

History Curriculum at Launde

Intent

At Launde, we want all pupils to understand where they have come from and their own personal and local history. We want our children to understand that history isn't a subject simply about the unrelated times in years past, but how these events have shaped and influenced their lives today. Our children are a part of many different families with a huge range of differing experiences. By enabling children to understand their own history, and learn about the history of others, our curriculum is supporting the whole school values of tolerance and respect.

Launde as a community is supportive of our historical curriculum. From the very early stages, parents and grandparents support the children's historical learning by discussing toys and games from their youth highlighting how life has changed. With pupils, staff and parents, the children celebrate and commemorate key historical moments that they experience. These fun and exciting events give the children an understanding that history is ongoing and we are a part of it. It helps to embed the understanding that past events directly impact our lives today.

Our aim is to give our pupils a solid understanding of key historical skills, such as chronology and evaluating sources, enabling them to continue to thrive after they have moved on from Launde. The ambitious skills taught at our school ensure our pupils are ready to fully understand the Key Stage 3 history curriculum.

Our scheme of work is based on the national curriculum, but where possible the themes explored are related to local history. Examples of this are shown across the key stages, our younger children learn about how World War 1 impacted Oadby, studying the life of a soldier from their village. As the children progress to key stage 2, they engage in exciting debates linked to Richard III, the Plantagenet king famously found in a Leicester car park. From the beginning of their learning, we aim to embed an understanding of chronology in our pupils. To achieve this, we begin with family and the more recent past for our younger children, linking their work to themes that they can relate to such as Florence Nightingale and the importance of hygiene. The topics explored then progress further back historically but we ensure that they are not taught in isolation. Units are chosen with the children's age in mind. The complexity of the topics chosen for upper Key Stage 2 enables children to practice and develop historical skills which complement the Key Stage 3 curriculum taught in local schools.



Implementation

From EYFS through to Year 6, the history curriculum is ambitious and challenging for our pupils. Staff take children from an understanding that people lived differently in the past, through to a simple chronology of placing events in order. From EYFS, children are encouraged to talk about previous events using the past tense and their week by week class learning journey creates their own chronology of their school life. By Key Stage 1, children are becoming historical detectives, using objects, artefacts and clips to piece together famous parts of history. As the children progress to Key Stage 2, they are asked to assess bias and the reliability of sources ready to support them as the move to secondary school. Throughout the different stages in school, we are extending and challenging the children's historical understanding. These are taught through the concept of chronological order from Foundation to Year 5. Our lessons across the school demonstrate a balance of historical knowledge and key skills. We consider History as having three elements to learning – factual knowledge, substantive knowledge and disciplinary knowledge.



**Factual
knowledge**

**Substantive
knowledge**

**Disciplinary
knowledge**

Factual Knowledge - Facts on the past - key events, place, people etc.

Substantive Knowledge -The essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning. Concepts such as invasion, empire, settlement, social history, crime and punishment, communication and invention as well as chronological knowledge (knowledge relating to broader developments and the features of historical periods). This also covers rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.

Disciplinary Knowledge -Knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

The children are excited by the engaging subject content, for example learning about the Ancient Egyptians and how they lived through special theme days. Year 4 enjoy a fantastic Roman day, and the Year 5 children have a gruesome day learning about crime and punishment at the Galleries of Justice. Year 2 pupils are able to experience the reality of war on their own village by visiting a local war memorial and seeing the names of real people. These are only a few examples of how practical experiences enhance our curriculum and support the children's understanding of events. This interesting subject knowledge is then supported by embedding key historical skills; chronology, assessing sources of information and comparisons to their own lives.



We encourage our children from the very beginning of their time at Launde to talk to their relatives and learn more about their own family history. In school, we then extend this knowledge by teaching the children the local history of Oadby and Leicester. As they progress through school, they can compare and contrast their own history with the lives of others from across the world.



