

August 2021	Understanding the World Essential Knowledge				
ELG: Past and Present Children at the expected level of development will	Curricular Goal: Know about the past and present				
Embedding our learning culture Safe <ul style="list-style-type: none"> positive attitudes to learning visits/visitors British values Achieving <ul style="list-style-type: none"> alteration in LTM building knowledge including knowledge checks and low stakes quizzes high expectations Nurtured <ul style="list-style-type: none"> dialogic approach learning from mistakes competitions Included <ul style="list-style-type: none"> British values 	Pre-nursery	Nursery	Reception	Year 1/2	
	People				
	Features of their family and connections with other families <ul style="list-style-type: none"> Similarities/differences 	Different occupations <ul style="list-style-type: none"> Visitors: farmer, author, emergency services 	People and their roles in society <ul style="list-style-type: none"> Immediate family and community People familiar to them 	Key people and roles in units of knowledge	
	The past and present (H)				
		Own life-story and family's history <ul style="list-style-type: none"> Photos and memories Retell parent memories 	The language of 'past' and 'present' <ul style="list-style-type: none"> Past: already happened Present: happening now Comment on images of familiar situations in the past: homes, schools, transport Pictures, artefacts, accounts Chronology of events <ul style="list-style-type: none"> when I was born when parents/grandparents were born starting school now 	The common words and phrases relating to the passing of time: old/new, past, a long time ago/in the olden days, then/now, before/after <ul style="list-style-type: none"> place units of essential knowledge on a timeline (see progression of timelines) where appropriate the chronology of events/dates within a unit of essential knowledge 	