

## Understanding the World Rationale

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for Science, History, Geography, RE and Computing begins in Early Years and is directly linked to the specific areas of learning, particularly in relation to Understanding the World (UW). It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

*EYFS Statutory Framework, 2021*

Understanding the World is one of the building blocks of success in life. Understanding the World involves guiding children to make sense of their physical world and their community. Children's personal experiences, including visits and visitors, increases their knowledge and sense of the world around them. Children listen to a broad selection of stories, non-fiction, rhymes and poems that 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 supports later reading comprehension.

In the revised EYFS Framework, UW is broken down into three Early Learning Goals:

- Past and present
- People, Culture and Communities
- The Natural World

Intent	Implementation	Impact: to be reviewed at the end of each year
The Early Year Statutory Framework (EYSF) is not the curriculum	<ul style="list-style-type: none"><li>• All staff work together to produce progression documents that have</li></ul>	

<p>All pupils follow a robust UW curriculum</p>	<p>specific end goals drawn from the EYSF, Development Matters and Askwith curriculum</p> <ul style="list-style-type: none"> <li>• Systematic planning is in place for all pupils in granular steps (this includes SEND, EAL, PP and vulnerable children)</li> <li>• Continuous provision is enhanced where necessary to support pupils meeting endpoints</li> </ul>	
<p>All pupils build cultural capital</p>	<ul style="list-style-type: none"> <li>• Pupils will become critical thinkers and have sufficient cultural capital to transition to year 1 and beyond successfully</li> </ul>	

### **Substantive and disciplinary knowledge in UW**

**Substantive knowledge** in UW is threaded throughout each of the three ELGs. It is the essential knowledge and skills that children need to make sense of their physical world and community. Related vocabulary is taught explicitly.

**Disciplinary knowledge** in UW is shown through the interpretation and independent application of substantive knowledge, skills and vocabulary within discussions and independent learning opportunities.

### **Creativity**

Creativity within UW is making connections, problem solving and creative thinking in order to represent their understanding of their world and community in different ways.

### **Assessment**

Assessments of both the prime and specific areas of learning are carried out through impact notes. Opportunities for assessment are planned daily through focus session and enhanced provision. For example, a focus session about 'The Natural World' may be led by the teacher. The teacher will make impact notes following that session. Enhanced provision is then planned to ensure there are opportunities for application of the knowledge acquired in the focus session. This can be personalised for particular children's needs. Adults within provision make further impact notes when supporting the children to practise.