

Educational Purpose

We develop children's sense of belonging and place, beginning with the people, communities and environments that are familiar to them and progressively widening their understanding of the world. Through first-hand experiences, stories, non-fiction, photographs, visitors and simple maps, children learn that places have different features; people belong to different families and communities; special times and places can be important to people; and life in other places and countries can be both similar to and different from their own.

Golden Threads

Places & Our Environment	People, Communities & Belonging	Our Wider World
Children develop a sense of place by exploring, observing and describing their immediate environment and begin to use simple maps and representations to understand where things are.	Children learn that people belong to families and communities and may have different beliefs, traditions, celebrations and places that are special to them.	Children develop awareness that there are different countries and places in the world and begin to recognise similarities and differences between life here and life elsewhere.

Knowledge = what children are taught to know and understand. Skills = how children increasingly apply that knowledge.

Strand	Typical Starting Points	DP1	DP2	DP3	Statutory ELG
PCC KNOWLEDGE	• Talk about people who are familiar and important to them. • Talk about familiar places they visit. • Recognise familiar places in photographs or pictures. • Talk about things they do with familiar people. • Recognise that they belong to familiar groups, such as their family or nursery.	• I know my school and the area around me are places in my local environment. • I know places have different features. • I know people belong to different families and communities. • I know people may have different beliefs and celebrate special times in different ways. • I know there are different places beyond where I live.	• I know a country is a place with its own name, and I live in England, which is part of the United Kingdom. • I know people in different communities may have different beliefs, traditions and ways of celebrating. • I know some places are special to people because of their beliefs or experiences. • I know people in other countries may live in ways that are similar to and different from my life. • I know maps and photographs can help us find out about places.	• I know my immediate environment has different features and places that I can recognise and describe. • I know a map represents a place and uses pictures or symbols to show where things are. • I know different religious and cultural communities have beliefs, traditions and places that are important to them. • I know life in another country can have similarities to and differences from life in this country. • I know stories, photographs, non-fiction texts and maps can help us find out about different places and communities.	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.
PCC SKILLS	• Talk about celebrations, routines or experiences they have taken part in. • Explore familiar surroundings and talk about things they see.	• I can talk about a familiar place and describe some things I notice there. • I can talk about people and communities that are familiar to me. • I can share what I like or notice about places I know. • I can use photographs, pictures or simple representations to talk about a familiar place.	• I can look closely at a place and describe some of its features. • I can ask questions and use stories, photographs, non-fiction texts or visitors to find out about people, communities and places. • I can talk about a place that is special to me or to other people. • I can notice and talk about a similarity or difference between my life and life in another country. • I can use a simple map or representation to find or talk about a place.	• I can describe my immediate environment using what I have observed and found out. • I can make a simple representation or map of a familiar place and use pictures or symbols to show features. • I can talk about similarities and differences between religious or cultural communities I have encountered. • I can compare aspects of life in this country with life in another country. • I can use stories, photographs, non-fiction texts and simple maps to help me talk about different places and communities.	
ESSENTIAL VOCABULARY	place – somewhere we can be or go home – the place where someone lives special – important to someone	community – people who belong to a group or place belong – to be part of something local – near to where we live or go to school	country – a named part of the world where people live celebration – a special time or event people may share similar / different – what is the same and what is not the same	map – a picture or drawing that shows a place symbol – a picture or sign that stands for something route – the way we travel from one place to another	

Typical Starting Points describe possible prior experiences, not entry expectations. Children may demonstrate aspects from different Development Points at the same time.

Core Texts, Stories & Experiences Entitlement

People, Culture and Communities is revisited across the year through purposeful anchor encounters. These are not isolated units; each encounter revisits the Golden Threads through talk, play, stories, non-fiction, photographs, maps, visitors and first-hand experiences.

Half term	Anchor encounter	Curriculum purpose	Supporting sources / experience
Autumn 1	The Family Book – Todd Parr + joining our school community	Family, community and belonging.	Explore different families naturally; identify people and places within the new class and school community.
Autumn 2	The Nativity / Christmas	Christian celebration and different ways of celebrating.	Age-appropriate Nativity retelling; learn that Christmas is a special celebration for Christians and that people celebrate special times in different ways.
Spring 1	Our World: India – Meera Sriram, illustrated by Neethi	Life in another country: similarities and differences.	Story + map/globe + contemporary photographs. Present the text as one encounter with life in India, not as representative of every person's life.
Spring 2	Easter + visit to All Saints Church	Christian celebration, belonging and special places.	Easter story + first-hand church visit. Encounter mosque and synagogue through appropriate photographs, stories/non-fiction or visitors.
Summer 1	Our Place: Westbury	Observe, describe and represent the immediate environment.	Local observation/walks + photographs + simple maps and representations.
Summer 2	Westbury & the Seaside + beach visit	Compare two contrasting places through first-hand experience.	Use the beach visit to compare features of the seaside with Westbury and revisit maps, photographs and observations.

People, Culture & Communities Entitlement

- Encounter different families and communities through real experiences, stories, photographs and conversation.
- Develop a sense of belonging to their class, school and local community.
- Encounter celebrations and beliefs that are important to different people, including the Reception RE entitlement for Christmas and Easter.
- Experience a place of worship first-hand through the Easter visit to All Saints Church, while encountering other special places, including a mosque and synagogue, through appropriate texts, photographs, visitors or other sources.
- Explore Westbury and the immediate environment through observation, walks, photographs and simple maps.

- Encounter life in another country through *Our World: India*, contemporary photographs and a map or globe.
- Experience a contrasting environment first-hand through the beach visit and compare it with Westbury.
- Use stories, non-fiction, photographs, maps, visitors and first-hand experiences to find out about people, communities and places.

Assessment

Assessment should arise primarily through children's talk, play, observations, representations, responses to stories and texts, and first-hand experiences rather than through isolated recall tasks.

Practitioners should notice over time how children increasingly:

- describe familiar environments and some of their features;
- talk about people, communities, celebrations and special places encountered through the curriculum;
- use photographs, pictures and simple maps or representations meaningfully;
- recognise that places may be special to different people;
- talk respectfully about different communities and ways of celebrating;
- notice and explain simple similarities and differences between places and ways of life;
- compare Westbury with another environment they have experienced;
- use stories, photographs, non-fiction texts, visitors and maps to find out about people, communities and places.

Assessment should focus on curriculum knowledge and developing geographical and community understanding, not on the amount a child happens to know because of family travel, religion or experiences outside school.

Transition into KS1

Reception establishes foundations in belonging, sense of place, observation, simple representation and mapping, respectful encounters with different communities, and comparison between places and ways of life. In Geography, KS1 extends this into the United Kingdom, formal local mapping, compass and directional work, continents and oceans, weather, human and physical features, and the Westbury-Kenya comparison. In RE, KS1 develops Christianity and other religious and non-religious worldviews in greater depth.