



BROOKSIDE PRIMARY SCHOOL

Whole School History Overview 2025-2026

Substantive concepts Disciplinary Concepts

	Autumn		Spring		Summer	
Robins		<p>Toys Changes within living memory Aspects of change in national life (technology used in toys) Family and national history</p> <p>Change and continuity Sources and evidence Similarity and difference</p>	<p>The Great Fire of London Events beyond living memory</p> <p>Civilisation</p> <p>Cause and Consequence Sources and evidence</p>		<p>A Splash of Colour (minor focus) Lives of significant individuals – the period of time particular artists lived (make links to time periods already studied) Achievement</p> <p>Sources and evidence</p>	<p>Our Wonderful World (minor focus) Lives of significant individuals – Christopher Columbus Achievement</p> <p>Sources and evidence</p>
Blackbirds			<p>The Achievements of the Earliest Civilisations: a depth study of Ancient Egypt (including Beliefs; Features of civilisation – buildings, objects, writing, art; Structure of society and culture)</p> <p>This unit is structured around these over-arching enquiries : 1. What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today? 2. How did religion affect life in Ancient Egypt 3. How did Civilisation adapt to the needs of Egyptian life?</p> <p>Civilisation Achievement Sources and evidence Historical interpretations</p>		<p>Stone Age-Iron Age (overview study) What was ‘new’ about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Civilisation Achievement</p> <p>Change and continuity Similarity and difference</p>	
Starlings	<p>Britain’s settlement by Anglo-Saxons and Scots 1.What happened to Britain when the Romans left? The key features, sequence and duration of these societies and reasons for the arrival of the Saxons and Scots; the use that can be made of the available</p>		<p>Mayans (depth study) Pupils will learn about the remarkable achievements of the ancient Maya. Through these activities pupils will learn about the Maya perspective of time, the</p>		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (depth study)</p> <p>This unit provides children with the opportunity to look at World War II as an aspect of British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>It is structured around eight sequential enquiries: Enquiry 1: How significant was the Blitz? Enquiry 2: World War II: whose war?</p>	



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	<p>evidence; the characteristic features of different groups within these societies.</p> <p>2. What was life like in Anglo Saxon Britain? The key features about life in Saxon times; the attitudes and values held by Saxons; the role of different groups and sections of the population; the nature of religious life when the Saxons first arrived; the nature and significance of the Saxons on our local community.</p> <p>3. What did the Anglo Saxons and Vikings leave behind? the contribution of some key individuals; the reliability of some of the accounts; the key features of Saxon boats; the achievements of the Saxons at sea; the evidence for the legacy of Saxons</p> <p>Invasion Civilisation Achievement Cause and Consequence Sources and evidence Historical interpretations</p>		<p>calendar system, writing, maths and the environment.</p> <p>1. Where and when did the Maya live? •learn when and where the Maya lived and the type of environment they lived in •understand the difficulties of sustaining a civilization in a rainforest environment •develop an awareness of how the Maya fitted in to a wider chronological pattern of other civilisations and periods</p> <p>2. What was Maya writing like? •learn about the Maya writing system and its uses •learn about the similarities and differences between the Maya writing system and ours •understand what the hieroglyphs tell us of Maya culture and society •learn how similar, and how different, Mayan and Egyptian writing were •Maya are a Stone Age society – how similar and how different are they to Stone Age Britain?</p> <p>3. How did the Maya tell the time? •understand and use the Maya Calendar round •understand the Maya Long Count Calendar System</p>		<p>Enquiry 3: What was the impact of World War II on people in our locality? Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee? Enquiry 5: Evacuee experiences in Britain: is this all we need to know about children in World War II? Enquiry 6: New opportunities? How significant was the impact of World War II on women? Enquiry 7: What did men do in World War II? Did all men have to fight? Enquiry 8: When was the most dangerous time to live? How different was the Blitz? Conclusion: The Blitz: all we need to know about World War II?</p> <p>Civilisation</p> <p>Cause and Consequence Sources and evidence Historical interpretations</p>
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4. What numbers did the Maya use in Maths?
• learn about Maya trade goods.
• make calculations using the Maya numerical system
• explain some of the similarities and differences between the Maya and U.K. mathematical system

5. Children learn about the inter-dependent nature of Maya cities.

6. Did the Maya play football like us?
• become familiar with the Maya and their culture
• learn about Maya myth of creation in the Popul Vuh
• learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present

7. Children should learn how diverse the Maya world was

8. How do we know about the Maya?
• understand what an archaeologist does
• understand the difficulty of making conclusions about the past using only material remains
• learn that there are still lots of discoveries to be made about the Maya



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			<p>Civilisation Achievement Sources and evidence Historical interpretations</p>		
Goldfinch	<p>Vikings</p> <p>Artefact session: What can you tell about the Vikings from a chess piece?</p> <p>Longboat Enquiry:</p> <p>Timeline Session:</p> <p>Why did the Vikings conduct raids? Raiding monasteries e.g. The Viking Raid on Lindisfarne</p> <p>Why do people migrate? Children could use evidence to begin to construct their own views of everyday life during Viking times e.g. farming</p> <p>Communicating findings (Non-fiction e.g. What were the Viking like?):</p> <p>Invasion Civilisation Sources and evidence Historical interpretations</p>		<p>Local history – changes in Britain beyond 1066 (depth study)</p> <p>Lancashire Cotton Trade</p> <p>Civilisation Sources and evidence Historical interpretations</p>		