



Bryn St Peter's Primary School – EYF's Progression Map

Knowledge and Understanding of the World

Area of Learning Knowledge and Understanding of the World	September Checkpoints (Baseline)	Autumn	Spring	Summer
Past and Present	<ul style="list-style-type: none"> - Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". 	<ul style="list-style-type: none"> - Talk about people around them in good detail, describing their roles, interests or news about them. - Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" - Understand that the past is the time "before now". 	<ul style="list-style-type: none"> - Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". - Listen to, respond and ask questions about fiction & non-fiction books about characters from the past. 	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society.
People and Communities	<ul style="list-style-type: none"> - Notice similarities and differences between people, reflecting on differences positively. - Know that they may come from a different country from other children and understand that these are different places. - Show interests in different occupations, e.g. role-playing police or doctors. 	<ul style="list-style-type: none"> - Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. - Share their experiences of local features of our community, e.g. Brook Green playground, Tescos, the River Thames. - Know the church is special to us as Christians. 	<ul style="list-style-type: none"> - Look at maps of our school/area and discuss the features they notice. Make their own maps. - Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. - Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are 	<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

			in Africa” or “In Spain, the weather is warmer than here”.	countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
The Natural World	<ul style="list-style-type: none"> - Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. - Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. - Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. - Use their senses to explore natural materials and describe what they observe, e.g. “a heavy log” “wet leaves”. 	<ul style="list-style-type: none"> - Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. - Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. - Make simple drawings of natural objects, e.g. leaf. 	<ul style="list-style-type: none"> - Offer simple, logical explanations for what they have observed, e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”. - Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. - Use modelled, topical vocabulary in discussion. - Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings. 	<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.

Statutory End of EYFS Assessment: Knowledge and Understanding of the World Early Learning Goals

Children at the expected level of development will:

Past and Present	People and Communities	The Natural World
<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. 	<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. 	<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.

Those working at Greater Depth may:

Past and Present	People and Communities	The Natural World
<ul style="list-style-type: none"> - Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g. We don't have photographs of Jesus because cameras didn't exist then. - Have a personal interest in a particular character/period/area of the past that they are knowledgeable about. - Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart's story, discusses the opportunities women have today and what has changed. 	<ul style="list-style-type: none"> - Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding. - Understand that people have different beliefs/customs/traditions and it is important we respect these. - Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes. 	<ul style="list-style-type: none"> - Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation. - Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling). - Have a personal interest in an area of the natural world (e.g. the ocean, dinosaurs, space) and be particularly knowledgeable about it.