Staff work hard to ensure that throughout units, there are references made to previous work to help build an understanding of chronology. At the beginning of each new unit, children are encouraged to look back over previous topics, placing units in chronological order before beginning their new work. Subject leads support staff by providing a list of key historical vocabulary that has been previously taught, allowing staff to revise and consolidate previous learning. Interviews with pupils weeks after history units have been taught show that the engaging teaching methods used by staff enable students to recall historical knowledge long after the lessons have ended.

At Launde, we have a highly skilled and motivated staff. The teachers in each year group implement the key curriculum objectives to support their individual pupils. This is particularly effective in our teaching of SEND pupils. Their lessons are planned and adapted by the staff who know and understand their individual strengths and needs.

Impact

At the end of their time at Launde, pupils will:

- Have an understanding of their own family and local history
- Understand that history and historical events directly effect the way we live today
- Have a good knowledge of a range of national and international historical events in line with the national curriculum
- Have a sound knowledge of chronology of the units taught
- Understand how we learn about the past from a range of different sources
- Develop a critical eye, looking at the reliability of artefacts and resources

Progression Mapping in History

We consider **7** disciplines that are systematically developed in our history curriculum:

- Chronological understanding
- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Historical interpretations - understanding how and why different accounts of the past are constructed
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.

Disciplinary skills are progressively developed from Foundation stage through to Year 6.



Disciplinary Knowledge				
	Chronological Understanding	Historical Enquiry and Interpretations	Knowledge and understanding of events, people and changes Cause, consequence, change	Knowledge and understanding of events, people and changes Similarity, difference
FS	<p>Using the environment to sequence and discuss the day's structure using vocabulary – now, next, then</p> <p>Know the names of the days of the week and their order.</p> <p>Understanding that their birthday celebrates the day that they were born and know when their birthday is.</p> <p>Know the generational relationships in a basic family tree.</p> <p>Recognise and describe special times or events for their family and friends.</p> <p>Order and sequence pictorial representations of their daily routines or tasks based on their own experience.</p> <p>Show an understanding of the passing of time through the life cycle of plants, animals and mini beasts.</p>	<p>Take an interest in and comment upon images of familiar situations from the past.</p> <p>Be able to hypothesise about the function of artefacts, based on creative ideas or past experiences. Justify their hypothesis regarding artefacts using existing knowledge or seeking more information – asking questions, building on the ideas of others, or by using images and books.</p> <p>Ask and answer 'why' questions about texts that have been read to them.</p> <p>Use books to find out information.</p> <p>Use the internet to find out information about the present and the past.</p>	<p>Talk about the lives of people around them and their roles in society</p> <p>Understand the past through settings, characters and events encounter in books and in class and story telling</p>	<p>Know people in the school environment and their roles.</p> <p>Recognise that not everyone celebrates the same celebrations, but what and how we celebrate is similar.</p> <p>Compare and contrast the different stages in the life cycle of plants, animals and mini beasts and to compare and contrast the basic life cycle of humans.</p>

	<p>Sequence the basic stages of a human life cycle.</p> <p>Be able to create their own story using a story map.</p>			
Year 1	<p>Sequence artefacts and events that are close in time</p> <p>Describe memories and changes from their own lives</p>	<p>Begin to understand the different ways we learn about the past e.g. talking to familiar adults about past experiences</p> <p>Ask simple questions about the past</p> <p>Handle/make observations about the past using artefacts</p>	<p>Know and recount aspects of different historical events</p> <p>Talk, write and draw about things from the past</p>	<p>Identify some similarities and differences between past and present</p>
Year 2	<p>Order dates from earliest to latest on a simple timeline</p> <p>Sequence pictures from different periods</p>	<p>Begin to compare two versions of a past event</p> <p>Use pictures/photographs/stories and artefacts to learn about the past</p> <p>Use an artefact/piece of evidence and explain how it can be used to find out about the past</p>	<p>Describe significant individuals from the past</p> <p>Understand there are reasons why people in the past behaved as they did</p> <p>Use drama/roleplay to show their historical understanding</p>	<p>Identify some similarities and differences between ways of life in different time periods</p>
Year 3	<p>Sequence a group of events, artefacts or people on a timeline including dates that are increasingly further apart</p>	<p>Look at 2 versions of the same events and describe difference in accounts</p> <p>Use a range of primary and secondary sources to learn about the past</p> <p>Ask questions to find out about the past</p>	<p>Identify key features and events of time studied</p> <p>Identify key changes over a period and explain the reasons for those changes</p> <p>Find out about everyday lives of people in time studied</p> <p>Present and organise their knowledge in a range of ways for</p>	

