

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Y1 T1/2 – The History of Toys/Light/Flight (an understanding that aspects of life change over time).</p> <p>Y1 T3 – Who explored the oceans?</p> <p>Knowledge/experience of what a seaside is through stories/visits with family.</p>	<p>A <b>pier</b> is a platform on pillars that stretches out into the sea.</p> <p><b>Segregated</b> means set apart or divided.</p> <p>A <b>bathing machine</b> was a wooden hut on wheels which was used to help people participate in sea bathing.</p> <p>How people enjoy their time at the seaside has changed from the <b>1800s to 1900s to now</b>; men and women used to bathe in <b>segregated areas</b> in the 1800s for example. Piers had more shows/<b>performances</b> in the past than they usually do now.</p> <p>Innovations in <b>transport, reduced working hours and new hotels</b> meant it was easier for people to visit the seaside.</p> <p><b>Punch and Judy</b> is a puppet show that started in some form in 1662 and has been popular at the seaside for a long time.</p> <p><b>Mary Anning</b> is an important person who made discoveries about <b>fossils</b> in Lyme Regis.</p>	<p>Y3 history curriculum – including how people lived in Ancient Egypt, during the Stone Age, Bronze Age and Iron Age.</p> <p>Y3 T3 – why the earliest civilisations appeared around rivers (links to how/why seascides have changed over time).</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><b>How much have seascides changed over time?</b>  <u>Change &amp; continuity</u>: Some changes happen more quickly than others. The world is changing more quickly in more recent history.</p> <p><b>How can we find out about how seascides have changed over time including within living memory?</b>  <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.</p> <p><b>What were seaside resorts like in the 1800s and 1900s? How was it different to now? Can I compare artefacts from seaside holidays in the past and order them chronologically?</b>  <u>Chronology</u>: State whether a source shows life in a more or less recent time than another  <u>Chronology</u>: Sequence artefacts/events closer together in time - check with a reference book  <u>Similarity &amp; difference</u>: Similarities and differences exist between two individuals who lived in the past.</p> <p><b>Why did seaside resorts become so popular in Victorian times?</b>  <u>Cause and consequence</u>: Things happen as a result of causes. Some things have lots of causes.</p> <p><b>How was day-to-day life different in Victorian times to life now?</b>  <u>Change &amp; continuity</u>: Some changes happen more quickly than others. The world is changing more quickly in more recent history.  <u>Similarity &amp; difference</u>: Similarities and differences exist between two individuals who lived in the past.</p>	<p>Y3 T1</p> <ul style="list-style-type: none"> <li>- Use chronological skills to demonstrate an understanding of the context of time in a timeline</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- 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</li> </ul> <p>Y3 T3</p> <ul style="list-style-type: none"> <li>- Place Ancient Egypt on a timeline alongside other early civilisations</li> <li>- Use different research methods to find out about the past</li> </ul>
Key Drivers	<p><b>Culture and Diversity</b> - which helps pupils to develop enquiring minds about the wider world            Developing an awareness that just as seaside holidays in the UK have changed over time, holiday resorts in other countries have changed over time too. There are always both similarities and differences between countries/parts of the world. If time allows, look into coastal holiday resorts now in other parts of the world.            How things have changed over time regarding male/female roles and why (e.g. segregated parts of the sea for men and women to bathe in in the 1800s).            Books – At the Beach by Roland Harvey, Dear Greenpeace by Simon James, Clean Up by Nathan Bryan, Stone Girl Bone Girl by Laurence Anholt, a variety of non-fiction books about seascides now and then.</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 – explore the effect of pollution on our oceans when looking at seascides today, human and physical changes over time.            Community – visit to a nearby seaside resort. Invite members of the school community originally from other parts of the world to share their insights into coastal holidays elsewhere in the world and how it compares to the UK.</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 – make bathing machines, re-enact Punch and Judy shows, order photos chronologically to create a timeline of seaside holidays from then to now.</p> <p><b>Learning to learn</b> - which helps pupils to concentrate and focus and build resilience as learners            Development of empathy and passion when considering our impact on the seaside environment.</p>		