills and Enquiry

- I can

Geographical Skills and Enquiry

- I can find UK and Kenya on a world map.
- Identify local foods and food services.
- Comparing a local area and a contrasting area.
- What does the world look like?
- Places of the world.

Values

Challenge

Commit

Conquer

Celebrate

What should I already know?

I should know the world is big.
I should know where we live.
I should know the name of the country we live in.
I should know where you get your food from.
I should know some places in the world.

Technical vocabulary

England	The largest country in the United Kingdom.
Kenya	A republic in East Africa.
Culture	The quality in a person or society.
Fruit	Any plant growth useful to humans.
Animals	A living thing that isn't a human.
Habitats	A place where a human or living thing is usually found.
Compare	To examine two or more things to find similarities and differences.
Country	A state or nation.
World	Planet Earth.

Diagrams



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Phase: EYFS

Topic: The Seaside

Historical Skills and Enquiry

- I can talk about things that have happened.
- Children talk about past and present events in their own lives and in the lives of family members.
- Observe a historical beach.
- I can recall some history of a beach.

Geographical Skills and Enquiry

- I can discuss and locate places we can go.
- I can ask questions about my familiar world.
- I can locate where I live by naming the place, county and country.
- I can talk about how things work.
- I can show care and concern for the environment.

Diagrams



Values

Challenge	What challenges do we face at the beach?
Commit	How did the people commit to rebuilding an iconic part of the beach?
Conquer	How do people conquer the litter problem in the oceans?
Celebrate	Why should we celebrate our beaches and oceans.

What should I already know?

I know that I live in England, Gloucestershire, The Forest of Dean.

I know that the seaside is by the sea.

I know that people go to the beach.

I know some things you can do at the beach.

I know it has sand.

I know some aquatic animals

Technical vocabulary

Beach	an long area of sand or pebbles along a shore.
Sea	The salt water that covers most of the earth.
Ocean	A large area of salt water on earth.
Sand	Fine debris of rocks.
Rock Pool	Rocky pools by the sea.
Sun	A star that gives planets light and heat.
Sun Cream	A cream that blocks all or most of the sun's light.
Salt Water	Natural body of chemical in a large body of water.
Habitats	A natural place where something can survive and live.
Lifeguard	An expert swimming who preserves life by protecting swimmers in water.
Life Boat	Easy accessible boat to preserve life in water.
Sea Creatures	Animals and Organisms that live and survive in the sea.
Seasons	A period in the year defined by the weather.

What will I know by the end of the unit?

- I should know that a beach is a large area along a shore.
- I should know why people go to the beach.
- I should know what activities people do at the beach.
- I should know when people are most likely to go to the beach.
- How to stay safe at the beach.
- What you might find at the beach.

St White's Primary School – Understanding the World

Phase: EYFS

Topic: Let's Celebrate!

Historical Skills and Enquiry

- Celebrating traditions
- We can recall different events and traditions over time.
- We can remember and talk about significant events in their own experience.
- We can identify similarities and differences between ourselves, others and among traditions.

Geographical Skills and Enquiry

- I can comment and ask questions about aspect of our familiar world.
- I can show an understanding of changes over time.
- I can look closely at patterns and changes.
- I can identify traditions with different cultures.

Diagrams



Values

Challenge	What challenges have celebration faced in the past?
Commit	Why do people commit to each other?
Conquer	Why do we celebrate when we conquer barriers we face?
Celebrate	Why do we celebrate?

What should I already know?

I know we celebrate birthday's and how we do it.
I know that some people get married.
I know that we celebrate things.

Technical vocabulary

Celebrate	To observe or commemorate with ceremonies and festivities.
Celebration	The act of celebrating.
Wedding	An act or ceremony of marriage.
Christening	The ceremony of baptism, especially as accompanied by the giving of a name to a child.
Church	A building for public Christian worship.
Birthday	The day of a person's birth.
Traditions	A Long-established or inherited way of thinking or acting.

What will I know by the end of the unit?

- I know what a celebration is and why they are used in a range of situations.
- I know what a christening is and what it stands for.
- I know what a wedding is and why people do it.
- I understand what a birthday is and what it represents.
- I can plan a celebration.