

Curriculum Overview.

Intent

We aim to offer a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. A secure grasp of history will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time.

We intend that children;

- know and understand the history of these islands as a coherent, chronological narrative
- know and understand significant aspects of the history of the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

It is our intention that children understand how and why events in the past have shaped the modern world and our place within it. We intend that children understand the history of their local area and how this has impacted on or reflects history of the UK and the wider world. In order to do all of that, our children need access to a rich, carefully structured history curriculum which engages interest and excites curiosity,

Implementation

As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. Our curriculum is taught on a two-year cycle or 4 year cycle according to the school site. The curriculum is taught according to phase or mixed age classes according to the individual circumstances of each school

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible.

We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps. Foundation subjects are assessed at the end of each year stating whether children are working towards, are expected or exceeding age-related expectations.

Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways. Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic. Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. The school environment will be history rich through displays, resources, vocabulary etc. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

Key Strand Vocabulary

Legacy	Society and Culture	Power
Invasion and Settlement	Trade	Knowledge and Discovery

Legacy - the impact of the time period on our lives today.

Power - rulers, monarchy, empire, government, kingdoms.

Society and Culture - social structure, beliefs, church, art, music.

Trade - exchange of goods and services.

Invasion and Settlement - conflict, migration, agriculture.

Knowledge and Discovery - education, science, maths, technological advancements.

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the following area of learning: Understanding of the World

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.

<p>ELG</p>	<p>Understanding the World</p>	<p>Past and Present</p>	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
------------	--------------------------------	-------------------------	--

Disciplinary Knowledge.

	Year 1	Year 2	Year 3	Year4	Year5	Year6
Chronological understanding	<ul style="list-style-type: none"> ✚ Sequence events in their life. ✚ Sequence 3 or 4 artefacts from distinctly different periods of time. ✚ Match objects to people of different ages. 	<ul style="list-style-type: none"> ✚ Sequence artefacts closer together in time - check with reference book. ✚ Sequence photographs etc. from different periods of their life. ✚ Describe memories of key events in lives 	<ul style="list-style-type: none"> ✚ Place the time studied on a time line. ✚ Use dates and terms related to the study unit and passing of time. ✚ Sequence several events or artefacts 	<ul style="list-style-type: none"> ✚ Place events from period studied on time line. ✚ Use terms related to the period and begin to date events. ✚ Understand more complex terms e.g. BC/AD (BCE/CE) 	<ul style="list-style-type: none"> ✚ Know and sequence key events of time studied. ✚ Use relevant terms and period labels. ✚ Make comparisons between different times in the past. 	<ul style="list-style-type: none"> ✚ Place current study on time line in relation to other studies. ✚ Use relevant dates and terms. ✚ Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> ✚ Recognise the difference between past and present in their own and others lives. 	<ul style="list-style-type: none"> ✚ Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> ✚ Find out about everyday lives of people in time studied. ✚ Compare with our life today. 	<ul style="list-style-type: none"> ✚ Use evidence to reconstruct life in time studied. 	<ul style="list-style-type: none"> ✚ Study different aspects of different people - differences between men and women. 	<ul style="list-style-type: none"> ✚ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone

History Knowledge Progression Map

	<ul style="list-style-type: none"> They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Identify reasons for and results of people's actions. Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story. Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, 	<ul style="list-style-type: none"> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.

History Knowledge Progression Map

			<ul style="list-style-type: none"> Begin to use the library and internet for research. 	<ul style="list-style-type: none"> Use the library and internet for research 	<ul style="list-style-type: none"> Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama/role play Making models Writing Using ICT 			<ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.

The disciplinary skills will be visited throughout the topics studied within each year.

Substantive Knowledge

	Area of History Curriculum	
	Cycle A	
Key Stage 1	The Great Fire of London and the Gunpowder Plot <i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>	Castles <i>significant historical events, people and places in their own locality</i>
	Key Question	Key Question
	How did London change after the Great Fire? Why do we celebrate Bonfire Night?	What was it like to live in a castle?
	<ul style="list-style-type: none"> Know the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. 	<ul style="list-style-type: none"> Link to the locality-in depth study of Ludlow Castle and Clun Castle.

