

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>FS1 – Begin to understand that things have happened in the past, things are happening now and things will happen in the future through conversations about daily life/events and things that children are looking forward to.</p>	<p><b>History</b> – Key things that happened in the past  <b>Old</b> – Someone or something that has been around for a long time.  <b>New</b> – Something that you have got for the first time or something that has only just been made.  <b>Past</b> – Something that has already happened.  <b>Present</b> – Something that is happening now.  <b>Astronaut</b> – A person who is trained to travel into space.  <b>Timeline</b> - A way of representing different events.</p> <p>Things that I remember are <b>past events in my life</b>.</p> <p><b>Neil Armstrong</b> was a famous astronaut who became the first man to walk on the moon in 1969.</p>	<p>Y1 T1 – Light Through Time, Y1 T2 History of Flight (important people who have contributed to society/positive change)</p> <p>Y2 T2 Land and Beyond (including space explorers through time)</p>
Disciplinary knowledge	<p>DM 3-4 year olds:            Begin to make sense of their own life-story and family's history.            Talk about members of their immediate family and community.            Continue developing positive attitudes about the differences between people.</p>	<p><b>What does past, present, old and new mean?</b>  <u>Chronology</u>: Understand the difference between past, present, old and new.  <u>Chronology</u>: Recognise that some events happened in the past, some even before I was born.  <b>What has happened in my life before now? What has changed and what has stayed the same since I was born?</b>  <u>Chronology</u>: Recognise that some events happened in the past, some even before I was born.  <u>Chronology</u>: Sequence events in my life.  <u>Similarity &amp; difference</u>: Consider how my life is different and similar to others, now and in the past.  <u>Change &amp; continuity</u>: I can describe changes in the world around me.  <b>Who is Neil Armstrong and what did he do in the past that makes him important?</b>  <u>Handling evidence</u>: Explore images, stories, artefacts and accounts of past events and familiar situations in the past.  <u>Historical interpretations</u>: Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Y1 Chronology: Use vocabulary like now, before now, a long time before now, past and present to describe time periods            Y1 Chronology: Sequence artefacts/events from distinctly different periods of time - ordering photos of light sources over time            Y1 Similarity &amp; difference: Consider how my life is different and similar to people who lived in the past            Y1 Change and continuity: Describe changes that have happened over time            Y1 Handling evidence: Historians learn about the past by interpreting sources which can be written, video/audio, images, artefacts or oral history            Y1 Historical interpretations: Compare 2 versions of a past event/person by looking at different sources</p>
Key Drivers	<p><b>Culture and Diversity</b> - which helps pupils to develop enquiring minds about the wider world            Comparing their lives to the lives of others within their class to notice/explore similarities and differences.            Books – Once There Were Giants by Martin Waddell, Family and Me by Michaela Dias-Hayes.  <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 – understanding how things can change over time, including the natural world/environment.            Community – sharing photos/artefacts from children's own lives to encourage a sense of belonging to the class community  <b>Creative arts and physical development</b> - which helps our pupils to express themselves and excel as holistic learners.            Ideas for choice and challenge – sharing photos of past events in their own lives in circle time/in choice and challenge, space inspired art and music.  <b>Learning to learn</b> - which helps pupils to concentrate and focus and build resilience as learners            Discussion of how individual children have demonstrated resilience or other positive learning behaviours during past events in their own lives.</p>		

Year R: Autumn

Our Learning Leaves Curriculum – Knowledge and Understanding of the world (History)