



Monks Coppenhall Academy

# Understanding the World

## Progress Model for Knowledge and Skills

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

This progress model is used in conjunction with the progression of skills used for KS1 and KS2.

	<b>Expectations for 2-3 Year Olds</b>	<b>Expectations for Pre-School</b>	<b>Expectations for Reception</b>			<b>ELG</b>
<b>Past and Present</b>	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.		<p><b>Talk about the lives of the people around them and their roles in society</b></p> <p><b>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><b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></p>
		Show interest in different occupations	Is able to talk about roles of family members			
	Notice differences between people.	Continue developing positive attitudes about the differences between people	Recognise that people have different beliefs	Naming, talking about and describing their family,	Understand that some places are special to members	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</b></p>

<b>People, Culture and Communities</b>					and celebrate special times in different ways, in this country and in others.	familiar people and communities	of different communities	<p><b>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</b></p> <p><b>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</b></p>
			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.		
<b>The Natural World</b>	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.	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.	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p><b>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</b></p>
	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.			<p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>

	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.	
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