EYFS progression map from birth to the end of Reception year

Area of Learning Understanding the World

Concept:

Past and Present

Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

						ELG
Progression steps to enable typical progression within this concept ↓	**Birth – 3**	I can play with objects that are from the past (e.g. an old turn dial phone)				**Children at the expected level of development will:** **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.**
	3-4 yrs	I can play with objects that are from the past and talk about what they would have been used for.	I can re-tell what my parents have told me about my own life story. I can re-tell what my parents have told me about my family's history. I can talk about how my family travels to different places.	I can show an interest in different occupations including the fire service, the police service and the health service. I have a basic idea about what a farm looks like and some of the jobs a farmer might do.		
	Reception	I can experience various sources (e.g. artefacts, photographs, paintings, stories, video clips and information texts) that are set in or about the past and comment on how things were different or the same to the present. *Note these must be compared with current examples for a greater depth of understanding.* I can begin to show some understanding of why the past was different. *E.g. a simple understanding about not having electricity/batteries so candles needed to be used for lighting.*	I can talk about events/artefacts using everyday words such as 'before I was born' and 'now' I can talk about how the lives of families were similar and different in the past. I can talk about how transport was different in the past.	I can talk about some features of the fire service, police service and health service today and how they used to be different in the past. I know how the police, fire and health services help us. I can talk about how school was different in the past. I can talk about how farming was different in the past. I know farmers help to provide the food we eat. I know that artists produce art in the past that we still enjoy today.		