	<ul style="list-style-type: none"> • Know what is reported by eye witness accounts (including Samuel Pepys) of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. • Know how the ways that fire fighters combat fire today compares to 1666 and discuss reasons for these changes. • Know the way the Great Fire is re membered and think about the way that this can change over time. • Know the Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament. • Know who was involved in the plot- • Know why they were they plotting the throne. How was the plot • Know the importance of the letter sent to Lord Monteagle, • Know how and why we celebrate Bonfire Night. 	<ul style="list-style-type: none"> • Know that the earliest medieval castles built by the Normans were either constructed within an existing Roman Fort • Know the reasons for the location of castles. • Know that the Normans invaded Britain • Know where the main battle between William and Harold took place • Know the main 4 types of Medieval Castle and be able to describe their features. • Motte and Bailey Castles. ... • Stone Keep Castle. ... • Concentric Castles • Know lived in each type of medieval castles and roles they had. • Know how weaponry was used for attack and defence • Discovering how common people were treated in medieval times.
<p>Key Vocabulary</p>	<p>Diary St Pauls rebuilt grid timber ignite Pudding Lane spread St Pauls Sir Christopher Wren Samuel Pepys water squirt fire hook leather water bucket King Charles 11 Guy Fawkes Robert Catesby conspirator cellar gunpowder fuse match barrel Houses of Parliament King James 1st.</p>	<p>Hastings Bayeux Tapestry Mott and Bailey portcullis keep concentric castle drawbridge moat armour shield knight falconer drawbridge turret</p>
<p>Lower Key Stage 2</p>	<p>From Stone Age to Iron Age</p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p>Key Question</p> <p>How did life in Britain change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> • Plot main events on an annotated timeline - Palaeolithic, Mesolithic, Neolithic. • Know cave people were of the early Palaeolithic period of the Stone Age. • Know the Mesolithic Age followed the Palaeolithic Age. • Know that the introduction of methods changed how people lived. 	<p>Anglo -Saxons and Scots</p> <p><i>Britain's settlement by Anglo Saxons and Scots</i></p> <p>Key Question</p> <p>How did the invasion by the Scots and Anglo Saxons change Britain?</p> <ul style="list-style-type: none"> • Plot main events on an annotated timeline. • Know the reasons for the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life? • Know the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland)

	<ul style="list-style-type: none"> • Know how life in the Neolithic period changed from the Mesolithic period. • Know the main technological advances in the Neolithic period of the Stone Age. • Know the main theories regarding construction of Stonehenge. • Know what evidence tells us about the reason for the construction of Stonehenge. • Know how bronze was made and used. • Describe life in the Bronze Age. • Know how and why life changed from the Stone Age to the Bronze Age. • Know how and why life changed from the Bronze Age to the Iron Age. • Know the main features of the lives of people in the Iron Age. 	<p>from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</p> <ul style="list-style-type: none"> • Know the main features of life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions). • Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'. • Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).
<p>Key Vocabulary</p>	<p>Cave dwelling mammoth flint settlement antler migration spears nomadic hunter gatherer Neolithic Palaeolithic Mesolithic pelt Stonehenge Construction prehistoric.</p>	<p>East- Anglia Mercia Northumbria Wessex Kent Essex Sussex Vortigern Hengest Horsa chronicle Bede Christianity Lindisfarne Bede Picts Scots Jutland</p>
<p>Upper Key Stage 2</p>	<p>Ancient Greece</p> <p><i>KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world.</i></p> <p>Key Question</p> <p>What is the legacy of the Ancient Greek period on the Modern World? (Empire/Society/Religion-gods/Trade/Invasion)</p> <ul style="list-style-type: none"> • Plot main events on an annotated timeline. • Know the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta. • Know what evidence tells us about life in Ancient Greece, using the evidence that remains. (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture) • Know how society was organised. 	<p>Anglo Saxons and Vikings</p> <p><i>KS2 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p>Key Question</p> <p>How did the Anglo-Saxon and Viking invasions change life in Britain?</p> <ul style="list-style-type: none"> • Plot main events on an annotated timeline. • Know how and when the Anglo-Saxons came to Britain • Know why this period is often referred to as the Dark Ages • Give an overview of what life was like in the 8th century before the Viking invasions • Know who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)

