



EYFS People Culture and Communities Long Term Planning






EYFS- Geography: Understanding the World Early Learning Goal: People, Culture and Communities

- 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.

EYFS- History: Understanding the World Early Learning Goal: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling



<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>History</b></p> <p>What's my Surname? A family trees</p>  <p>Talk about the lives of the people around them and their roles in society</p> <p><b>Vocabulary:</b> family, parents, cousins, brother, sister, mum, dad, step family, generation, old, young.</p> <p>Literacy book link: <b>My two grannies</b></p>  <p><b>End Outcomes:</b> I know my surname. I can name members of my family.</p>	<p><b>Geography</b></p> <p>What grows in our country? Harvest link comparisons- What grows in other countries?</p> <p><b>*Visitor link - Parent farmer</b> 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</p> <p><b>Vocabulary:</b> farmer, growing, harvest, combine harvester, land, sow, gather, crops</p> <p><b>End Outcomes:</b> I know some farmers grow and harvest foods. I can name some fruit and vegetables. Literacy Book link: <b>Oliver's vegetables</b></p>	<p><b>History</b></p> <p>What was school like long ago? Our school then and now. Looking at photographs from then and now.</p> <p>Talk about the lives of the people around them and their roles in society.</p>  <p><b>Vocabulary:</b> camera, photograph, black and white, old, new, modern, building, bricks, builder</p> <p>Literacy Book link: <b>If I built a school</b></p> <p><b>End Outcomes:</b> I know that classrooms and schools looked different long ago. I know that iPad and tablets were not used in schools long ago because they did not exist.</p>	<p><b>Geography</b></p> <p>What can you find in Halsall? Exploring our school grounds- Forest school Bishops walk.</p> <p><b>*Visitor link - School gardener, Forest school Leader</b></p>  <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>Vocabulary:</b> forest, woods, trees, plants, flowers, gardener, village, local area, map, bus stop, post box, farm, map</p> <p>Literacy Book link: <b>Martha maps it out</b></p> <p><b>End Outcomes:</b> I know where Bishops Walk forest is. I know where Halsall St Cuthbert's church is. I know what a map is.</p>	<p><b>History</b></p> <p>How did they travel long ago? Where did people holiday long ago? Transport then and now Holidays past and present.</p> <p><b>*Various non-fiction texts and video clips. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>Vocabulary:</b> wooden, metal, horse and cart, wheels, engine, sea, land, air, vehicle, mode of transport, travel</p> <p>Literacy book link: <b>The train ride</b></p> <p><b>End Outcomes:</b> I know that modes of transports have changed over time.</p>	<p><b>Geography</b></p> <p><b>Animals of Africa</b> Can we name some other countries where safari animals are found? 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.</p> <p><b>Vocabulary:</b> savannah, safari, jeep, jungle. Animals, zoo, camouflage</p>  <p>Literacy Book link: <b>Rumble in the Jungle</b></p> <p><b>End Outcomes:</b> I can name 2 African animals. I can point to Africa on a simple world map with support.</p>

NB: Please note units may vary in line with changing themes/topic/ in the moment or child led interests within the EYFS e.g. Past and present objectives may be covered during Arctic topic when learning about how Inuit communities lived then and now. People, Culture and Communities objectives may be covered when learning French nursery rhymes and talking about France etc.