

## Winslow Church of England School - History Curriculum Long Term Overview and Progression of Skills

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.



EYFS	Learning objectives (Development matters)	Topic	Knowledge	Skills	Vocabulary
Autumn 1	<p><b>Children in Reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community. (UTW)</li> <li>Name and describe people who are familiar to them. (UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary. (C and L)</li> </ul>	<b>It's good to be me!</b>	<ul style="list-style-type: none"> <li>To learn about their family.</li> <li>To understand how they have <b>changed over time</b>.</li> <li>To understand that time changes us all.</li> <li>To know that certain things have changed over time – baby clothes, prams/buggies, toys.</li> <li>To know about them as babies by engaging in talk with their families.</li> <li>To know that time passes in sequential order.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>compare</b> photographs of themselves and their family.</li> <li>To order <b>chronologically</b> (Photographs of themselves and their family, pictures from a story.)</li> <li>To identify <b>similarities and differences</b> in photographs (themselves and parents and grandparents as babies.)</li> <li>To understand that we can find out information from photographs.</li> <li>To be able to <b>answer questions</b> about the past using photographs.</li> <li>To share their own first hand experiences with others.</li> </ul>	Then, before, now, next, soon, long ago, change, different, similar, order, time, old, new.
Autumn 2	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past. (UTW)</li> <li>Recognise that people have different beliefs and celebrate special times in different ways. (UTW)</li> <li>Talk about the lives of members of their immediate community. (UTW)</li> <li>Recognise some similarities and differences between the past and now. (UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary. (C and L)</li> </ul>	<b>A Dazzle and a Sparkle!</b>	<ul style="list-style-type: none"> <li>To know about the story of the life of <b>Mary Seacole and her main achievements</b>.</li> <li>To know about the events that led to <b>Bonfire Night and the part that Guy Fawkes played in this</b>.</li> <li>To learn about how people celebrate different festivals Diwali, Hanukkah and Christmas.</li> <li>To understand that celebrations can have <b>similarities and differences</b>.</li> <li>To know that time changes everything and learn about <b>seasonal changes through the year – autumn</b>.</li> <li>To know about the different roles that people have within their community.</li> <li>To know that things have changed over time – fire fighters and fire engines.</li> </ul>	<ul style="list-style-type: none"> <li>To use secondary sources – books and video clips – to learn about the lives of people from the past.</li> <li>To use primary sources – visitors - learn about the roles of different people in our community.</li> <li>To use photographs to find information.</li> <li>To compare events and find similarities and differences.</li> <li>To be able to answer questions about the past.</li> <li>To use secondary sources – books and video clips – to find out about the lives of others.</li> <li>To find similarities and differences between their lives and others.</li> <li>To use first hand observation to observe seasonal change.</li> <li>To use first hand observation and senses to observe seasonal change.</li> <li>To share their own first hand experiences with others.</li> </ul>	Long ago, in the past, before I was born, celebrate, Mary Seacole, Guy Fawkes, bonfire night, festival, Diwali, Hanukkah, Christmas, season, seasonal, change, autumn.
Spring 1	<ul style="list-style-type: none"> <li><b>Children will learn to:</b></li> <li>Recognise that people have different beliefs and celebrate special times in different ways.(UTW)</li> <li>Understand the effect of changing seasons on the natural world around them.(UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary (C and L)</li> </ul>	<b>Once upon a time..</b>	<ul style="list-style-type: none"> <li>To learn about how people celebrate different festivals <b>New Year, Chinese New Year</b>.</li> <li>To understand that celebrations can have similarities and differences.</li> <li>To know that time changes everything and learn about <b>seasonal changes through the year – Winter</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To use secondary sources – books and video clips – to find out about the lives of others.</li> <li>To find similarities and differences between their lives and others.</li> <li>To use first hand observation and senses to observe seasonal change.</li> <li>To share their own first hand experiences with others.</li> </ul>	Celebrate, New Year, Chinese New year, season, seasonal, change, winter.

