

Subject Intent through our Values

Community

Teaching history fosters community development by illustrating the evolution of civilizations and the cause-and-effect relationships that shape societies, encouraging individuals to understand and overcome conflicts, and highlighting the interconnectedness of local and global communities.

Peace

We foster peace through examining past conflicts and highlighting how peace can be achieved, understanding how leadership, democracy, compromise and selfless acts have contributed to the development of civilizations through time.

Love

Through history, we appreciate our own stories and place in the world, thoughtfully considering what those who came before us have accomplished for the world we live in today, admiring significant historical figures and exploring the theme of love throughout time.

Resilience

Our pupils develop resilience in history by learning from the stories of others, understanding how societies have navigated conflict and change and pulled through to live in more stable communities. We study significant individuals who have overcome adversity and consider what we can learn from them.

Our Curriculum Approach

We use **Kapow** as a basis for our planning and add to this where appropriate to ensure a personalised and inclusive curriculum, guided by the national curriculum. In KS1 planning links closely with our writing lessons and in KS2 cross curricular links are made where appropriate.

Our curriculum is sequenced well with clear identification of knowledge and skills.

The curriculum is designed so that learners review and build on previous skills.



History

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy.

- Explicit **key historical vocabulary** and language is identified across each unit and taught at the beginning of each lesson.
- **Key questions** to develop understanding and verbal reasoning are embedded into lessons.
- **Stem sentences** are provided on resources
- We provide opportunities for **collaborative working**.
- The history of words are explored using **etymology**

Big Ideas

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| <ul style="list-style-type: none"> ○ Chronology ○ Beliefs ○ Legacy ○ Civilization ○ Leadership ○ Celebration ○ Conflict | <ul style="list-style-type: none"> ○ Change & continuity ○ Evidence & sources ○ Cause & consequence ○ Similarity & difference ○ Interpretation |
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Teaching and Learning Approaches used in this subject:

- Communication of clear learning objectives
- Planned retrieval practice
- Activating prior learning
- **Key vocabulary** is explicitly taught
- Modelling - thinking out loud and worked examples.
- Small step sequence
- **I do, we do, you do** to scaffold learning
- **Cold calling** and **think pair share**
- **Dual coded** resources

How we make our curriculum exciting and engaging and increase children's cultural capital

- Sparking awe and wonder.
- Curriculum sequenced under 8 concepts of knowledge
- Trips and visits – castle (Y1), museum (Y2), KS2
- Visitors – linked to Y1 toys, KS2
- Resources enrich the curriculum and bring it to life.
- History → his story
- Hands on – Field work and exploration of local history

Spirituality

History develops children spiritually by **connecting them with the past**. Exploring how civilisations of people have moved through periods of **conflict** and how people can live in **harmony**.

Children develop **awe** and **wonder** of the world, how it developed and the **legacy** those who came before us left behind.

How we Adapt Teaching to meet the needs of our pupils:

- Teachers use the '**I do, we do, you do**' teaching cycle.
- **Scaffolded learning** through adult support, questioning, smaller steps, visuals.
- **Same day** interventions.
- Give all children the opportunity to achieve **mastery**.
- **Extend and challenge** children to deepen their understanding

How we Assess

- **Key questioning**
- Low stakes **quizzing**
- **Formative assessment** used to identify misconceptions and next steps
- **End of block** assessments
- **Teacher Assessment** using National Curriculum and progression from KAPOW
- End of Year reports