

	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>YR T2 – Where in the world am I? (Explorers: Wilson, Amundsen and Fiennes. Knowledge of there being significant people in history that help to discover places for people to learn about).</p> <p>YR T3 – How are we all different? (Pirates and their links to the seas).</p>	<p>An explorer is someone that makes journeys into the unknown and makes records of their travels. A discovery means finding out or learning something for the first time.</p> <p>Who are the following ocean explorers and what are they most famous for?</p> <p>Captain James Cook (1728 – 1779) created the first accurate map of the Pacific Ocean and the East coast of Australia.</p> <p>Jacques Cousteau (1910-1997) was an ocean explorer, filmmaker who developed the aqua lung.</p> <p>Eugenie Clark (1922 – 2015) was a fish biologist who discovered new species of fish (e.g. the Moses sole) in the Red Sea and studied the behaviour of sharks.</p>	<p>History Y2 T2 Land and Beyond – space explorers</p> <p>History Y2 T3 – How have seashores changed?</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>How can we find out about ocean explorers?</p> <p><u>Handling evidence</u>: Historians learn about the past by interpreting sources which can be written, video/audio, images, artefacts or oral history.</p> <p>Who explored the oceans in the past and today? What are they most famous for?</p> <p><u>Historical significance</u>: Historians choose to study people or events in the past because they resulted in change</p> <p><u>Chronology</u>: Place the time studied on a timeline</p> <p><u>Similarity & difference</u>: Consider how my life is different and like people who lived in the past.</p> <p><u>Change and continuity</u>: Describe changes that have happened over time</p>	<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 Chronology: Represent historical periods on a timeline, to begin to understand the scale of human history; use dates and terms related to the study unit and passing of time</p> <p>Y2 Cause and consequence: Things happen as a result of causes. Some things have lots of causes</p> <p>Y2 Similarity & difference: Similarities and differences exist between two individuals who lived in the past</p> <p>Y2 Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history</p>
Key Drivers	<p>Culture and Diversity - which helps pupils to develop enquiring minds about the wider world Looking at both male and female ocean explorers and Jacques Francis from the BIPOC community. Books – Meet Captain Cook by Rae Mordie, Man Fish by Jennifer Berne, Shark Lady by Jess Keating.</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 – understanding the impact of our actions on the ocean environment (Book - Somebody Swallowed Stanley by Sarah Roberts). Community – ask parents/members of the community who are captains/who have boats to come in and talk about their job/boat, parents who have an interest in marine conservation. Use recycled materials to create boats (DT link)</p> <p>Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners. Ideas for choice and challenge – making their own boats which is linked to science and DT. Ocean inspired art work and music during 1 minute of listening.</p> <p>Learning to learn - which helps pupils to concentrate and focus and build resilience as learners Focus on resilience and perseverance through the stories of the people studied. Visit from staff member who learnt to dive.</p>		