Spring 2	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community. (UTW)</li> <li>Understand the effect of changing seasons on the natural world around them.(UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary. (C and L)</li> </ul>	How does your garden grow?	<ul style="list-style-type: none"> <li>To know that time changes everything and learn about seasonal changes through the year – Spring.</li> <li>To learn about how people celebrate different festivals – Easter.</li> <li>To understand that celebrations can have <b>similarities and differences</b>.</li> <li>To know about the important parts of the local church.</li> <li>To understand why the church is an important building to some people in Winslow</li> </ul>	<ul style="list-style-type: none"> <li>To use secondary sources – books and video clips – to find out about the lives of others.</li> <li>To find <b>similarities and differences</b> between their lives and others.</li> <li>To use first hand observation and senses to observe seasonal change.</li> <li>To use first hand observation to find out about the local church.</li> <li>To share their own first hand experiences with others</li> </ul>	Celebrate, Easter, season, seasonal changes, Spring, church, St Laurence, pews, aisle, altar, font, pulpit, stained glass windows, cross, candles.
Summer 1	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between past and now.(UTW)</li> <li>Compare and contrast characters from stories, including figures from the past.(UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary. (C and L)</li> </ul>	Are we nearly there yet?	<ul style="list-style-type: none"> <li>To understand how vehicles have changed over time.</li> <li>To know about inventions of trains, boats and cars.</li> <li>To know how materials used to make vehicles have changed over time.</li> <li>To know about different ways that wheels are used by people of different ages. E.g. baby – buggy, adult – car.</li> </ul>	<ul style="list-style-type: none"> <li>To use <b>secondary sources</b> – books– to find out about the history of vehicles.</li> <li>To use <b>primary sources</b> – phonographs – to find out about the history of vehicles.</li> <li>To find <b>similarities and differences</b> between vehicles in the past and now.</li> <li>To <b>compare</b> past and now.</li> <li>To <b>chronologically order photographs of vehicles from the past and now</b></li> </ul>	Steam, electric, metal, wooden, George Stephenson, longship, steamboats, steam trains, then, before, now, long ago, different, similar, order.
Summer 2	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.(UTW)</li> <li>Ask how and why questions to find out more. (C and L)</li> <li>Learn new vocabulary. (C and L)</li> </ul>	We're not scared!	<ul style="list-style-type: none"> <li>To know that time changes everything and learn about seasonal changes through the year – Spring.</li> <li>To understand the seasonal changes through the whole year.</li> <li>To understand how they have changed through the year.</li> </ul>	<ul style="list-style-type: none"> <li>To use first hand observation and senses to observe seasonal change.</li> <li>To compare and find <b>similarities and differences</b> between seasons through the year.</li> <li>To identify <b>differences</b> and change in themselves through the year</li> </ul>	Season, seasonal, change, different, similar, same, older, taller, longer, shorter.

1	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>Significant historical events, people and places in their own locality.</li> <li>Events within living memory.</li> </ul>	<b>Local History Study: Winslow High-street and Train line</b>	<ul style="list-style-type: none"> <li>To identify <b>similarities and differences</b> in trends on Winslow high street over time. (Theme: shops) (3).</li> <li>To know early forms of transport and understand how they supported the locality. (4)</li> <li>To recognise the cause and consequences of the development of the Winslow train line. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To interpret and identify the changes to the high street and train line in our local area. (local area walk) (1)</li> <li>To use <b>sources</b> to create a <b>photographic timeline of Winslow high-street</b>. (2)</li> <li>To use <b>sources</b> to create a <b>photographic timeline of Winslow transport</b>. (5)</li> </ul>	Local history, high-street, building, architecture, old, modern, chronological order, changes over time, lighting, map, aerial photograph, travel, train line, similarity, difference, transport.
Spring	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>Lives of significant individuals.</li> </ul>	<b>Ice Explorers</b>	<ul style="list-style-type: none"> <li>To understand who explorers are and different ways that they travel. (1)</li> <li>To understand the life-saving leadership qualities of Ernest Shackleton. (5)</li> <li>To understand and <b>compare</b> the achievements of Shackleton and Norgay. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the life and achievements of Sir Ranulph Fiennes using historical sources. (2)</li> <li>To investigate the life and achievements of Tenzing Norgay and know the qualities required to climb Mount Everest. (3)</li> <li>To investigate the life and achievements of Ernest Shackleton. (4)</li> </ul>	Explorer, achieve, achievements, significant, expedition, challenges, contribution, biography, autobiography, diary, hero, qualities.

