

## ST CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL



### INTENT:

St Cecilia's history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will encourage children to ask questions, think critically, analyse evidence and develop perspective and judgement. History will support our children to understand people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity within the history of Liverpool and the challenges of their time.

### PROGRESSION - HISTORY

EYFS		
Children talk about past and present events in their own lives and in the lives of family members.		
	Year 1	Year 2
Chronology / Historical Knowledge	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.                             <ul style="list-style-type: none"> <li>• Order a set of events or objects</li> <li>• Use a timeline to place important events.</li> <li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Briefly describe features of particular events from family, local, national and global history. E.g. Briefly explain the significance of the Titanic</li> <li>• Independently sequence events in order of when they happened, using a given scale</li> <li>• Understand and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</li> <li>• Independently sequence events in order of when they happened, using a given scale, including events they have previously learnt about</li> <li>• Briefly describe features of particular people from family, local, national and global history. E.g. Retell the story of Florence Nightingale</li> </ul>

<p>Historical Concepts</p>	<ul style="list-style-type: none"> <li>• Identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify differences and similarities between early and modern toys.</li> <li>• Identify at least one relevant cause for, and effect of, the events covered.</li> <li>• Give at least one reason why the event was significant.</li> <li>• Identify a few similarities, differences and changes occurring within a particular topic. E.G Changes in homes from then to now</li> </ul>	<ul style="list-style-type: none"> <li>• Independently identify a range of similarities, differences and changes within a specific time period.</li> <li>• Identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of WW1</li> <li>• Identify independently a range of similarities, differences and changes within a specific time period. E.g. recognise differences in nursing from different decades.</li> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Explain why the chosen heroes were so significant in their time period</li> </ul>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>• Explore events, look at pictures and ask questions E.g. Which things are old and which are new? Or What were people doing?</li> <li>• Extract information from difference types of sources: written, visual or oral E.g. Artefacts, pictures, a story, a letter</li> <li>• Explore events, look at pictures and ask questions E.g. What were people doing? How did that happen? What is different?</li> </ul> <ul style="list-style-type: none"> <li>• Extract information from difference types of sources: written, visual or oral E.g. Extract some relevant information about the life of a child in that time from pictures, artefacts or a story.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about WW1 and remembrance</li> <li>• Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. choose several different sources to select information about the key features of the life of a local hero or heroine.</li> </ul>