



# Curriculum History - Whole School

**HISTORY**



# Curriculum History Rationale

*To inspire a curiosity of the past. Our children at Peover Superior will become critical explorers by being exposed to a rich, complex and diverse set of historical people and places.*

<b>Intent:</b>	Our History curriculum aims to develop a curiosity that makes each child inquisitive about the past. It, sequentially, develops a growing knowledge of Britain's past and that of the wider world. Through working as historians, pupils begin to appreciate how the past has impacted the present. We support our children in developing the ability to think critically when examining evidence and to develop their own opinions, which they can then support with new and prior knowledge. The structure of our curriculum aims to equip pupils with the relative knowledge and skills outlined in the National Curriculum via an integrative and holistic approach. The content is taught through creative and stimulating lessons which provide opportunities to bridge back and activate prior learning to ensure that knowledge is secure, deepened and retained. Our curriculum ensures there are opportunities for pupils to learn about the ways in which diverse individuals and events have changed life in Britain and beyond. We aim to encourage our pupils to understand other people, their beliefs, thoughts, values and experiences, and to develop an understanding of society and their place within it.
<b>Implementation:</b>	Children are encouraged to work as historians, through exposure to a variety of sources - including visits and fieldwork - developing their ability to ask perceptive questions, critically interpret and question the past. Understand the chronology of events in Britain and the wider world. As children move through school, they begin to recognise that different things were happening in different places in the world at the same time. Every unit of work includes a focus on chronology, to help children understand where the period of history they are studying fits within their knowledge to date of the past. Use an enquiry-based approach through which they are taught key historical knowledge in a variety of ways. First hand sources, or where not possible replicas or pictures are used in all units of work to support the children in being historians, developing the skills to find out about the past. Learn and explicitly use key historical vocabulary which is planned and developed explicitly with regular opportunities to be revised and reactivated. Cross-curricular learning, where appropriate, is implemented in order to support and deepen historical knowledge. Are challenged to undertake high quality research using a range of mediums and present their findings confidently, both orally and in exercise books. Gain an ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
<b>Impact:</b>	Pupils' work, in written and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process. Children will have opportunities to 'work like a historian' by: using historical vocabulary in their speech and writing; looking at and evaluating sources of evidence; constructing arguments. The subject leader talks to pupils about their learning as part of the monitoring process. Children's books are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge and core vocabulary has been remembered and understood.



# Curriculum Map History - EYFS

## EYFS

	Historical significance of people, places and events (why?)  Legacy and Impact (what changed as a result of...)	Chronological understanding (Where does it fit in time?)	Historical Enquiry - sources, evidence and interpretation (How do we know?)	Similarity and difference, change and continuity over time (What was it like at the time?)	Vocabulary
EYFS	Be able to recognise and describe special times or events for family or friends	Understand chronology within their own living memory  To be able to order and sequence familiar events	Compare and comment on images from the past  Ask appropriate questions based on own knowledge	To comment on images of familiar situations in the past  To talk about their immediate family and begin to understand what the past was like  To know about similarities and differences between themselves and others	Long ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Discuss Questioning Finding out



# Curriculum Map

## History - Whole School

### Cycle A

	Autumn 1 Refer to Geography Curriculum	Autumn 2	Spring 1 Refer to Geography Curriculum	Spring 2	Summer 1 Refer to Geography Curriculum	Summer 2
<b>KS1</b> Yr1/2		<p><b>Peover</b></p> <p>How has Peover's housing changed in living memory?</p>		<p><b>The Great Fire of London &amp; the Gunpowder plot</b></p> <p>What was the impact of the Great Fire of London?</p>		<p><b>Explorers</b></p> <p>How has exploration changed over time?</p>
<b>LKS2</b> Yr3/4		<p><b>Ancient Sumer, the Indus Valley and the Shang Dynasty</b></p> <p>What were the achievements of the earliest Civilisations?</p>		<p><b>Ancient Egypt</b></p> <p>What was the impact of Ancient Egypt on the world?</p>		<p><b>Ancient Greece</b></p> <p>How did Ancient Greece influence the Western World?</p>
<b>UKS2</b> Yr5/6		<p><b>Anglo-Saxons and Scots</b></p> <p>What was the impact of Britain settlement of Anglo-Saxon and Scots?</p>		<p><b>Vikings</b></p> <p>How did the Vikings invade Britain?</p>		<p><b>Mayan Civilisation</b></p> <p>How did the Mayan Civilisation compare and contrast with Vikings?</p>



# Curriculum Map

## History - Whole School

### Cycle B

	Autumn 1 Refer to Geography Curriculum	Autumn 2	Spring 1 Refer to Geography Curriculum	Spring 2	Summer 1 Refer to Geography Curriculum	Summer 2
<b>KS1</b> Yr1/2		<p><b>Peover</b></p> <p>What are the significant places and who are the significant people in Peover?</p>		<p><b>Jodrell Bank</b></p> <p>What was the impact of Jodrell Bank on Peover?</p>		<p><b>Florence Nightingale</b></p> <p>Why was Florence Nightingale such a significant person?</p>
<b>LKS2</b> Yr3/4		<p><b>Stone Age and Bronze Age</b></p> <p>How did Britain change from the Stone Age to the Bronze Age?</p>		<p><b>Stone Age to Iron Age</b></p> <p>How did Britain change from the Stone Age to the Iron Age?</p>		<p><b>The Roman Empire</b></p> <p>How did the Roman Empire impact Britain?</p>
<b>UKS2</b> Yr5/6		<p><b>WW1</b></p> <p>How did WW1 change Britain?</p>		<p><b>WW2</b></p> <p>What was the impact of WW2 on the North West?</p>		<p><b>Crime &amp; Punishment</b></p> <p>How has crime and punishment changed over time?</p>