			example: stories, diaries, letters, fact file etc	
Year 4	Understand that a timeline can be split into BC and AD	<p>Look at 2 versions of the same events and describe difference in accounts, beginning to explain why they are different</p> <p>Use a range of primary and secondary sources to learn about the past, carefully selecting the most relevant information</p> <p>Ask questions to find out about the past and begin their own research into an area of historical interest</p>	<p>Identify key features and events of time studied</p> <p>Explain how people and events have impacted modern life</p> <p>Identify connections and contrasts between people, events and artefacts studied</p> <p>Start to present their ideas based on their own study of a historical period</p>	Find out about everyday lives of people in time studied and compare to our lives today
Year 5	<p>Order an increasing number of events on a timeline, dated accurately</p> <p>Understand and describe in detail the main changes that took place in period studied</p>	<p>Use a range of historical evidence and start to evaluate the relevance of different sources</p> <p>Understand that people represent the past in different ways to persuade others</p> <p>Recognise when they are using primary and secondary sources and explain the difference in reliability</p>	<p>Identify and describe connections and contrasts over time in the everyday life</p> <p>Study the causes and results of important events and the lasting impact of these on everyday life</p>	Present and organise their knowledge in a range of ways including discussions and debates
Year 6	<p>As above including:</p> <p>Understand that some historical events occurred at the same time in different locations</p>	<p>Use a range of evidence and offer clear reasons for different interpretations linked to factual understanding of events</p> <p>Understand different ways of checking the accuracy of different sources.</p> <p>Begin to understand the concept of propaganda</p>	Present and organise their knowledge in a range of ways including discussions and debates	Describe key features of the past over time- attitudes, beliefs and everyday lives of people

		Use a wide range of evidence to learn about the past including accounts, pictures, stories, artefacts and historic sites		
		Ask historically valid questions and select relevant sources and information to answer them		

These 7 disciplines are woven through our history curriculum and developed alongside the factual knowledge and generative knowledge that is taught through topics. This enables the children to set their learning within a context and understand the impact of the past on their lives today. The topics are arranged in chronological order, from most recent to oldest period studied from Foundation to Year 5. In Year 6, the children apply their skills and knowledge learnt to periods that require more complex disciplinary skills, preparing them for more advanced skills required at secondary school.

Topic Plan					
	Foundation		Year 1		
Term	Autumn Term	Spring term	Autumn term	Spring Term	Summer Term
Topic	People who help us now and in the past (Firefighters focus)	How have houses and homes changed? (Linked to castle/Once Upon a Time topic)	Toys and Games in the Past	Florence Nightingale	Neil Armstrong
Chronology	Now and recent past	Now and recent past	Now and 1900's	1820 - 1910	Person within living memory
Factual knowledge of the past - key events, place, people etc.	Know about members of the local community and their role in society: firefighters, nurses, doctors, police	Know the members of their family and where they live Know that our school is called Launde Primary School; know the names of classes, teachers and what the rooms are used for	Know and describe what our toys are like today (type, moving, non-moving, features, materials)	Born in Italy. Helped in Crimean War How and why she became a nurse	Born in Ohio. First man on the moon. Lunar landing- 1969 How and why he became an astronaut.
Substantive knowledge the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning.	Firefighters help us and our friends and family by putting out fires Other tasks undertaken by firefighters	Know that some of the houses are new and some were built in the past (before I was born/parents were born /grandparents were born; a long time	Compare games/toys in the past (what are they made of/how do they work)	What hospitals were like in the Crimean War. Florence Nightingale used a	Winner of the space – America. Excitement surrounding lunar landings.

