

Ballifield Primary's History Curriculum



The more you know
about the past, the better
prepared you are for the
future.

~Theodore Roosevelt

Context

The context of Ballifield Primary School is that of a large urban primary school, serving children in the age range 3-11 years. The school was built in the 1950s and has grown and undergone many changes to its layout and format since. The town of Handsworth has a rich history dating to the Norman Period. There is little recorded detail about Handsworth before the Norman Conquest; however; Roman soldiers had a settlement and fort nearby at Templeborough, Under Norman rule, the parish of Handsworth grew to include Darnall, Gleadless, Richmond and Woodhouse.

Our local church, St Mary's, was built in about 1170. It was founded by the Norman lord William de Lovetot. Handsworth Parish Registers, dating back as far as the reign of Queen Elizabeth I still exist. There are written documents from 1558, the year that Elizabeth I ascended the throne, recording all baptisms, marriages and burials which took place in the Parish of St Mary's.

OUR INTENT FOR THE TEACHING OF HISTORY AT BALLIFIELD PRIMARY SCHOOL

Purpose

The purpose of the teaching of History at Ballifield Primary School is in line with the National Curriculum. Our children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum will inspire pupils' curiosity to know more and remember more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh-up evidence, sift-through arguments, and develop perspective and judgement. History at Ballifield helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aim

The aim of the study of History at Ballifield Primary School is that pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Be able to use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

OUR IMPLEMENTATION OF THE TEACHING OF HISTORY AT BALLIFIELD PRIMARY SCHOOL

Time allocation for History

The amount of time allocated to the teaching of History at Ballifield Primary School alternates each half-term with Geography. Each year group will teach three history topics per year.

Which time periods will be taught?

FS1	History in Early Years
FS2	The Foundations of History
Y1	How am I Making History?
	Photographs from history: what can they tell us about our recent past?
	Victorians
Y2	Explorers
	Nurses
	Great Fire of London
Y3	Stone Age to Iron Age
	Sheffield Industry (local area study)
	Romans
Y4	Anglo-Saxons and Scots
	Vikings
	Ancient Greece
Y5	Egyptians
	Mayans
	The History of Migration
Y6	World War II
	Sheffield Flood (local area study)
	Crime and Punishment through time

Teaching and Learning

At Ballifield, History is taught by class teachers. Lesson plans are based on the whole-school long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class.

The teaching of History may involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- High quality video
- Handling artefacts
- Looking at historical photographs

- Individual projects/research
- Role play
- School trips
- External speakers

We have identified the following **key strands** to meet our Curriculum aims:

- Celebrations
- Achievements
- Local History
- Power (monarchy, government and empire)
- Exploration
- Healthcare
- Civilisation (social and cultural)
- Invasion, settlement and migration
- Trade

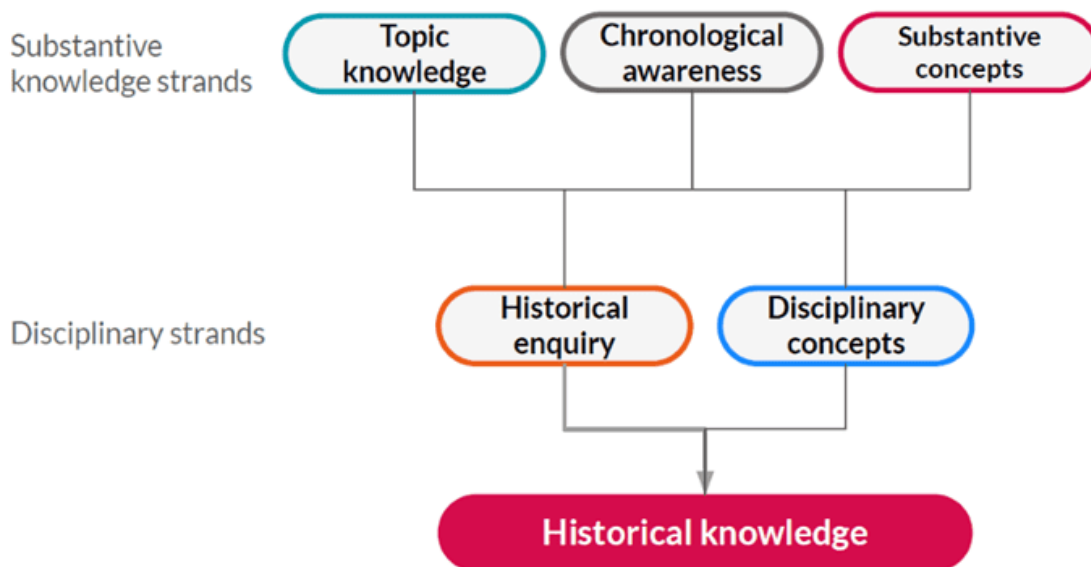
These strands are interwoven through all our History units to create **engaging and enriching** learning experiences which allow the children to investigate history as historians do.

