

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>KDG/YR – developing an understanding of and using the vocabulary of past and present.</p> <p>Knowledge of what flying is and possible experience of being on a plane or seeing them in the sky.</p> <p>YR T2 – Where in the world am I? (Explorers: Wilson, Amundsen and Fiennes. Knowledge of there being significant people in history and how they may/may not have used flight to help their explorations).</p>	<p>An <b>aircraft</b> is a machine that is able to fly by gaining support from the air.  A <b>glider</b> is an aeroplane with no engine.  A <b>pilot</b> is a person who flies an aircraft.</p> <p>Who <b>Orville and Wilbur Wright</b> are and how they impacted on flight.  How <b>aircrafts</b> have changed over time from <b>1783 to today</b>.  Who <b>Amelia Earhart</b> is and what she is famous for.  Who <b>Bessie Coleman</b> is and what she is famous for.  <b>Facts/statistics</b> about <b>flight today</b> – e.g. how many flights there are a day.</p>	<p>History Y2 T2 – Land and Beyond (space explorers)</p>
Disciplinary knowledge	<p>DM - Begin to make sense of their own life-story and family's history; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past.</p> <p>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>TBC when YR SofW are completed.</b></p>	<p><b>How can we find out about how flight has changed over time?</b></p> <ul style="list-style-type: none"> <li>- <u>Handling evidence</u>: Historians learn about the past by interpreting sources which can be written, video/audio, images, artefacts or oral history</li> </ul> <p><b>Who were Orville and Wilbur Wright, Bessie Coleman and Amelia Earhart?</b></p> <ul style="list-style-type: none"> <li>- <u>Historical significance</u>: Historians choose to study people or events in the past because they resulted in change</li> </ul> <p><b>How has flight changed over time? How did the Wright brothers impact flight?</b></p> <ul style="list-style-type: none"> <li>- <u>Change and continuity</u>: Describe changes that have happened over time</li> <li>- <u>Chronology</u>: Use vocabulary like now, before now, a long time before now, past and present to describe time periods</li> <li>- <u>Chronology</u>: Sequence artefacts/events from distinctly different periods of time</li> </ul> <p><b>How is flying today different from flying in the past? Did my grandparents fly when they were little? Which aircraft would I prefer to fly in?</b></p> <ul style="list-style-type: none"> <li>- <u>Similarity &amp; difference</u>: Consider how my life is different and similar to people who lived in the past</li> </ul>	<p>Y2 Handling evidence: Primary sources are sources that were created by someone who experienced the event first hand. Secondary sources are about primary sources</p> <p>Y2 Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</p> <p>Y2 Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history</p> <p>Y2 Chronology: State whether a source shows life in a more or less recent time than another</p> <p>Y2 Chronology: Sequence artefacts/events closer together in time - check with a reference book</p> <p>Y2 Similarity &amp; difference: Similarities and differences exist between two individuals who lived in the past</p>
Key Drivers	<p><b>Culture and Diversity</b> - which helps pupils to develop enquiring minds about the wider world  Looking at both male and female pilots and pilots from the BIPOC community. Books – Taking Flight by Adam Hancher, Fly High by Louise Borden, Nobody Owns the Sky by Reeve Lindbergh, Little People, Big Dreams: Amelia Earhart by Isabel Sanchez Vegara.</p> <p><b>Environment and Community</b> - which helps to instil in our pupils a respect for our environment and for our local and wider communities  Environment – looking at modern day flying and the impact on the environment.  Community – ask parents/members of the community who are pilots to come in and talk about their job.  Additional if time in the term – How can we find out about changes within living memory of members of our local community? (interview members of local community – linked to oracy)</p> <p><b>Creative arts and physical development</b> - which helps our pupils to express themselves and excel as holistic learners.  Ideas for choice and challenge – making and flying their own paper planes and/or model planes; how can you change it to make it fly further?</p> <p><b>Learning to learn</b> - which helps pupils to concentrate and focus and build resilience as learners  Focus on resilience and perseverance through the stories of the people studied.</p>		