Concepts such as invasion, empire, settlement, social history, crime and punishment, communication	Importance of fire safety (preparation for GFoL and Bonfire Night)	ago). Compare with castles from Once Upon a Time unit		lamp to see her patients. She spoke many different languages Made hospitals cleaner and healthier Wrote lots of books and pamphlets.	"One small step for man, one giant leap for mankind" Comparison to other explorer – Christopher Columbus
Disciplinary knowledge - knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts.	Know what clothes/equipment firefighters use today; compare with pictures of clothes/equipment in the past. What has changed, what is the same?	Listen to family and teachers and talk about non-fiction books and story books about life in the past. Compare similarities and differences between their home and castles	Similarities and differences between our toys and toys our parents and grandparents played with. Some games and toys have stayed the same and others have changed Order toys from oldest to newest; give reasons to explain how the toys have been ordered.	What she achieved and how hospitals were different and better because of her. Similarities and differences with hospitals and doctors nowadays.	What he achieved and the impact on those living at the time. Similarities and differences between him and another explorer (Christopher Columbus) Ordering key events in his life.
Vocabulary	Fire Safety Looking after others Police Nurses Doctors Past Old New present	Home House Castle Family Past Present Live Past Old New Yesterday today	old new newest oldest past present now yesterday today weeks years	Hospital Lamp Health illness Better Past Present	Lunar Moon Explorer Astronaut Space Compare Past Present

	Year 2	Year 3	Year 4
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Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring and Summer term	Autumn and Spring term	Summer term
Topic	Oadby and Remembrance	The Great Fire of London	David Attenborough	Ancient Egypt	Stone Age, Bronze Age and Iron Age.	Ancient Roman Empire	Britain's settlement by the Anglo-Saxons and Vikings
Chronology	1914-1918 WW1	1666	May 1926 - present	3150 BC - 30 BC	Stone Age, Bronze Age and Iron Age 2.5 million years ago to 1,200 B.C	753BC – 509BC	450AD – 1066AD
Factual knowledge of the past - key events, place, people etc.	WW1 1914-1918 The Suffragettes Harry Coleman	Fire took place in 2-6 September 1666 London had lots of wooden framed houses. Houses were built close together.	Achievements of David Attenborough Born in Leicester in 1926. British broadcaster	Ancient Egyptians lived for 3000 years from 3150BC-30BC Geographical features Climate - hot River Nile was very important Pyramids were used to bury pharaohs. There are 130 pyramids that have been found. Egyptians invented many things we use today Ancient Civilisations (overview) - a civilisation is a society with its own social organisation (written records, system	The Stone Age gets its name from the stone (flint) used to make weapons and tools The Stone Age is divided into 3 time periods: Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age).	Roman era Key people: Julius Caesar Boudicca Invade Britain Romans invaded Britain The extent of the Roman empire prior to the invasion of Britain (use maps and timelines)	Romans left Britain unprotected and Anglo-Saxons invaded. Why they invaded. Where they settled. The Kingdoms. St Bede Sutton Hoo Alfred the Great. Why the Vikings invaded Britain. 878AD – Viking and Anglo-Saxon battle

				<p>of government) and culture (beliefs and customs)</p> <ul style="list-style-type: none"> - 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus Valley, Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. - They are all situated in a similar position on the globe and located near to at least 1 river. 			
<p>Substantive knowledge the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning. Concepts such as invasion, empire, settlement, social history, crime and</p>	<p>The impact of WW1 on Oadby</p> <p>The aims of the suffragette movement and their impact on modern life.</p> <p>Chronology of the life of Harry Coleman and his experiences of war.</p>	<p>The reasons why the fire started, how it spread and how long it lasted.</p> <p>How the fire affected buildings and people who lived nearby.</p> <p>The reasons why the fire spread so far and burned for so long; use maps and photograph of artefacts.</p>	<p>How actions changed for the world because of his programmes and key messages. Understanding animals, seasons, planet and how it has changed over time.</p> <p>Reasons why he is listened to – communication.</p>	<p>Everyday life was like for Ancient Egyptians (structure of society, life of a pharaoh, role of scribe, hieroglyphics he importance of the River Nile (farming, trading, technology, seasons,)</p> <p>The role of religion (different gods and their roles, belief in the</p>	<p>Archaeological sites</p> <p>Some of the developments in the New Stone Age included agriculture, housing, settlements and trade.</p> <p>Life was like in the Bronze age: metal working, immigration, trading, transport.</p>	<p>What happened when the Romans came to Britain? Understand there were differing view-points about invading Britain</p> <p>What life was like for a Roman soldier</p> <p>Why/ where / how the Romans built roads</p>	<p>Why did the Anglo-Saxons invade and how?</p> <p>Where did they settle?</p> <p>Everyday life for Anglo-Saxons (houses, farming, food, daily objects,)</p> <p>Who were the Vikings? Why did they invade? How were they similar and different? Compare.</p>

