



EYFS

Understanding the World – People and Communities

People Culture 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;
- 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 Reception Aged children can:-

Draw information from a simple map.

Draw children's attention to the immediate environment in Egerton, introducing and modelling new vocabulary where appropriate.

Familiarise children with the name of the road, and the village/town/city that our 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 of Egerton Village.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

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

Teach children about places in the world that contrast with locations they know well.

Use relevant, specific vocabulary to describe contrasting locations, including London, China and Antarctica.

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

Avoid stereotyping 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.

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

Teach children about a range of contrasting environments within both their local and national region, with a focus on Egerton and the city of London.

Model the vocabulary needed to name specific features of the world, both natural and made by people.

Share non-fiction texts that offer an insight into contrasting environments.

	Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	
Year 1	Studying the UK and it's weather patterns - Children can name and locate all 4 countries of the UK - Children can name all the countries capital cities - Children will know the seas that surround the UK - Children can locate the UK on a world map and can locate the North Pole, South Pole and the Equator - Children can collect the weather in the UK and compare it in the different four seasons	A local study of Egerton Village and comparing it to Australia - Children know the difference between a human feature and a physical feature - Children can name which human and physical features there are in Egerton and which are not. - Children will compare the features to that of Australia - Children will draw their own maps of Egerton - Children will draw routes on maps around Egerton and name physical and human features
Year 2	7 continents and 5 seas - Name and order in size order, the 7 continents of the world and their position. - Name and order in size, the 5 oceans and position of them on a world map. 71% of the world is covered in water and 29% in land. - Asia is the largest and Antarctica is the smallest of the continents - To know and use compass directions – North, South, East and West.	Comparing Blackpool and Africa - Africa's longest river is the River Nile. It flows through 11 countries. - Can describe the physical features of Africa and Blackpool and look for similarities and differences - Can describe the human features of Blackpool and Africa and say how they are different and how they are similar. - Can locate the Sahara Desert on a map, and know that it is the largest desert in the world, and that it is spread across almost all of North Africa.

Year 3	The Violent Earth • Locate where in the world tectonic plates are in the Earth's crust. • Locate recent Earthquakes in relation to the fault lines on the Earth • Locate the Equator • Locate famous volcanoes on a world map • Know the effects of Earthquakes on the surrounding area. • Feature of a volcano structure	Our local Area-Egerton • Use aerial photos (Google Earth) to look at the location of Bolton/Egerton. • Identify that Egerton is a village and is situated on a rural area. • How is our village different to Bolton town centre? • What physical features are visible in Egerton?
Year 4	Comparing England to the Arctic and Antarctica • Identify features of the Arctic/Antarctica and separate similarities and differences. • Understand the human and physical geography features in the Arctic/Antarctica. • Locate the worlds 7 continents and use a variety of maps to locate countries in the Arctic and countries close to the continent of Antarctica. • Identifying the significance of the positions of Arctic and Antarctic circles. How does this link with prime/Greenwich meridian time zones and day/night. • Identify what global warming is, and how the polar regions are affected by climate change.	Comparing Whitby to Manchester • To identify the human and physical geographical differences between villages, towns and cities. • Identify the main cities across the UK on a map, and identify the positioning of Manchester and the Lake District. • To explain how Manchester and the Lake District has changed over time due to human and physical features. • Utilise a range of maps (both physical and digital) to compare Manchester and the Lake District, including OS Maps, atlases, globes and Google maps. • Identify the main differences between urban and rural areas across the United Kingdom.

		Describe the differences between the British Isles, United Kingdom and Great Britain.
Year 5	Rainforests - The largest rainforests are in the Amazon, the Congo, and throughout much of Southeast Asia. Smaller rainforests are in Central America, Madagascar, Australia and nearby islands, India, and other locations in the tropics. - The rainforest is made up of layers: emergent layer, canopy layer, understory, and the forest floor. Each layer has different plants and animals. - The rainforest is one of the most important vegetation belts to our planet. The role of rainforests in the water cycle is to add water to the atmosphere through the process of transpiration (in which plants release water from their leaves during photosynthesis). - We take a lot of resources from the rainforest e.g. for industry - rubber, oils, gum, waxes, flavourings, and dyes. A lot of our medicines also come from the rainforest. - Not taking care of our rainforests is having a significant impact on species, the Earth's water cycle and the rainforest itself. It is in	North America - The United States of America is the world's third largest country in size and nearly the third largest in terms of population. Located in North America, the country is bordered on the west by the Pacific Ocean and to the east by the Atlantic Ocean. Along the northern border is Canada and the southern border is Mexico. It has 50 states. - The Grand Canyon in Arizona is a natural formation distinguished by layered bands of red rock formed by erosion by the Colorado River. A canyon is a deep, narrow passage cut through the surface of the earth with steep cliffs on both sides. - The population of America (300 million+) is distributed differently across the different states for different reasons. - The climate of America differs in different areas of the USA. The Mississippi experiences floods whereas California experiences drought. - The city of New York has significantly developed over time.

	great danger, and we need to take action soon.	
Year 6	The Current News • An Epidemic is a disease that affects a large number of people within a community, population, or region. A Pandemic is an Epidemic that's spread over multiple countries or Continents (Spanish Flu 1918). • Geological disasters include avalanches, landslides, volcanic eruptions, sinkholes and earthquakes. • The main hydrological disasters are floods, limbic eruptions and tsunamis. • Meteorological disasters include blizzards, cyclonic storms, hailstorms, ice storms, heat waves, cold waves, thunderstorms, droughts and tornadoes. • Wildfires are natural disasters which occur naturally due to droughts and lightning but are also often caused by humans. • Space disasters include impact events of meteors or asteroids and solar flare. Impact events mean that the earth will be eventually hit by a meteor or asteroid.	Rivers and a local study of Egerton • The upper course of a river starts at the source; this is where the river begins. • On either side of the middle course of the river are floodplains, these areas are flat and often become flooded when heavy rainfall causes the river to overflow. Sometimes another river (a tributary) will join a river; the joining point is called a <u>confluence</u>. • The lower course of the river leads to the mouth of the river; the mouth of the river is where the river meets the sea. The lower course of the river has larger meanders. The river has energy and so carries less material; it deposits the soil and other materials which eventually form small islands or deltas. • When rivers reach the sea, they often spread out over a wide area and slow right down. This part of the river is called the estuary. • The longest river in the world is the Nile in Africa. It is 4,130 miles long. The longest rivers in Britain are the Severn (220 miles long) and the Thames (215 miles long). • Know how the water cycle influences the forming of rivers.