



The Federation of St Mary's Catholic Schools



"I can do all things through Christ who strengthens me" Philippians 4:13

Infant History Curriculum Document

INTENT

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

| | Chronology | Accessing Evidence | Using Evidence | Historical Communication | Historical Vocabulary |
|------------------|--|---|--|---|---|
| Nursery | Begin to make sense of their own life-story and family's history. | Using photographs to make connections between the features of their family and other families. | Comment on images of familiar situations in the past. | Talk about members of their immediate family and community. | Name and describe people who are familiar to them. |
| Reception | Compare and contrast characters from stories, including figures from the past. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;. | Comment on images or familiar situations in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling | Talk about members of their immediate family and community. | Name and describe people who are familiar to them. Talk about the lives of the people around them and their roles in society |

| | | | | | |
|----------------------|--|--|---|--|--|
| <p>Year 1</p> | <p>Understand and use the words past and present Use everyday words and phrases to describe the passing of time. Sequence events and changes in my own lifetime. Understand how to sequence events and artefacts such as objects or photographs.</p> | <p>Know what a source is Use books, stories, photographs,</p> <ul style="list-style-type: none"> • web-sites, pictures, objects, • historical visits to help me find out about the past. • Know how to use clues to find out about the past | <p>Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?) Answer questions about the past.</p> | <p>Share what I have found out by telling someone. Show what I have learnt through drawings, models, art, photographs and drama.</p> | <p>now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum</p> |
| <p>Year 2</p> | <p>Use historical words and phrases to describe the passing of time including dates and decades Sequence events and changes in the past. Understand how to sequence events, people and artefacts in order using a scale.</p> | <p>Use a source. Use more than one type of source to find out about an event or a person from the past. Understand how to use evidence to find out about the past.</p> | <p>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?) Start to answer questions about the past using evidence to help me.</p> | <p>Share what I have found out by telling someone. Show what I have learnt through drawings, models, art, photographs and drama. Recount an event.</p> | <p>recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p> |