

Helping our children understand people, places and events that shaped the world

At Menston Primary School, our history curriculum inspires curiosity about the past and helps children understand how people, places and events have shaped the world they live in. Rooted in our vision of *Making the world a better place*, pupils learn to value diverse experiences, develop respect for others and understand how historical change influences modern society.

Our Vision

We believe history helps children understand their own identity and the world they live in. Through rich stories, diverse voices and meaningful enquiry, pupils develop the confidence to question, compare and interpret the past, preparing them to contribute positively to society.

What History Looks Like at Menston

History is taught from EYFS to Year 6, building a secure sense of chronology and an understanding of *Who? What? Where? and When?* These four organising ideas run throughout our curriculum, helping children make coherent connections within and across time periods.

Key historical concepts are woven throughout units so that knowledge builds progressively and meaningfully.

Our curriculum goes beyond the basics with carefully chosen local studies, museum links, enquiry projects and encounters with diverse narratives that build cultural capital while strengthening disciplinary thinking.

Year 4 History: How hard was it to invade & settle in Britain?

<p>Who?</p> <div style="display: flex;"> <p>Alfred The Great King Alfred fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern fairly.</p> </div> <div style="display: flex;"> <p>Saint Aidan Originally, the Anglo-Saxons were Pagans. This meant they believed in many different Gods. Three saints were sent to convert people to Christianity. The most successful, St Aidan, spoke to ordinary people and convinced the Anglo-Saxons to stop being pagan and give Christianity a try. He set up the monastery on Lindisfarne.</p> </div>	<p>Where?</p> <p>The Anglo-Saxons came to Britain from Germany, The Netherlands and Denmark. The Scots came to Scotland from Ireland.</p>	<p>When?</p> <p>In 1066, the battle of Hastings took place between King Harold and William the Conqueror. William won, and he became the first Norman King of England which ended the Anglo-Saxons' rule.</p>
<p>What?</p> <ul style="list-style-type: none"> The Anglo-Saxons came due to flooding in their homelands and good farming conditions in Britain. After the Roman legions left, it was easier to invade. Various Anglo-Saxon groups settled in different areas of the country. They formed several kingdoms, often changing, and constantly at war with one another. Sutton Hoo was the burial site of an Anglo-Saxon king. It changed historians' knowledge due to the excellent craftsmanship and links to abroad. 	<p>Key words</p> <p>Invalidate: When one group of people, usually a country's army, enters another group's area.</p> <p>Settle: To move to a new place and make it your home.</p>	

History is taught from EYFS to Year 6, following a clear progression of knowledge and historical thinking. Children build understanding through four curriculum drivers - **Who? What? Where? and When?** - which help them make meaningful connections across time and deepen chronological awareness. Learning is enriched through fieldwork, museum resources, diverse narratives and local studies, ensuring strong cultural capital.

We follow the National Curriculum for History, ensuring pupils study significant individuals, events, civilisations and eras - from the Great Fire of London to Ancient Egypt and the Vikings - developing a broad, balanced and culturally rich understanding of Britain and the wider world. Key historical concepts are woven throughout:

- Cause & consequence
- Change & continuity
- Similarity & difference
- Historical significance
- Sources of evidence
- Interpretations of the past



Developing Substantive Knowledge

Substantive knowledge is the factual content of history: people, events, civilisations, timelines and key vocabulary. Children learn about ancient civilisations, empires, monarchy, invasion, trade, settlement and technological change. Across year groups, they revisit and deepen their understanding of wider world history and Britain's story, developing a secure chronological framework from the Stone Age to modern history.

Developing Disciplinary Knowledge

Disciplinary knowledge teaches pupils to think like historians: asking questions, analysing sources, examining evidence, identifying bias and evaluating interpretations. Children learn how historians construct accounts of the past and understand that history is open to debate. This promotes a focus on building strong, progressive subject expertise and developing analytical thinking.

Linked to Our Curriculum Drivers

- **Equality, diversity & tolerance:** Pupils explore diverse lives, cultures and perspectives, developing respect and a broader understanding of the world.
- **Creativity & critical thinking:** Historical enquiry encourages questioning, hypothesising, problem-solving and deep thinking.
- **Global citizens:** Children learn how past choices impact the present and future, helping them understand responsibility and fairness.
- **Future-thinking:** Links with STEM (archaeology, technology, evidence analysis) help pupils recognise the relevance of history to modern innovation.
- **Wellbeing:** A supportive, inclusive curriculum builds empathy, identity and a sense of belonging, emphasising inclusion and pupil development.

By the end of Year 6, our pupils can:

- place key periods, civilisations and events on a secure chronological timeline and explain how they connect;
- use historical concepts (cause, consequence, change, continuity, similarity, difference and significance) to make sense of the past;
- analyse a range of primary and secondary sources, recognising reliability, bias and limitations;
- explain why historical interpretations differ and evaluate evidence to form balanced judgements;
- communicate their understanding using precise historical vocabulary and structured explanations;
- compare societies, cultures and key turning points, recognising influence and legacy;
- understand how local, national and global histories interlink and shape the present;

Together, these skills mean that pupils leave Menston Primary School as reflective, informed and increasingly independent young historians, equipped with a strong sense of chronology, the ability to question and interpret the past thoughtfully and the confidence to use their historical understanding to make sense of the world they are growing into.