<b>Summer</b>	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>Events within living memory.</li> </ul>	<b>Toys through time</b>	<ul style="list-style-type: none"> <li>To <b>compare and contrast</b> toys used by children in different generations. (3)</li> <li>To understand whom Tim Berners-Lee is and explain his role in inventing the World Wide Web. (5)</li> <li>To identify and discuss how materials, designs and functions of toys have evolved since the introduction of the internet and technology. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To explore and describe toys from the past and present. (1)</li> <li>To use <b>sources</b> to create a <b>photographic timeline</b> of toys through time. (2)</li> <li>To investigate how toys from different generations were used and enjoyed by children. (4)</li> </ul>	Pictures, photographs, artefacts, evidence, past, present, future, new, newest, old, oldest, toy, action figure, technology, invention, function, electronic.
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2	National Curriculum	Topic	Knowledge	Skills	Vocabulary
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>The lives of significant individuals.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<b>Great Fire of London</b>	<ul style="list-style-type: none"> <li>To <b>understand and chronologically sequence the key events of the Great Fire of London.</b> (2)</li> <li>To understand the impact of the Fire on London. (5)</li> </ul>	<ul style="list-style-type: none"> <li>To use historical sources to understand life during 1666 and make predictions. (1)</li> <li>To <b>order and question the causes of the Great Fire of London by their historical importance</b> (3)</li> <li>To use sources of information to describe the past. (Samuel Pepys) (4)</li> <li>To <b>compare similarities and differences</b> between buildings from different times (6)</li> </ul>	London, Tudor, Samuel Pepys, King Charles, River Thames, diary, Pudding Lane, viewpoint, wooden houses, spread, disaster, open fires, alleyways, wind direction, Tower of London, St Pauls Cathedral, features, chronology, impact, narrative, rebuilding, design, plans, catastrophe
<b>Spring</b>	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>The lives of significant individuals.</li> <li>Events within living memory.</li> </ul>	<b>Emergency Services</b>	<ul style="list-style-type: none"> <li>To <b>understand what emergency services are and their role in the community</b> (link back to The Great Fire of London). (1)</li> <li>To identify similarities and differences in the lives and achievements of Florence Nightingale and Mary Seacole. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to understand similarities and differences between firefighters in the past and now. (2)</li> <li>To ask questions to understand the similarities and differences between nurses in the past and now. (3)</li> <li>To understand about the life and achievements of Florence Nightingale. (4)</li> <li>To understand about the life and achievements of Mary Seacole. (5)</li> </ul>	Paramedic, ambulance, firefighter, fire engine, emergency services, community, Mary Seacole, Florence Nightingale, nurses, role, achievements.
<b>Summer</b>	<ul style="list-style-type: none"> <li>Events beyond living memory.</li> <li>Changes within living memory.</li> <li>The lives of significant Individuals.</li> <li>Change in national life.</li> </ul>	<b>Kings and Queens (Elizabeth II and Queen Victoria)</b>	<ul style="list-style-type: none"> <li>To <b>understand the role of a monarch.</b> (1)</li> <li>To use <b>sources</b> to understand the differences between time-periods. (2)</li> </ul>	<ul style="list-style-type: none"> <li>To know what a coronation is and identify similarities and differences between the first and last (King Charles and William the conqueror) (3)</li> <li>To understand about the life and achievements of Queen Elizabeth. (4)</li> <li>To use sources to understand Queen Victoria's legacy. (5)</li> <li>To answer the question: What was similar and different about the two queens? (6)</li> </ul>	Queen, coronation, celebrations, jubilee, monarch, rule, role, commonwealth, event, Westminster Abbey, crown, similar, different, compare, sceptre, orb, legacy.

3	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	Changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>	<b>The Stone Age, Bronze Age, Iron Age</b>	<ul style="list-style-type: none"> <li>To understand the chronology of The Stone Age. (1) (Outdoor Learning – Experience Day.)</li> <li>To understand what Britain was like in 55BC. (4)</li> <li>To understand the <b>similarities and differences</b> between the Stone, Bronze and Iron Ages. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To understand the <b>similarities and differences</b> between the 'old' and new Stone Age. (2)</li> <li>To <b>ask and answer questions</b> about the impact of bronze and iron tools on the way people in Britain live. (3)</li> <li>To <b>ask and answer questions</b>: 'Julius Caesar came to Britain in 55BC because it was a very rich country.' Do you agree? (5)</li> </ul>	Farmers, agriculture, nomad(ic), hunter gatherer, community, settlement, immigration, crops, archaeology, archaeologist, bronze, copper, tin, metalwork, weapons, buried hoards hill fort, Palaeolithic, Mesolithic, Neolithic.
Spring	A study of Ancient Greece, Greek life, their achievements and influence on the Western World.	<b>Ancient Greece: Life, achievements and its legacy</b>	<ul style="list-style-type: none"> <li>To <b>Identify where and when the Ancient Greek civilization existed and place key events on a timeline.</b> (1)</li> <li>To <b>understand and compare the organisation of Ancient Greece.</b> (2)</li> <li>Is the story of the Trojan horse historical fact, legend or classical myth? (4)</li> </ul>	<ul style="list-style-type: none"> <li>To use artefacts to infer what life was like in Ancient Greece. (3)</li> <li>To use sources to identify the achievements of Alexander the Great. (5)</li> <li>To identify the similarities and differences between life in Ancient Greece and today. (6)</li> </ul>	City states, Athens, Sparta, democracy, civilisation, culture, laws, justice, God, Goddess, archaeology, myth, legend, Olympus, Alexander the Great, modern, ancient, citizen, slave.
Summer	A local history study. <ul style="list-style-type: none"> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<b>Winslow School and its Community</b>	<ul style="list-style-type: none"> <li>To understand <b>similarities and differences</b> between schools across time and <b>ask questions</b> about school life in the past. (1)</li> <li>To use information to show <b>understanding</b> of a day in school beyond living memory. (3)</li> <li>To identify <b>significant events</b> and their impact on our school community. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To use <b>sources</b> to identify <b>similarities and differences</b> between classrooms in the past and today. (2)</li> <li>To use historical <b>sources</b> to make inferences of the effects of war on children and their daily school routine. (4)</li> <li>To use <b>evidence</b> to gain <b>knowledge</b> of impact of war on education. (5)</li> </ul>	Similarities, differences, evacuation, gas masks, locality, intake, local area, routine, impact, significant.

