



Progression of skills for **Understanding the World** from F1 through to Y1

ELG Past and Present

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<ul style="list-style-type: none"> * Repeat actions that have an effect * Explore materials with different properties 	<ul style="list-style-type: none"> * Use all their senses in hands-on exploration of natural materials * Explore collections of materials with similar, and/or different properties * Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> * Comment on images of familiar situations in the past * Compare and contrast characters from stories, including figures from the past * 	<ul style="list-style-type: none"> * 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 	<p>History Talk about:</p> <ul style="list-style-type: none"> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality.

ELG People, Culture and Communities

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<p>* Make connections between the features of their family and other families</p> <p>* Notice differences between people</p>	<p>* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos *</p>	<p>* Draw information from a simple map</p>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>* 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>Geography</p> <p>Location Knowledge</p> <p>*name and locate the world’s 7 continents and 5 oceans</p> <p>*name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge</p> <p>*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography</p> <p>* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>*use basic geographical</p> <p>Geographical Skills and Fieldwork</p> <p>*use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>*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.</p>

	<p>Begin to make sense of their own life story and family's history</p> <ul style="list-style-type: none"> * Show interest in different occupations * Continue to develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> * Understand that some places are special to some members of the community * Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> * 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 	<p>R.E.</p> <p>Engage with stories and extracts from religious literature and talk about their meanings.</p> <p>Find out how and where people worship and ask questions about why this is important to believers.</p> <p>Reflect and respond to stories about belonging and relating to religious communities.</p>
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ELG – The Natural World

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<ul style="list-style-type: none"> * Explore materials with different properties * Explore natural materials indoors and outside * Explore and respond to different natural phenomena in their setting and on trips 	<ul style="list-style-type: none"> * Use all their senses in hands-on exploration of natural materials * Explore collections of materials with similar, and/or different properties * Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> * Explore that natural world around them * Describe what they see, hear, feel whilst outside * Recognise some environments that are different to the one in which they live * Understanding the effect of changing seasons in the natural world around them 	<ul style="list-style-type: none"> * Explore the natural world around them, making observations and drawing pictures of animals and plants * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Science</p> <p>Working Scientifically</p> <p>Plants</p> <p>Animals including humans</p> <p>Everyday materials</p> <p>Seasonal changes</p>