Over the course of their time at Ballifield, children develop their understanding of the following key **disciplinary concepts**:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn **how historians use these skills to analyse the past and make judgements**. They will confidently develop and use their own historical skill set. As children progress, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced and revisited across the school allowing knowledge of these key concepts to grow.



Planning

- Long term plans set out the clear sequencing and coherence of the History curriculum across each year group for the academic year.
- Class teachers alongside the subject leader, ensure that the History curriculum is well sequenced and engaging for pupils.
- Teachers identify opportunities for both facilitating and extending learning, such as educational visits and visitors. At Ballifield, we have several of these in place that reoccur annually.
- Medium term plans set out a coherent and well-sequenced series of lessons for each unit of work. They include enquiry questions and crucial knowledge which clearly set out what to teach.

Links to the Local Area and Community

As set out in the National Curriculum, pupils will study the local area across both key stages. In Year 2, children study homes and will explore homes in the locality. In Year 3, children study Sheffield Industry and visit the local steel works. In Year 4, children have the opportunity to visit Weston Park Museum where they study the Benty Grange Helmet. It was excavated by Thomas Bateman in 1848 at the Benty Grange farm in Monyash, Derbyshire and was the first Anglo-Saxon helmet to be discovered. In Year 6, children study The Great Sheffield Flood.

History Resources

- Resources are stored in the Tardis or hired from external 'artefact loan' companies. This helps bring lessons to life and give children the chance to handle and explore both genuine and replica artefacts.
- Supporting non-fiction texts are also stored in the Tardis e.g. texts on Romans, Vikings and so on.
- Teachers make good use of resources in order to effectively teach each unit of work.
- Electronic resources are also used where appropriate, such as videos from reputable sites.

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of History. We aim to arrange visits/visitors in each year group.

Year group	Visit/visitors
Year 1	○ Local walk
Year 2	○ Florence Nightingale workshop ○ National Emergency Services Museum
Year 3	○ Kelham Island Museum ○ Murton Park Living Museum
Year 4	○ Weston Park Museum
Year 5	○ Dr Diane Davis, Maya archaeologist
Year 6	○ Sheffield Flood workshop

We always look out for other opportunities that come up in and around Sheffield and South Yorkshire. Sheffield Museums Trust are continually refining the sessions and workshops that they offer, so the subject lead keeps abreast of new opportunities that arise.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply wholly to History. Teachers will plan lessons so pupils with SEND and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History. Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for History. All pupils are encouraged to progress to their full potential and a variety of teaching methods are employed to ensure that this is possible. Pupils who are very knowledgeable in History are given opportunities to demonstrate and develop their knowledge and strengths.

EYFS

In the EYFS at Ballifield, all children are taught about 'past and present' (history) through 'Understanding of the World' activities. This is an integral part of the children's learning planned for and taught through key themes throughout the year. The EYFS use the development matters 'past and present' objectives to ensure progression throughout their time in Nursery and Reception so that children can achieve the 'past and present' early learning goal (ELG). Children's learning and discussions are recorded in floor books, allowing them to talk about and reflect on their understanding of history. The curriculum in the EYFS enables children to:

- **Talk about their past** and the lives of **people around them**
- Know some **similarities** and **differences** between things in the **past** and **now**
- Develop their **understanding** of the past
- Use **vocabulary** linked to the past and present

History and British Values

At Ballifield, we promote the fundamental British values of:

1. **Democracy**
2. The **rule of law**

3. Individual liberty

4. Mutual respect

5. Tolerance of those with different faiths and beliefs

We believe that History can make a key educational contribution to children's' explorations of British Values, and excellent teaching of History can enable pupils to learn to think for themselves about why we have British Values and why they are important in today's society, particularly in comparison to the past when such values were not recognised.

THE IMPACT OF THE TEACHING OF HISTORY AT BALLIFIELD PRIMARY SCHOOL

The impact of our History curriculum will be that children are equipped with the **skills** to ask **perceptive questions**, think **critically**, **weigh evidence** and **develop perspective** and **judgement**. They understand the **chronology** of the History that they have studied and can explain their **knowledge** as a coherent narrative. Children will better **understand** their lives today, the **contested nature** of knowledge and be prepared them for the **future** as more **informed citizens** by their study of History.

Assessment, reporting and monitoring

- Throughout units of learning, teachers recap and review previous learning to ensure knowledge builds sequentially. Gaps are filled before new knowledge is taught and AfL is used constantly to ensure children know and remember more.
- Pupils' attainment in History throughout the school will be tracked and monitored by the Subject Leader in order to ensure that History provision at Ballifield is impactful. The Subject Leader will also be able to identify areas for development and children who are finding it difficult to achieve the learning outcomes in History. Through discussion with teachers, ways to further support children to meet the learning outcomes are devised.
- As required by law, we report pupils' attainment in History in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our curriculum.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in History at Ballifield. This role includes:

- Prepare, review and revise subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of History
- Evaluate and provide resources to teachers
- Provide training and CPD to staff on the History curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the History curriculum on pupils' learning and development

Policy date: July 2025

Policy review date: July 2026