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| EYFS | Understanding the World | 30 – 50 months | The World | <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. |
| | | 40 – 60 months | | <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. |
| | | ELG | | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |

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| <p>Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including UW. Children will investigate their immediate environment and become inquisitive about the world around them. In all topics, there is an additional focus on a particular area of UW as detailed below.</p> | | | | | | | | | | |
| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 1 | Spring 2 | Spring 2 | Summer 1 | Summer 1 | Summer 2 | Summer 2 |
| | <p>All about me</p> <p>Focus on their home and where they live and compare to homes of others. Use of locational and positional language.</p> | <p>Sparkle and Shine</p> <p>Focus on asking questions about their familiar world and where different celebrations originate from.</p> | <p>Superheroes</p> <p>Focus on similarities and differences between materials.</p> | <p>Winter Wonderland</p> <p>Focus on different areas of the world. Which are cold places? Which animals live there? How do they adapt?</p> | <p>Dinosaurs</p> <p>Focus on similarities and differences between dinosaurs. How did what they look like suit their lifestyle?</p> | <p>Pets</p> <p>Focus on similarities and differences between pets.</p> | <p>Julia Donaldson</p> <p>Focus on similarities and differences between animals. Sort into groups and talk about changes.</p> | <p>Minibeasts</p> <p>Focus on similarities and differences with minibeasts. Talk about their environment and how it varies from others.</p> | <p>Under the Sea</p> <p>Focus on similarities and differences with sea creatures. Talk about their environment and how it varies from others.</p> | <p>Beside the Seaside</p> <p>Focus on seaside creature homes and where they are found. How are they similar /different? Talk about why this is.</p> |

| | 2-Year cycle | Autumn Term | Spring Term | Summer Term |
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| Year 1/2 | Cycle A | <p>All about me</p> <ul style="list-style-type: none"> • Looking at where we live, our address and the local area • Considering our route to school • Simple fieldwork and observational skills when studying the school and local area • Developing a simple map and key • Using basic compass directions • Aerial views/photographs • Identifying the United Kingdom and its countries using a world map, globe and atlas | <p>Sensational Safari (long unit)</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Exploring the geography of Kenya through focusing on the main human and physical features of the country • Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture • Children will learn about the similarities and differences between Kenya and the UK (with a particular focus on animals) | <p>Rescuers and Explorers</p> |
| | Cycle B | <p>The Big Build</p> <ul style="list-style-type: none"> • Studying the key human and physical features of our surrounding environment • Identifying different house types within the locality • Identifying different house types around the world (with a focus on how houses vary depending on climate) | <p>Travel and Transport</p> | <p>Under the Sea</p> <ul style="list-style-type: none"> • Naming and locating the world's seven continents and five oceans • Identifying seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and North and South Poles • Comparing ocean habitats and creatures • Understanding how we can protect ocean habitats • Looking at the story of the Titanic |

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| Cycle A | Prehistoric Britain | Around the world in 80 days <ul style="list-style-type: none">• Study the United Kingdom and other countries• Making comparisons• Finding out about; flag, capital city, rivers, mountains, landmarks, climate, oceans for a variety of countries• Building knowledge of the wider world• Locate world countries on a map | Look what they left behind |
| Cycle B | A place for everything <ul style="list-style-type: none">• Using compasses and direction, 4 figure grid references and map reading, features, symbols and keys on OS maps• Local fieldwork and sketch maps, reading and constructing plans using scale on a local walk | Terrible Tudors <ul style="list-style-type: none">• Exploring key places in the Tudor world including the Tower of London and Hampton Court• Mapping the spread of the Black Death across the globe | Amazing Amazon <ul style="list-style-type: none">• Identifying the location of the world's tropical rainforests using maps and atlases• Using the correct terminology for geographical terms - equator, tropics, layers of plants and shrubs found in the rainforest• Exploring the impact of deforestation on biodiversity and the survival of species |

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| Cycle A | Greeks and Stars <ul style="list-style-type: none">Using the eight points of a compass, four-figure and six-figure grid references, symbols and a key to show the location of ancient Greek city states | Mountain and Rivers <ul style="list-style-type: none">Find out about major mountain ranges around the world and how they were formedFind out about major rivers of the world and understand why major settlements have developed next to rivers | The Victorians <ul style="list-style-type: none">Explore the changing geographical boundaries of the British Empire during the reign of Queen Victoria |
| Cycle B | War and Conflict <ul style="list-style-type: none">Explore where WW1 and WW2 took placeStudy the locations of key battles such as the Somme and D-DayUnderstand which countries were involved in WW1 and WW2Study the flags of the nations involved in WW1 and WW2 | Angry Earth <ul style="list-style-type: none">Understand tectonic plates and the formation of volcanoesIdentify different types of volcanoes and where they are located around the worldStudy natural disasters including earthquakes and tsunamisIdentify and locate countries and cities around the world that have suffered natural disastersLook at how humans are affected by natural disasters and what can be done to protect against themLook at the work of Aid agencies | Who's your Mummy <ul style="list-style-type: none">Identify and locate country of Egypt on a variety of mapsStudy geographical features along the River Nile |