


Bear Wood - Knowledge and Understanding of the World Progression Model 2021/22

AoL	Minimum expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum
<div>KUW</div> <div>History links</div> <div></div>	Able to say who they are and who they live with.	Can talk about any pets they might have	Can briefly talk about some members of their family.	Can talk about past and upcoming events with their immediate family	Can talk about members of their immediate family in more detail	Can discuss similarities and differences between people in their family.	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.
	Show an interest in different occupations (nurses, police, doctors, fireman....)	Talks about a wider range of occupations (electrician, plumber etc)		Is able to discuss different occupations of family members.	Can identify emergency situations and knows who to call.	Can identify similarities and differences between jobs.	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are.		Sequence family members, explaining who they are and the key differences between what they can/cant do.	Shares some similarities between characters, figures or objects.	
	Comment on fictional characters in stories	Comment on historical figures or objects in non-fiction texts	Shares likes and dislikes		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.	Compare and contrast characters from stories, sharing similarities and differences	
Historical knowledge to be taught							
<div>KUW</div> <div>RE Links</div> <div></div>	Comments on recent pictures of experiences in their own life. Eg This was me at ...		Comments on recent pictures of celebrations in their own life. Eg This was me celebrating Eid'		Comments on images of familiar experiences (holidays, parks, doctors)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Describe memories that have happened in their own lives.
	Knows that there are special places of worship				Can name different religious venues – church, temple, synagogue, Mosque	Knows why religious venues are special and who goes there.	Can recognise, name and describe religious places.
	Knows that there are differences between what people believe		Developing positive attitudes about difference between people		Can articulate what others celebrate and begin to explain.		Describes the main beliefs of a religion. Describes the main festivals of a religion.
Religious knowledge to be taught							
<div>KUW</div> <div>Geography Links</div>	Know what a map is used for		Identifies features on a simple map (trees, house, river, mountain)		Can use a map to locate objects in 'real life'.	Can briefly explain the difference between human and physical features.	Use basic geographical vocabulary to refer to physical and human features.
	Knows where they live EG		Knows that there are different countries in the world.		Knows that 4 countries make up the UK and can name at least 1 other country.	Can name all 4 countries of the UK and at least 2 other countries	Use world maps to identify countries.

	Can explain the features of a home.	Knows that different countries have different homes		Can identify similarities and differences between homes in our country.	Can identify similarities and difference between homes in other countries	Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country. Observe the natural and humanly constructed world around them.
	Can talk about what life is like in our country	Explain how life may be different for other children		Make comparisons between life for children in different countries.		
	Talk about what they see in their own environment (school/home) using a wide vocabulary	Talk about local environments.		Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world.	
Geographical knowledge to be taught						
<div>KUW</div> <div>Science Links</div> 	Explore collections of materials.	Explore collections of materials, identifying similar and different properties.		Talks about differences between materials and changes they notice.	Explore the natural world around them.	Explore the world around them, asking how and why Q's.
	Use senses in hands on exploration.	Can name the 5 senses.		Explain what their five senses are.		Decides how to sort and classify objects.
	Explore how things work.	Explore and talk about forces (push and pull)		Explore non-contact forces (gravity and magnetism)		Notice links between cause and effect (speed, shape, direction and magnetism)
	Understand that the weather changes and that in different countries you have different weather.	Can identify what you need to wear for each season and why.	Name and order the seasons.	Understand the effects of seasons on the natural world, discussing when and how things grow.		Identify seasonal weather patterns
	Plant seeds and care for growing plants with support.	Can explain a life-cycle with support.	Can say what plants need to survive.	Can talk about different life cycles	Understand the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them.
Science knowledge to be taught.						
<div>KUW</div> <div>Computing Links</div> 	Mark make on paint software on the IWB.	Select brushes, colours and rubbers when drawing on paint software.		Use various tools such as brushes, pens, stamps, erasers and shapes with support.		Uses various tools, such as brushes, pens, eraser, stamps and shapes.
	Can play simple games on the IWB by pressing buttons.	Can play simple games on the IWB by dragging and dropping items		Children can independently change games or increase levels of difficulty on games.		
	Children can switch a camera on and off.	Children can record videos on the camera		Children can edit photos.	Children can erase content and understand how to charge a camera.	
	Children know to ask for help if needed.			Children know what personal information is and know that it should not be shared online.		
Computing knowledge to be taught						

Autumn term 1 and 2

Spring 1 Spring 2

Summer 1 Summer 2

Forest Schools