	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Topic	**My Story**	**Festivals**	**Space**	**Our Creatures**	**Traditional Tales**	**Healthy Heroes**
Retrieval		How you have grown? *I was a baby, then a toddler and now a child*	What celebrations and festivals are in Autumn and Winter? *Diwali, Bonfire night, Christmas, Birthdays, Harvest*	How do astronauts get to the moon? *First they put on a spacesuit, get into a rocket, travel through space and land*	What happened to the dinosaurs? *Explain extinction*	What are traditional tales and Nursery Rhymes? *Read by parents/grandparents and different versions*
Chronology	**Substantive Knowledge:** Time passes and people grow older **Disciplinary Knowledge:** Use terms like before, after, now; sequence familiar events Sequence personal timeline (baby, toddler, child)	**Substantive Knowledge:** Past events are remembered and celebrated	**Substantive Knowledge:** Humans have explored space **Disciplinary Knowledge:** Sequence how astronauts get to the moon Use terms like before, after, now	**Substantive Knowledge:** Know animals grow and develop **Disciplinary Knowledge:** Use everyday language to describe aging, changing or dying.	**Substantive Knowledge:** Know about events that happened in the past through traditional tales **Disciplinary Knowledge:** Talk about past and present events in their own lives.	**Substantive Knowledge:** To know key events in the summer term e.g. School trip I meet my new teacher. Summer holidays
People, events and significance	**Substantive Knowledge:** Know who is in their family/important to them **Disciplinary Knowledge:** Explain why family members/events are important Know what my parents do e.g. jobs	**Substantive Knowledge:** Celebrations are important events for families/communities Festivals and light bring people together Soldiers are remembered for their contributions **Disciplinary Knowledge:** Explain significance of festivals and celebrations	**Substantive Knowledge:** Astronauts explore space **Disciplinary Knowledge:** Explain why astronauts are important			**Substantive Knowledge:** Know what key events have happened over the year **Disciplinary Knowledge:** Explain why key events have been important to them and who has been important to them.

		Recognise importance of Remembrance Day				
Change and continuity	**Substantive Knowledge:** Humans grow and develop **Disciplinary Knowledge:** Describe what has changed and what stayed the same	**Substantive Knowledge:** Celebrations may change but families continue traditions Celebrations/festivals repeat each year e.g. Remembrance Day, Christmas, Harvest **Disciplinary Knowledge:** Identify similarities and differences in celebrations (e.g. use of light, music)	**Substantive Knowledge:** Know that we can now get evidence from books, computers and other technology (links to telescope and space technology) **Disciplinary Knowledge:** Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic	**Substantive Knowledge:** Animals have changed over time There are different creatures now than there were a long, long time ago Know that we can now get evidence from videos, books, computers and other technology (for animals that are extinct like dinosaurs we use fossils) **Disciplinary Knowledge:** Explain how animals change and grow Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic		
Cause and consequence	**Substantive Knowledge:** Know that actions lead to outcomes (e.g., "I eat food → I grow") **Disciplinary Knowledge:** Explain simple cause-effect using because/so	**Substantive Knowledge:** Events happen because of preparation/planning Light and fire bring warmth/celebration	**Substantive Knowledge:** Know that humans go to space to find out more about it **Disciplinary Knowledge:** Explain why humans explore space			

		Soldiers fought, so we wear poppies **Disciplinary Knowledge:** Explain why celebrations happen Explain why light is important in festivals Explain why we remember events				
Vocabulary	Before, after, then, now change, old, new, toddler	Traditions, Remembrance, same/different, past	Sequence, first, evidence, investigate	Old, extinct, aging, dying, changes	Yesterday, today, tomorrow	Events
NC Links	The EYFS framework (2021) states that Understanding the World requires children to make sense of their physical world and their community. This series of topics achieves this by putting the individual child and their home and learning environments at the centre of the enquiry-led projects. Links to stories suggested within the unit will foster a child's understanding of our culturally, socially, technologically and ecologically diverse world, as well as help to develop domain-specific language.					
Builds on to			Space Year 1 – Neil Armstrong and Tim Peake – comparing their experiences in space. What has stayed the same and what is different	Yr 3 Stone Age to Iron Age starting with fossil evidence of Palaeolithic Age and cavemen. Who Mary Anning was and what she discovered. Food chains and life cycles Science Year 1 and 2.	Castles in Yr 1. To learn common Fairy tales and stories; to build narrative abilities, learn about characters, actions and consequences, build contextual vocabulary and schema.	
Progression in KS 1 - EYFS	- tell and re-tell a story - have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others - draw some simple conclusions about sources, such as what an artefact was used for - ask as well as answer simple historical questions - recognise similarities and differences such as here/there and then/now involving situations, people and events					

	- use referencing skills – to find information in topic books or a source - distinguish photographs from pictures - observe details in pictorial sources - produce personal/family timelines showing four-to-five key events in a relationship - sequence three-to-four events in a story - produce simple family trees - use time words.