	<ul style="list-style-type: none"> • Know what life was like for different groups in society. • Why was Athens so strong?-The Battle of Marathon. • Know how Greek ideas on democracy influences our lives today. • Know the main Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.) • Understand the impact of invasion when Alexander the Great increased the empire. • Know the key impact of Ancient Greece on modern world (eg. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings). 	<ul style="list-style-type: none"> • Know when the Vikings first invaded Britain • Know the reasons for why the Vikings invaded • Know about the features and purpose of Viking raids and the invasion of Britain. • Know the battle tactics and weapons employed by the Viking and why longships were so effective. • Know that the Vikings settled in Britain after the first raids in the 8th century • Know how the Vikings gained control of the northeast of England • Know what is meant by Danelaw • Know what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc • Know that a resistance was led by Alfred the Great (leading to the division between England and the Danelaw); • Know that the English defeated Eric Bloodaxe in 954 leading to the establishment of a single Kingdom of 'England'.); • Know the importance of Ethelred, the Danegeld and the invasion of King Canute.
Key Vocabulary	Greek Empire archaeologist vase metropolis Sparta Athens toga Olympics Mount Olympus Underworld Pythagoras Hippocrates Plato Socrates alphabet Doric alphabet Marathon.	Invasion settlement farming trading jewellery coins pagan Christian Beowolf Alfred the Great King Athelston Angles Saxons East Anglia Mercia Northumbria Wessex Kent Essex Sussex Lindisfarne freeman slave Danelaw longboat shield spear longhouse

	Area of History Curriculum	
	Cycle B	
Key Stage 1	<p>Heroes Of Medicine-Significant People.</p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel</i></p>	<p>Transport</p> <p>Within the context of a study of the changes in transport over time.</p> <p><i>changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Link to the lives of significant people.</i></p>

	<p><i>the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	
	<p>Key Question</p> <p>What was the contribution made by significant women to medicine during the time of Queen Victoria and how did this influence modern medicine?</p>	<p>Key Question</p> <p>How has transport changed over time?</p>
	<ul style="list-style-type: none"> • Plot main events on an annotated timeline. • Know when Florence Nightingale lived • Know the expectations of a rich/poor woman in Victorian times and make comparisons with the expectations of women now. • Know why Florence Nightingale travelled to the Scutari hospital • Know the reasons for the difficulty of the journey • Know the conditions Florence Nightingale and the other nurses were met with when they reached Scutari • Know some of the changes Florence Nightingale made at the Scutari hospital • Explain how these changes helped the patients at the hospital • Know some of the things Florence Nightingale contributed to nursing in her later life Know the similarities and differences between nurses today and in the time of Florence Nightingale • Know some of the main differences in general medical care today and in Victorian times. • Know the main aspects of the life of Mary Seacole was • Know of her achievements during the Crimean War. • Know about the life and work of an important modern day woman medic. 	<ul style="list-style-type: none"> • Plot main events on an annotated timeline. • Know some of the different ways in which travel and transport has changed from past to present <p>Land</p> <ul style="list-style-type: none"> • Know how animals were used for travel. • Know how the bicycle was developed • Know how cars have changed since their invention • Know how the steam train changed people's life in the 19th Century. • Know about the development of an emergency vehicle- ambulance/fire engine <p>Water</p> <ul style="list-style-type: none"> • Know how boats have changed over time. • Know the main parts of a sailing ship/pirate ship • Know about the development of an emergency vehicle-eg lifeboat <p>Air</p> <ul style="list-style-type: none"> • know about the different ways that humans have tried to fly throughout history including hot air balloons • Know about the life and achievements of the Wright brothers and the invention of the aeroplane. • Know about the life of Neil Armstrong and the Apollo 11 moon landing. • Know about the development of an emergency vehicle-air ambulance.
<p>Key Vocabulary</p>	<p>Florence Nightingale Crimea Charity Turkey Red Cross medal hospital Scutari lamp soldier Turkey Italy Britain Kingstone Jamaica prejudice wound.</p>	<p>Steam train steam ship longboat coracle rowing boat ferry cruise liner pirate ship sailing ship galleon ferry car racing car truck van lorry submarine aeroplane Concorde helicopter bicycle ambulance fire engine</p>

