



Place-based and community

The links to place-based and community-centred learning throughout the EYFS profile and the National Curriculum are included below. This includes the general introduction of the National Curriculum and content within individual schemes of work and subjects. Only links that are directly connected to place-based learning have been included, although others may be found as links to other learning outcomes.

Area of curriculum	Documentary support	What the document says
EYFS	Statutory framework for the early years foundation stage for group and school providers publishing.service.gov.uk	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. (p11)
		<u>ELG: Past and Present</u> Children at the expected level of development will talk about the lives of the people around them and their roles in society. (p15)
		<u>ELG: People, Culture and Communities</u> Children at the expected level of development will: <ul style="list-style-type: none"> 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. (p15)
Introduction	The national curriculum in England - Framework document publishing.service.gov.uk	2.1 Every state funded school must offer a curriculum which is balanced and broadly based which: <ul style="list-style-type: none"> Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. (p5)



Geography	Pupils should develop knowledge about the world, the United Kingdom and their locality. (p185)
	Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (p185)
	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (p187)
History	The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (p188)
	Pupils should be taught about significant historical events, people and places in their own locality. (p189)
	Pupils should be taught about: <ul style="list-style-type: none">● changes in Britain from the Stone Age to the Iron Age● the Roman Empire and its impact on Britain● Britain's settlement by Anglo-Saxons and Scots● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor● a local history study● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (p190-91)