



# Knowledge & Understanding of the World

O. Kontou  
2025/2026

2025-2026 Y1	Autumn Term 1 People & Communities	Autumn Term 2 Technology	Spring Term 1 People & Communities	Spring Term 2 Natural World	Summer Term 1 Technology	Summer Term 2 Natural World
KS2/3	<p>Ourselves</p> <p>I am Special</p> <p><b>'I'm a Superhero'</b> (Hamilton Brookes SoW, RE - Reception)</p>	<p>Ourselves</p> <p>Understanding Emotions</p> <p>PLEASE REFER TO ICT LONG TERM PLAN</p> <p>W Computing 25-28</p>	<p>Creatures Great &amp; Small</p> <p>Green Fingers</p> <p><b>'Exploring the Seasons'</b> (Kapow SoW)</p> <p><b>'The World About me: The Seasons'</b> (Equals Semi-Formal SoW)</p>	<p>Creatures Great &amp; Small</p> <p>Down on the Farm</p> <p><b>'Animals: Baby animals'</b></p> <p>(Hamilton Brookes SoW, Topics: Science - Reception)</p> <p>PLEASE REFER TO SCIENCE LONG TERM PLAN</p> <p>W Science Long T...</p>	<p>Toys</p> <p>Traditional Tales</p> <p>PLEASE REFER TO ICT LONG TERM PLAN</p> <p>W Computing 25-28</p>	<p>Toys</p> <p>Splish &amp; Splash'</p> <p><b>'Exploring the Weather'</b></p> <p>(Kapow SoW, Equals Semi-Formal SoW)</p> <p>PLEASE REFER TO SCIENCE LONG TERM PLAN</p> <p>W Science Long Te...</p>
	Autumn Term 1 People & Communities	Autumn Term 2 Technology	Spring Term 1 People & Communities	Spring Term 2 Natural World	Summer Term 1 Technology	Summer Term 2 Natural World
KS4/5	<p>Ourselves</p> <p>I am Special</p> <p><b>'Superhero Animals'</b> (Hamilton Brookes SoW, RE - Reception)</p>	<p>Ourselves</p> <p>Understanding Emotions</p> <p>PLEASE REFER TO ICT LONG TERM PLAN</p> <p>W Computing 25-28</p>	<p>Creatures Great &amp; Small</p> <p><b>'Exploring the Seasons'</b> (Kapow SoW)</p> <p><b>'The World About me: The Seasons'</b> (Equals Semi-Formal SoW)</p>	<p>Creatures Great &amp; Small</p> <p>PLEASE REFER TO SCIENCE LONG TERM PLAN</p> <p>W Science Long T...</p>	<p>Traditional Tales</p> <p>PLEASE REFER TO ICT LONG TERM PLAN</p> <p>W Computing 25-28</p>	<p>Traditional Tales</p> <p>PLEASE REFER TO SCIENCE LONG TERM PLAN</p> <p>W Science Long Te...</p>



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<https://www.hamilton-trust.org.uk/topics/>

2026-2027 Y2	Autumn Term 1 People & Communities	Autumn Term 2 Technology	Spring Term 1 People & Communities	Spring Term 2 Natural World	Summer Term 1 Technology	Summer Term 2 Natural World
KS2/3	Houses & Homes  Families & Friends  <b>'My Superhero Family'</b> (Hamilton Brookes SoW, RE - Reception)	Houses & Homes  Families & Friends Food Glorious Food  PLEASE REFER TO ICT LONG TERM PLAN  W Computing 25-28	Spring & Growth  <b>'New Beginnings'</b>  Celebrate babies Celebrate Holi Celebrate Easter	Spring & Growth Woodland  <b>'Animals: Animals Habitats'</b>  (Hamilton Brookes SoW, Topics: Science - Reception) PLEASE REFER TO SCIENCE LONG TERM PLAN  W Science Long T...	On the move  Transport  PLEASE REFER TO ICT LONG TERM PLAN  W Computing 25-28	On the move  Our World  <b>'Transport, on the move: through Nature'</b> (Hamilton Brookes SoW, Geography - Reception) PLEASE REFER TO SCIENCE LONG TERM PLAN  W Science Long Te...
KS4/5	<b>'Celebrations: Special Birthdays'</b> (Hamilton Brookes SoW, RE - Reception)	Houses & Homes  Families & Friends Food Glorious Food  PLEASE REFER TO ICT LONG TERM PLAN  W Computing 25-28	Spring & Growth  <b>'Celebrations: Carnivals &amp; Parades'</b>  Hamilton Brookes SoW, RE - Reception)	Spring & Growth Woodland  <b>'Animals: Night Animals and Day Animals'</b> (Hamilton Brookes SoW, Topics: Science - Reception) PLEASE REFER TO SCIENCE LONG TERM PLAN  W K&UoW 25/26...	On the move  Transport  PLEASE REFER TO ICT LONG TERM PLAN  W Computing 25-28	On the move  Our World  <b>'Transport, on the move: through Nature'</b> (Hamilton Brookes SoW, Geography - Reception) PLEASE REFER TO SCIENCE LONG TERM PLAN  W Science Long Te...



