

	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>YR T1 – Ourselves and space (understanding of old, new, past, present)</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>Explorer</b> – a person who makes journeys to new and treacherous places and they make records of their travels.  <b>Artefact</b> – an object made by a human being, normally of cultural or historical interest.  <b>North Pole</b> – most northernmost point on earth.  <b>South Pole</b> – most southernmost point on earth.  <b>Explorers</b> use various objects such as compasses, binoculars and special clothing. These have changed over time.  <b>Edward Wilson</b> was born in Cheltenham in 1872 and he explored the Antarctic in the early 1900s.  <b>Roald Amundsen</b> was the first person to reach the South Pole in 1911 and the first person to travel to both the North and South poles.  <b>Ranulph Fiennes</b> is an explorer from more recent times. He is the only person to have travelled around the globe through both the North and South Poles. It took him 14 months. In 1993 he became the first man to walk across the continent of Antarctica.</p>	<p>Y1 T1 – Light Through Time, Y1 T2 History of Flight (important people who have contributed to society/positive change), Y1 T3 – Ocean Explorers.</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>YR Chronology: Understand the difference between past, present, old and new; Recognise that some events happened in the past, some even before I was born; Sequence events in my life.            YR Change &amp; continuity: I can describe changes in the world around me.            YR Handling evidence: Explore images, stories, artefacts and accounts of past events and familiar situations in the past.            YR Historical interpretations: Use stories to encourage children to distinguish between fact and fiction.</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>How do we know about cold lands? Who are Edward Wilson, Roald Amundsen and Ranulph Fiennes and what did they do in the past/today that make them 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.  <u>Change &amp; continuity</u>: I can describe changes in the world around me.  <u>Chronology</u>: Recognise that some events happened in the past, some even before I was born.</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>

**Culture and Diversity** - which helps pupils to develop enquiring minds about the wider world

Exploring different places around the world. **Books –**

**Environment and Community** - 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.

**Creative arts and physical development** - which helps our pupils to express themselves and excel as holistic learners.

**Ideas for choice and challenge**

**Learning to learn** - which helps pupils to concentrate and focus and build resilience as learners

Discussion of how the polar explorers had to demonstrate resilience or other positive learning behaviours during their expeditions.