4	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	The achievements of early civilisations: depth study.	<b>Ancient Egypt Civilisations and Religion</b>	<ul style="list-style-type: none"> <li>To <b>establish a narrative that explains why Hatshepsut sent an expedition to Punt.</b> (2)</li> <li>To understand the effect of changes made to religion under Akhenaten's rule. (3)</li> <li>To understand the developments in trade over time and <b>answer the question</b>: How did Ptolemy II contribute to trade? (6)</li> </ul>	<ul style="list-style-type: none"> <li>To use information from a <b>variety of sources</b> to explain who built the Great Pyramid at Giza. (1)</li> <li>To describe characteristic features of past societies and <b>identify changes</b> within periods. What happened to Akhenaten's successors? (4)</li> <li>To <b>develop an informed response</b>: Why do we remember Ramesses II? Why and how did Ramesses II ensure that only his version of events should be remembered? (5)</li> </ul>	Afterlife, mummification embalming, sarcophagus God-king, obelisk scarab, papyrus, trade hieroglyphs, inundation irrigation, delta, shaduf archimedes' screw, herodotus, pyramid, myth, ra, osiris, isis, horus.

<b>Spring</b>	The Roman Empire and its Impact on Britain: <ul style="list-style-type: none"> <li>The Roman Empire by AD 42 and the power of its army.</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall.</li> <li>British resistance, for example, Boudicca.</li> </ul>	<b>The Roman Empire</b>	<ul style="list-style-type: none"> <li>To understand when and where the Roman Empire existed. (1)</li> <li>To understand why the Romans invaded Britain. (2)</li> <li>To understand whom Boudicca was and why we remember her. (4)</li> <li>To understand the success of the Roman army (6)</li> </ul>	<ul style="list-style-type: none"> <li>To know about life in Roman Britain and the changes brought about by Roman rule. (3)</li> <li>To use artefacts to develop an understanding of Roman armour and its role in the army's power. (5)</li> </ul>	Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga.
<b>Summer</b>	Britain's Settlements by the Anglo-Saxons and Scots: <ul style="list-style-type: none"> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>Viking raids and invasion</li> </ul>	<b>Anglo-Saxons, Scots and Vikings (A)</b>	<ul style="list-style-type: none"> <li>To understand key events and vocabulary relevant to the Anglo-Saxons. (1)</li> <li>To understand the differences between the Anglo-Saxons, Vikings and Scots. (3)</li> <li>To understand conflict between the Anglo-Saxons and Vikings. (5 and 6)</li> </ul>	<ul style="list-style-type: none"> <li>To understand the differences and reasons for migration between the Anglo-Saxons and Vikings. (2)</li> <li>To use sources to understand the characteristics of different groups. (4)</li> </ul>	Invasion, settlement, religion, custom, myth, legend, united English Kingdom, conquest, raid, Mercia, Wessex, push and pull (migration) Beowulf, Arthur Legends, Anglo Saxon Riddles, archaeology.