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2027-2028 Y3	Autumn Term 1 People & Communities	Autumn Term 2 Technology	Spring Term 1 People & Communities	Spring Term 2 Natural World	Summer Term 1 Technology	Summer Term 2 Natural World
KS2/3	Our School  <b>'Celebrations: Festival of Lights' Diwali: Firework &amp; Light Dance</b> (Hamilton Brookes SoW, RE - Reception)	Our School Settling In My amazing body  PLEASE REFER TO ICT LONG TERM PLAN <b>W Computing 25-28</b>	Journeys  <b>'Transport, on the move: Over Land, over water, through the Air'</b>  (Hamilton Brookes SoW, Geography - Reception)	Journeys  PLEASE REFER TO SCIENCE LONG TERM PLAN <b>W Science Long T...</b>	Communities & Cultures  PLEASE REFER TO ICT LONG TERM PLAN <b>W Computing 25-28</b>	Communities & Cultures  Olympics  PLEASE REFER TO SCIENCE LONG TERM PLAN <b>W Science Long Te...</b>
KS 4	Our School  <b>'Saying thank you'</b> (Hamilton Brookes SoW - RE - Reception)  <b>'Why do some people say thank you at Harvest?'</b> (Equals1.2.1)	Our School  Settling In My amazing body  PLEASE REFER TO ICT LONG TERM PLAN <b>W Computing 25-28</b>	Journeys  <b>'Transport, on the move: Through the Air/Space'</b>  (Hamilton Brookes SoW, Geography - Reception)	Journeys  PLEASE REFER TO SCIENCE LONG TERM PLAN <b>W Science Long T...</b>	Communities & Cultures  PLEASE REFER TO ICT LONG TERM PLAN <b>W Computing 25-28</b>	Communities & Cultures  Olympics  PLEASE REFER TO SCIENCE LONG TERM PLAN <b>W Science Long Te...</b>

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## Knowledge & Understanding of the World

### Journey 1

This area of learning helps pupils explore the world around them through practical, meaningful experiences. Teachers should plan engaging lessons that are sensory-rich, inclusive, and adapted to meet individual needs. The subject is divided into three key areas:

#### 1. **People, Culture & Communities**

Pupils learn about people in their community and around the world.

- i. Teachers should help pupils understand that everyone is unique and important, learn about **people in their community and around the world** through **real-life experiences, sensory activities, and exploration**. They are supported to notice differences and similarities in how people live, dress, and celebrate, recognise that everyone is unique and valued, encouraging curiosity, respect, and a sense of connection with others.
- ii. Explore familiar and new routines, places, and roles through play, stories, and role play. They may experience **objects from the past** (such as old toys or clothes) and explore how things have changed over time in simple, concrete ways.
- iii. They are introduced to special times and **celebrations from a range of cultures** and religions through sensory experiences – for example, tasting traditional foods, listening to music, exploring colours, lights, or materials linked to festivals.

**Examples:**

- Role play: dressing up as doctors, firefighters, or shopkeepers.
- Visiting the local post office or inviting a nurse to class.
- Looking at family customs or exploring world festivals like Diwali, Hanukkah, or Chinese New Year through crafts, food, and stories.

2. **The Natural World: Environment, Seasons, Animals, and Plants**

Pupils will explore the world around them using their senses. They experience changes in the ***weather, notice seasonal differences, and explore plants, animals,*** and nature through hands-on activities. They will begin to experience how living things grow and change over time, with support to observe simple patterns and routines in the environment. These experiences help children connect with nature, build curiosity, and develop awareness of the world around them in ways that are meaningful and accessible.

Examples of sensory learning experiences include:

- Feeling soil and water while planting seeds and watching the plants grow.
- Going on weather walks – feeling the wind, noticing raindrops, sunshine, or hearing birds.
- Exploring animal habitats using sensory trays, puppets, soft toys, and picture books.

3. **Technology**

Pupils will explore **everyday technology** through play and hands-on experiences. They are supported to notice how different tools, toys, and machines work and what they are used for in daily life. They use their senses to explore how things move, light up, make sounds, or respond when buttons are pressed. These experiences help children develop early awareness of technology and how it can help us in everyday life.



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Examples of sensory and exploratory experiences include:

- Watching and listening to household appliances like a toaster or washing machine (with adult support).
- Using a tablet to take simple photos of people, animals, or nature.
- Playing with toys that react to touch – such as buttons that light up, toys that move, or remote-control cars.