

Early Learning Goals:

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.

Common Misconceptions

Everyone is the same as me.

A house is made of bricks and tiles.

Key Vocabulary:

Same, different, familiar

Village, town, road, pavement, environment, house, building, school,

Adaptations for children with SEND – (insert hyperlink to QFT doc)

Ask for photographs of familiar people for child/ren to share thoughts on. Ask for special objects from home that link these familiar people to child.

1:1 opportunities for looking at the stories together.

Widgit and Makaton to explain instruction (eg. one word instruction= noun/ verb)

	Substantive/Declarative Knowledge Learning Objective (Specific Facts children will need)	Disciplinary/Procedural Knowledge Learning Objective (Specific Skills children will need)	Activity
1	To name and describe people whom are familiar to them. Show an interest in the lives of people who are familiar to them.	Patterns – know my familiar people and some things that are the same as me	Share and discuss class photo album. Weeks 1-3 share photos on Tapestry of the ECaT work surrounding family & friends.
2	Talk about differences between people.	Patterns: know that people are different in many ways	Question what we notice about our class. Play, "What's the same?"...choosing children to stand that have things in common. Replay with images of children from different cultures, ethnicity, race, religion.
3	Talk about differences between the way people live.	Patterns: knowing that although we all share the same village, our houses and household things are different.	Read the text 'A place called home' by Kate Baker. Pre-prepare images of child's homes – talk partners <i>What do you see? What is the same?</i> Create a model/drawing/painting of their home in provision
4	Look at our community and the way we all live together.	Places: identifying features of our immediate environment. Patterns: spotting features that show us how people live differently to us.	Share photographs of the local community (street view) and discuss. Find school on Google street view and "walk" around the immediate area. A walk around the Bagthorpe Triangle.
5	Follow simple one and two step instructions.	Fieldwork and map knowledge	Read 'Rosie's Walk'. Share the language used to explain how Rosie travelled. Welby Wednesday session (linked to maths) explore positional and directional language.

◀◀ Prior Knowledge

Nursery:

Continue developing positive attitudes about the differences between people.

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

▶ Substantive Sticky Knowledge – children MUST know this by the end of the unit

People who I know (are familiar to me) are special because...

Special people I know look like / dress like/ are

I can show interest in the lives of people who are familiar to me; I can name and describe people who are familiar to me.

I notice and talk about the differences between people, the way they live and the community they are in.

I can talk about members of my immediate family and community and their ways of life.

Follow simple one and two step instructions around position and direction in a familiar environment.

Disciplinary Sticky Knowledge (from the progression plan)

Places: Identify the features of their immediate environment

Patterns: Know that people live differently in different places.

Fieldwork and map knowledge: Know that directions are instructions.

▶▶ Future Knowledge**KS1 Place knowledge:**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Locational knowledge:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Use basic geographical vocabulary.

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions, locational and directional language.

Use aerial photographs and plan perspectives to recognise