



# Understanding the World Skills Progression



Provision	Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
<p><b>History</b> <i>Past &amp; Present</i></p>	<ul style="list-style-type: none"> <li>Become familiar with the routine of the nursery day.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about past and upcoming events with their immediate family.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about members of immediate family in more detail</li> <li>Use words associated with the past including long ago, now yesterday, last week, last year</li> <li>Share their memories of significant events in their own lives.</li> <li>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li> <li>Begin to put these events in order</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that have changed.</li> <li>Begin to put events in order.</li> <li>Talk about the order of events in a range of familiar stories.</li> <li>Recognise language in stories that shows the story happened in the past.</li> <li>Ask questions about a stimulus e.g. a story, picture or artefact</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Explore changes within living memory.</li> <li>Explore events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>Explore the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Explore significant historical events, people and places in their own locality</li> </ul>
<p><b>Geography</b> <i>The Natural World</i></p>	<ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Explore natural materials, indoors and outside.</li> <li>Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during the different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise elements of their environment that are manmade and natural</li> <li>Talk about how some environments are different from the one in which they live drawing on knowledge from non-fiction books which show contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>Know where they live</li> <li>Know how they travel to school</li> <li>Talk about some of the differences they notice when they are in different places</li> <li>Talk about places when looking at books and watching tv/videos</li> <li>Talking about places they have been to</li> <li>Talk about places in stories</li> <li>Using language that relates to place.</li> <li>Ask simple questions about locations using visual stimuli's</li> <li>Experience and explore a range of maps.</li> <li>Observe, describe and discuss the weather day to day.</li> </ul>	<p><b>Geography</b></p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>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 Human and physical geography</li> <li>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.</li> </ul>



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<p><b>Geography</b> <i>People, culture and communities</i></p>	<ul style="list-style-type: none"> <li>• <b>Also in RE links</b></li> <li>• Beginning to talk about their immediate family naming members of their family and pets.</li> <li>• Can briefly talk about some members of their family and make connections between the features of their family and other families e.g. headscarves, hair, skin tone</li> <li>• Notice difference between people.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Also in RE links</b></li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know there are different countries in the world and talk about what they have experienced or seen in books and photos.</li> <li>• Shows an interest in different occupations (nurse, doctor, police, fire...)</li> <li>• Is able to discuss different occupations of family members.</li> <li>• Knows what a map is used for.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we live in Chester which is in England.</li> <li>• Talks about a wider range of occupations (electrician, plumber etc).</li> <li>• Identifies features on a simple map (trees, house, river, mountain).</li> </ul>	<ul style="list-style-type: none"> <li>• Make maps from stories.</li> <li>• Follow simple maps in play and create their own</li> <li>• Can briefly explain the difference between human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>
<p><b>RE links</b></p>	<ul style="list-style-type: none"> <li>• <b>Also in Geography links</b></li> <li>• Beginning to talk about their immediate family naming members of their family and pets.</li> <li>• Can briefly talk about some members of their family and make connections between the features of their family and other families e.g. headscarfs, hair, skin tone</li> <li>• Notice difference between people.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Also in Geography links</b></li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know there are different countries in the world and talk about the differences they have experienced or seen in books and photos.</li> <li>• Shows an interest in different occupations (nurse, doctor, police, fire...)</li> <li>• Is able to discuss different occupations of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have different times of celebration</li> <li>• To understand that different people have different ways of celebrating major events</li> <li>• Understand that some places are special to members of the community.</li> <li>• To enjoy joining in with family customs and routines</li> <li>• To be able to express some of their own families' customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have different faiths</li> <li>• To know that some stories come from different holy books, and to express ideas in response to those stories</li> <li>• To know that people of all faiths can and do live well alongside each other</li> <li>• To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> <li>• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	



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<b>Computing</b>	<ul style="list-style-type: none"> <li>Explore cause and effect e.g. pressing a lever.</li> <li>Put pictures or objects in order</li> </ul>	<ul style="list-style-type: none"> <li>Explore moving toys and how this works</li> <li>Sequence pictures/objects</li> <li>Who can help us?</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions to a programmable toy.</li> <li>Discuss the rules for staying safe in the world - Stranger Danger</li> </ul>	<ul style="list-style-type: none"> <li>Understand what an algorithm is</li> <li>Select and use technology for particular purposes. E.g. camera/QR code</li> <li>Discuss the rules for staying safe online.</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Discuss and observe what they can see outside</li> <li>E.g. weather/plants/animals</li> <li>Explore materials with different properties</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and observe what they can see outside using all of their senses</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>To know about and recognise the signs of Autumn, Winter, Spring and Summer.</li> <li>Talk about other changes within the natural world</li> <li>E.g. a seed growing</li> </ul>	<ul style="list-style-type: none"> <li>To name and distinguish between seasons</li> <li>To know some important processes and changes in the natural world including states of matter</li> <li>To name and sort different animals</li> <li>To observe the growth of a variety of plants and name some of them e.g. fruits and vegetables</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Seasonal Change</li> <li>Everyday Materials</li> <li>Plants</li> <li>Animals including humans</li> <li>Working scientifically</li> </ul>