5	National Curriculum	Topic	Knowledge	Skills	Vocabulary
<b>Autumn</b>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <ul style="list-style-type: none"> <li>Christian conversion – Canterbury, Iona and Lindisfarne.</li> <li>Further Viking invasions and Danegeld.</li> </ul>	<b>Anglo-Saxons, Scots and Vikings (B)</b>	<ul style="list-style-type: none"> <li>To understand and describe features of early Christianity and how it changed society. (2)</li> <li>To understand key features of Viking and Saxon boats. (4)</li> <li>To understand the achievements of the Saxons and Vikings at Sea. (5)</li> </ul>	<ul style="list-style-type: none"> <li>To make informed judgements about the quality of life for different groups. (1)</li> <li>To understand differing reliability of historical accounts. (3)</li> <li>To understand the legacy of the Saxons and Vikings. (6)</li> </ul>	Invasion, settlement, religion, custom, myth, legend, united English Kingdom, conquest, raid, Mercia, Wessex, push and pull (migration) Beowulf, Arthur Legends, archaeology, reliability.
<b>Spring</b>	A theme in British history that extends pupil's chronological knowledge beyond 1066.	<b>Victorians</b>	<ul style="list-style-type: none"> <li>To place Victorians on a timeline and consider what education was like for children in this period. (1)</li> <li>To find out what education was like for poor children at the start of the Victorian period. (2)</li> <li>To find out what education was like for rich children at the start of the Victorian period. (3)</li> <li>To compare education between boys and girls in the Victorian period. (4)</li> <li>To understand what impact Dr Barnardo had on education for street children. (5)</li> <li>To understand what impact Benjamin Disraeli had on education for children. (6)</li> </ul>	To assess the impact of the Victorian era on children's education. (7)	
<b>Summer</b>	A theme in British history that extends pupil's chronological knowledge beyond 1066.	<b>World War I</b>	<ul style="list-style-type: none"> <li>To understand why World War 1 started and the alliances involved. (1)</li> <li>To learn about the Battle of the Somme and why it was important. (5)</li> <li>How did World War 1 shape the world we live in today? (6)</li> </ul>	<ul style="list-style-type: none"> <li>To understand and order the key events of World War 1. (2)</li> <li>To explore what life was like for soldiers on the western front. (3)</li> <li>To discover what life was like for people on the home front. (4)</li> </ul>	Invasion, alliance, rationing, assassination, war, armistice, battle, conscription, trench.

6	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	A theme in British history that extends pupil's chronological knowledge beyond 1066. Significant historical events, people and places in their own locality.	<b>The Blitz and World War II</b>	<ul style="list-style-type: none"> <li>To build an understanding of ww2 as a whole (1).</li> <li>To understand the Blitz. (2)</li> <li>To understand the different people involved in the war. (3)</li> <li>To understand the local impact of the war. (5)</li> <li>To understand what we can learn from historical fiction. (6 and 7)</li> </ul>	<ul style="list-style-type: none"> <li>To understand how a range of sources constructs our knowledge of the war. (4)</li> </ul>	Invasion, air raid. air raid, air raid shelter, allies , Axis Powers, blackout, civilians, gas mask, rationing , refugee , significant , telegram, change and continuity, compare, cause and consequence , empathy.
Spring	A theme in British history that extends pupil's chronological knowledge beyond 1066. Significant historical events, people and places in their own locality.	<b>Across Stormy Seas: The History of the Migration to Britain.</b>	<ul style="list-style-type: none"> <li>To understand migration. (1)</li> <li>To understand the role of <b>individuals and events</b> in tackling racism and discrimination. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to extract evidence from a range of sources. (2)</li> <li>To understand the diverse experiences of Africans living in England in Tudor times. (3)</li> <li>To select and organise relevant historical information to answer the question: What was the impact of migration on Britain? (4 and 5)</li> </ul> <p>Groups to research and present:</p> <ul style="list-style-type: none"> <li>- How has migration influenced the way we eat?</li> <li>- How has migration influenced the way we listen to music?</li> <li>- How has migration influenced art?</li> <li>- How has migration influenced our streets?</li> </ul>	Refugee, migration, nomad, settle, settler, invasion immigrant, emigrate, colony, political, economic, community.
Summer	A non-European society study that provides contrasts with British history.	<b>Mayans</b>	<ul style="list-style-type: none"> <li>To understand who the Maya were and where they lived (1)</li> <li>To explore how Mayan society was organised and how this compares to modern society. (2)</li> <li>To find out what the Maya believed in, including their religious rites and rituals. (4)</li> <li>To investigate the reasons behind the decline of the Mayan civilisation. (6)</li> </ul>	<ul style="list-style-type: none"> <li>To use sources to explore the Mayan civilisation and their way of life. (3)</li> <li>To use sources to explore the achievements of the Maya including their number system and calendar. (5)</li> </ul>	Maya, civilisation, settlement, ritual, sacrifice, labourer, hierarchy, society, monarchy, pyramid, temple, hieroglyphics, astronomy, city state.