

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>YR T1 – What can we find in space? (knowledge of Neil Armstrong, when he travelled into space and what he is most famous for)</p>	<p>Charlton Kings has changed a lot over time. Transport into the area has changed over time. Trams used to run into Cheltenham. There are sometimes clues on buildings that tell us which time period they were built in (e.g. a date on the side, structural/architectural features). Cheltenham has been a popular spa town for a long time, aided by the visit of King George III in 1788.</p> <p>In 1963, Valentina Tereshkova was the first female to travel into space. In 1983, Sally Ride was the first American woman to travel into space. In 1991, Helen Sharman was the first British person to travel into space. In 1992, Mae Jemison was the first African American female to travel into space. In 2015, Tim Peake was the first British astronaut to do a spacewalk and in 2016, he was the first British astronaut to run a marathon from space.</p>	<p>Y3 history curriculum – including how people lived in Ancient Egypt, during the Stone Age, Bronze Age and Iron Age.</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.</p> <p>TBC when YR SofW are completed.</p>	<p>How do we know what Charlton Kings was like in the past? <u>Handling evidence:</u> Primary sources are sources that were created by someone who experienced the event first hand. Secondary sources are about primary sources. How much has Charlton Kings changed over time? How is it different now? <u>Change & continuity:</u> Some changes happen more quickly than others. The world is changing more quickly in more recent history. <u>Similarity & difference:</u> Similarities and differences exist between two individuals who lived in the past. What was transport like in our local area in the early 1900s? Why is it different now? <u>Similarity & difference:</u> Similarities and differences exist between two individuals who lived in the past. <u>Cause and consequence:</u> Things happen as a result of causes. Some things have lots of causes. Who has explored space, when did they go and what are they most famous for? <u>Historical significance:</u> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today. <u>Chronology:</u> Use dates and terms related to the study unit and passing of time How are space travel events remembered differently by different people/countries? <u>Historical interpretations:</u> Identify and give reasons for different ways in which the past is represented; discuss reliability of different sources of evidence (e.g. photos, eye witness testimony, paintings, cartoons, museums, newspaper reports, monuments, artefacts depicting an event)</p>	<p>Y3 T1</p> <ul style="list-style-type: none"> - Use chronological skills to demonstrate an understanding of the context of time in a timeline - Understand how our knowledge of the past is constructed from a range of sources - Make comparisons and see trends within and across eras, understand the impact of these changes on early humans, and make connections with our lives today <p>Y3 T3</p> <ul style="list-style-type: none"> - Place Ancient Egypt on a timeline alongside other early civilisations - Use different research methods to find out about the past
Key Drivers	<p>Culture and Diversity - which helps pupils to develop enquiring minds about the wider world Learning about people of different genders and from different cultures who travelled into space and are famous for it. Books – Man on the moon by Simon Bartram, Toys in Space by Mini Grey, Dogs in Space by Viv Southgate, The Darkest Dark by Chris Hadfield, Mae Jemison: A kid's book about reaching your dreams by Mary Nhin.</p> <p>Environment and Community - which helps to instil in our pupils a respect for our environment and for our local and wider communities Environment – an understanding of how the local environment has changed and why; considering how we can look after our local environment. Community – invite members of the local community/older members of family in to talk about changes to the local environment within their living memory.</p> <p>Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners. Ideas for choice and challenge – create replica trams, art work/music inspired by the local area and space.</p> <p>Learning to learn - which helps pupils to concentrate and focus and build resilience as learners The idea that space explorers/scientists have had to be resilient and persevere when missions don't quite go to plan.</p>		