punishment, communication		How London was rebuilt after the fire.		afterlife, mummies, tombs) Women had rights	The discovery of iron changed life for the Iron Age people: farming, tools, weapons, battles, houses, forts Compare Bronze Age and Iron age houses. Some of the reasons why life was dangerous during the Iron Age.		
Disciplinary knowledge - knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts.	How we learn about the past through evidence and artefacts. Chronology of events in Harry Coleman's life. Key people involved in Suffragette movement. Focus on Alice Hawkins (Leicester based)	The key people and the reason why we remember their contributions: Samuel Pepys John Evelyn, King Charles II. Mayor of London, Sir Christopher Wren Talk about Samuel Pepys diary as his point of view.	Compare similarities and differences between David Attenborough and Florence Nightingale – legacy. Making changes for the future	How we know about life in Ancient Egypt (work of archaeologists) Hieroglyphs found Evidence found in tombs.	Read Julius Caesar's description of the Iron Age Britons and decide if the source is fact or opinion. How Stone Age people lived (food, shelter, conflict) from studying archaeological remains and artefacts and how life changed from Old Stone Age to New Stone Age	Compare different accounts of the invasion and of Boudicca's resistance (class debate for Roman and Boudicca argument) What the Romans achieved that is still significant today (architecture, food, Latin, Roman numerals, roads, technology such as central heating, aqueducts, postal service)	Chronology of time line of Anglo-Saxon invasion to Vikings battle in 878AD and the Vikings surrender. Evidence of how we know about the Anglo-Saxons (Runes, Sutton Hoo) – primary and secondary sources. Identify connections and contrasts between Anglo Saxons and Vikings, events and artefacts studied. Compare to our life today.

Vocabulary	War Suffragettes Artefacts Evidence Past Chronology	Fire London Spread City Houses Wooden frame Jobs – baker, butcher, print maker diary compare similar different	Planet Past Future Earth Improve Person Leicester Compare change	Egyptians Tombs Pyramids Mummification Ancient Legacy inventions	Palaeolithic (Old Stone Age) Mesolithic (Middle Stone Age) Neolithic (New Stone Age). Prehistoric Bronze Iron Stone Fort Flint Everyday life Village Agriculture Housing Settlements trade	Roman Army Formation Journey Roads Housing, settlements Trade Central heating Postal service Aqueducts Roman numerals Latin	Anglo-Saxons Settlements Invasion Runes Vikings Raids Evidence Artefacts Dane law
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	Year 5		Year 6	
Term	Autumn and Spring Term	Summer Term	Autumn and Spring Term	Summer Term
Topic	Crime and Punishment	Ancient Greece	History of Leicester	The Mayan society
Chronology	43 AD- 1901 AD	700-480 B.C.		250 BC - 1697 CE
Factual knowledge of the past - key events, place, people etc.	Romans Anglo Saxons Victorians Normans Tudors Stuarts Robert Peel Britain through the ages	Ancient Greece Greek Empire and countries that constitute this	Richard III Industrialisation in Leicester – population growth pattern	The location and chronology of the Maya Civilisation and compare with the Maya today. The Popol Vuh is a collection of myths and stories that help us to understand Maya religion