		air ambulance hot air balloon spacecraft rocket Neil Armstrong Grace Darling.
Lower Key Stage 2	The Ancient Egyptians <i>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i>	The Romans <i>The Roman Empire and its impact on Britain.</i>
	Key Question	Key Question
	What does the evidence left behind tell us about life in Ancient Egypt? <ul style="list-style-type: none">Plot main events on an annotated timeline.Plot Egypt on maps & consider why civilisations first developed in this places (typically fertile soils & flood plains), linking to Geography topics.Know what do artefacts and tomb paintings tell us about life in Ancient Egypt.Know the impact of the landscape on everyday life, and in particular the role of the River Nile.Know Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Know why these were these built on such massive scale?Investigate the lives of the Pharaohs - how did they rule? Which were the most significant? Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.	How did the Roman invasion shape life in modern Britain? <ul style="list-style-type: none">Local focus Wroxeter Roman TownPlot main events on an annotated timeline.Recap life in Britain before the Roman invasion learning onKnow about the main features of life the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?Know the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (eg. Boudicca) and the building on Hadrian's Wall.Know the main impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religionKnow changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etcKnow how the Roman era came to an end.
Key Vocabulary	Egypt Africa River Nile Valley of the Kings Valley of the Queens pyramid sphinx scarab Pharaoh mummy Canopic jar desert flood plough shaduf coffin sarcophagus Rosetta Stone Hieroglyphics irrigation mummy tomb	Romans invasion gladiator aqueduct mosaic Julius Caesar emperor baths soldier standard fort villa chariot forum temple Boudicca Hadrian's Wall Celt Empire mosaic Watling Street Wroxeter remains trebuchet tortoise formation shield dagger armour archaeologist
Upper Key Stage 2	Crime and Punishment <i>KS2 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	The Mayans <i>KS2 - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i>

	Key Question	Key Question
	<p>Why and how did the nature of crime, its detection and punishment change over time?</p>	<p>How did life in Mayan civilisation differ to life in Britain during the same time period?</p>
	<ul style="list-style-type: none"> • Place Mayan civilisation on a timeline, and position it in relation • Define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc. • Know how crime was detected in Roman times Know how criminals were tried in Roman times • Know some common punishments for criminals in Roman times Know how crime would usually be punished in the Anglo-Saxon/Viking world? • <u>Medieval/Tudor times</u> • Know how criminals were caught in the medieval and Tudor periods Identify which crimes were common during this era and give reasons. • Know the three main types of courts in the medieval and Tudor periods • Know what the punishments for theft, treason, murder and heresy were • <u>Modern Period - 18th century</u> • Know how crimes were detected. • Know which crimes became common during the early modern period. period and identify the reasons for this. • Know which aspects of crime and punishment stayed the same between the medieval period and the early modern period • Know which punishments were new during this period • <u>Modern Period - Victorian Era</u> • Know the types of crimes became lesson common in this period. Know the reasons for this. • Know the changes in the way crime was detected and the reasons for this. • Know the ways in which the way crimes were punished changed over time. 	<ul style="list-style-type: none"> • Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. • Know what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. • Know how Mayan society was organised and how this compares to modern society. • Know what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). • Know the main Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). • Know what sources of information tell us about life in Mayan society, and the reasons why many questions about them are hard to answer. • Know that much of our knowledge comes from later invaders, and discuss the reasons why these may be biased or incomplete. • Know how and when Europeans encountered the Mayan civilisation. • Know the main achievements of the Maya including their number systems and calendar

Key Vocabulary	Bobbies/peelers deterrent fine law enforcement highwayman judge jury ordeal treason trial perpetrator victim hearing corporal punishment capital punishment torture	Region rainforest calendar maize archaeologist region settlement pyramid warrior calendar hieroglyphs temple monument King tribe priest
-----------------------	---	--