

Haslington Primary Academy



Understanding the World

Progress Model for Knowledge and Skills

Pre-requisite Skills for History, Geography, Science and Religious Education

	Expectations for 2-3 Year Olds	Expectations for Pre-School	Expectations for Reception			ELG
Past and Present	Make connections between the features of their family and other families.	Begin to make sense of their own life story and family's history	Explore and comment on images, texts from the past and present (familiar situations).	Sequence photographs from different parts of their life.		Talk about the lives of the people around them and their roles in society
		Show interest in different occupations	Is able to talk about roles of family members			Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
			Compare characters from stories including figures from the past.	Explore the past through story settings, characters and events within books.		Understand the past through settings, characters and events encountered in books read in class and storytelling
Future and Communities	Notice differences between people.	Continue developing positive attitudes about the differences between people	Recognise that people have different beliefs and celebrate special times in different	Naming, talking about and describing their family, familiar	Understand that some places are special to members of	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
						Know some similarities and differences between different

					ways, in this country and in others.	people and communities	different communities	religious and cultural communities in this country, drawing on their experiences and what has been read in class
		Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs			Recognise some similarities and differences between life in different countries.		Know how to use and draw information from a simple map.	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
The Natural World	Explore and respond to different natural phenomena in their setting and on trips.		Understand the key features of the life cycle of a plant/animal (pumpkin plant, chick, butterfly, bean, sunflower)	Plant seeds and care for growing plants	Respect and care for the natural environment and all living things	Explore the natural world with a particular focus on the seasons and changing environments.		Explore the natural world around them, making observations and drawing pictures of animals and plants
						Finding out that some environments are different from the one in which they live.	Know some similarities and differences between contrasting environments, including animal habitats.	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
	Use all their senses in hands-on exploration of natural materials.	Explore collections of materials with similar and/or different properties.	Talk about the differences between materials and changes they notice	Explore and talk about push and pull forces, and magnetic attraction and repulsion	Exploring the natural world with a focus on changing states of matter.		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
Talk about what they see, using a wide vocabulary					Talk about what they see, hear and feel whilst outside.	Make observations and draw pictures of animals and plants.		