<p>Substantive knowledge the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning. Concepts such as invasion, empire, settlement, social history, crime and punishment, communication</p>	<p>The differences and similarities in the crimes and punishments given for these over different time periods.</p> <p>What types of crimes are common throughout the time periods?</p> <p>What are the reasons people commit crimes?</p> <p>What were the punishments that were given to these people and who decided these?</p> <p>What influence did power and social structure (hierarchy) have on crime and punishment.</p> <p>What was done to prevent and deter criminals away from crime?</p>	<p>To understand the climate and terrain of Greece, understanding the location and understanding of bordering countries.</p> <p>Greek civilisation in context to other time periods studied</p> <p>Map work to locate Athens and Sparta and understanding the contrasting views and ways of life- who had rights, influence of rulers, influence of power and hierarchy in society.</p> <p>Understanding of democracy through providing position in society and understanding differences and similarities.</p> <p>How life was like in Ancient Greece- food, clothing and how the people of the cities lived. What was life like for them and how did it differ.</p>	<p>Life was like before industrialisation and how life changed (important inventions which led to industrialisation - James Watt, migration to towns, impact of life in towns and cities, timelines and chronology)</p> <p>What happened when the trams then buses and railways came to Leicester</p> <p>How industrialisation continued to impact life in Victorian towns and cities and how some mill owners tried to improve conditions for their workers</p> <p>Post-industrial changes – (use of old textile mills for residential use.)</p>	<p>Some key aspects of Maya culture (writing, numbers, architecture, astronomy, agriculture, trade) and compare with other civilisations and modern day</p> <p>Valid reasons (including those suggested by Dr Feinman – archaeologist at The Field Museum, Chicago and BL Turner, Columbia University) why the Maya civilisation disappeared around 900AD.</p>
<p>Disciplinary knowledge - knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p>Chronology- the order of time periods and the changes or similarities as you progress through to more recent times.</p> <p>Evidence- using primary and secondary sources to provide an insight on the set up and life within each time period relating to crime and punishments- understanding the reasons why it may be that way.</p>	<p>Investigate through role play- be a person who was part of Athens/ Sparta and be able to compare how their role and right would change in both.</p> <p>Reasoning through discussion- develop the ability to reason with evidence why you may prefer Athens or Sparta depending on position in society.</p>	<p>The legacy of the Industrial Revolution on our area today (immigration, modern diverse community, influence of South Asian culture.)</p> <p>Begin to understand the concept of propaganda</p>	<p>Use archaeological evidence, drawings (by explorer Frederick Catherwood) and reconstruction by academics (by Professor Richard A Levanthal) to draw conclusions about life in Maya cities. Know that some evidence is more reliable than others.</p> <p>Some of the reasons why the Spanish invaders destroyed Maya artefacts and comment on quotation from Spanish bishop Diego de Landa.</p>

	<p>Reliability- looking at how good a source of evidence is and including concept of bias and perspective.</p> <p>Debate/ comparing and contrasting- looking at all perspectives and being able to use reason to support explanation.</p> <p>Comparison- being able to use learnt knowledge of crimes to compare, showing what may always be a problem, why we still have crime today, who commits the crimes and the development of punishments and the purpose and design of these.</p> <p>Artefacts- what evidence is there that we can use to study this time and what does it tell us.</p>	<p>Use historical evidence and sources to learn about the Greek Gods and their role on the people of Ancient Greece- lives, decisions, why they were so powerful, who they were, myths, beliefs.</p> <p>Artefacts- what evidence is there that we can use to study this time and what does it tell us.</p>		<p>Theories are more reliable if they are supported by evidence</p>
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Vocabulary	Courts Trials Consequence Police force Citizens Criminal Deter Prevent Mutilation Exiled Civil Law Criminal Law Death penalty Magistrate Lawyer Judge Jury Hierarchy	Athens Colonies Architecture Fable Myths Olympics Civilisation Olympic games Empire Alphabet- 'alpha' 'bet' Civilisation Democracy AD BC	Richard III Historical evidence Archaeology Digs Interpretation population	Mayan Civilisation Theory Fact Bias Reliable Evidence conclusion
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