# Curriculum Map

## History - Strands KS1

By the end of KS1

Chronology	Enquiry & Interpreting	Knowledge & Understanding	Vocabulary
<ul style="list-style-type: none"><li>• Recount past changes from their own lives.</li><li>• Sequence events in chronological order.</li><li>• Place historical figures, events and artefacts in order on timelines.</li><li>• Begin to use dates and labels on timelines.</li></ul>	<ul style="list-style-type: none"><li>• Find out about the past- using pictures, stories, online sources and artefacts.</li><li>• Begin to ask and answer simple questions using historical sources.</li></ul>	<ul style="list-style-type: none"><li>• Identify/name key events and people.</li><li>• Begin to describe similarities and differences between then and now (using pictures, artefacts and other historical sources).</li><li>• Give reasons why people from the past acted in the ways they did.</li><li>• Describe similarities and differences between then and now using information gained from sources.</li></ul>	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



# Curriculum Map

## History - Overview KS1

### Cycle A

Autumn 2 - The Great Fire of London & the Gunpowder plot	Spring 2- Peover	Summer 2 - Explorers
<p align="center"><b>Composite</b></p> <p>What was the impact of the Great Fire of London?</p>	<p align="center"><b>Composite</b></p> <p>How has Peover's housing changed in living memory?</p>	<p align="center"><b>Composite</b></p> <p>How has exploration changed over time?</p>
<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>To know what London was like in 1666 and compare it to London today.</li> <li>To sequence ten key events in the fire.</li> <li>Know how the fire started</li> <li>Know why the fire spread so quickly</li> <li>Know why the fire lasted so long</li> <li>Know the importance of Samuel Pepys in discovering more about the fire</li> <li>Know which changes happened in London as a consequence of the fire</li> <li>Know the arguments for and against the Gunpowder plot</li> <li>Know about the events of November 5<sup>th</sup> 1605 and how the king found out about the plot.</li> <li>Know the fate of the conspirators.</li> </ul>	<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>Know the different types of homes in Peover and their features.</li> <li>To know the similarities and difference between houses in the UK.</li> <li>Make simple inferences about different houses and when in history these may have been built.</li> <li>Know when certain houses in Peover were built</li> <li>Make simple inferences about the way people live now in comparison to how they lived in the past.</li> <li>To compare London to Peover</li> </ul>	<p><b>Components:</b></p> <ul style="list-style-type: none"> <li>Know who Christopher Columbus was</li> <li>Know what he was trying to achieve by sailing west.</li> <li>Know what it was like for Columbus to travel by sea</li> <li>Know about his famous voyage (1492) and discovery of the Americas.</li> <li>Know which objects Columbus brought back (pineapples, potatoes, turkeys).</li> <li>Know what life was like during the time of Columbus.</li> <li>Know who Neil Armstrong is</li> <li>Know the main achievements of Neil Armstrong.</li> <li>Know how life in the 1960's compared to life during Columbus.</li> </ul>
<p><b>Key Vocabulary:</b> London, Guido/Guy Fawkes, Houses of Parliament, fire explode, Pudding Lane, bakery, St Paul's Cathedral, Samuel Pepys, water,, firebreak, extinguish</p>	<p><b>Key Vocabulary:</b> People, lives, history. A long time ago, change, past, present, now, modern, old, new, same, different, order, compare</p>	<p><b>Key Vocabulary:</b> Explorer, Christopher Columbus, Sailing, Voyage, Discovery, Comparison, Neil Armstrong, Astronaut, NASA, Space Rocket, achievements, experiences</p>



# Curriculum Map History - Overview KS1

## Cycle B

Autumn 2 - Peover	Spring 2 - Jodrell Bank	Summer 2 - Florence Nightingale
<p><b>Composite</b> What are the significant places and who are the significant people in Peover?</p>	<p><b>Composite</b> What was the impact of Jodrell Bank on Peover?</p>	<p><b>Composite</b> Why was Florence Nightingale such a significant person?</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know when our school was built</li> <li>• Know what our school looked like when it was first built</li> <li>• Know how our school has changed over the years</li> <li>• Know what the cenotaphs and war are and when they were made</li> <li>• Know where they are located in Peover and when they were placed there</li> <li>• Know where Peover hall and St Lawrence Church is located</li> <li>• Know when St Lawrence Church was built</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know why Jodrell Bank was built in our location</li> <li>• Know why Jodrell Bank is such an inspirational place</li> <li>• Know what Jodrell Bank is used for.</li> <li>• Know what the link is between Sir Bernard Lovell and Jodrell Bank</li> <li>• Know how Jodrell Bank has impacted on the local community</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know facts relating to Florence Nightingale's childhood, family and education.</li> <li>• Know how life then compares to life now</li> <li>• Know about her voyage to Scutari and what conditions would have been like.</li> <li>• Know the problems she faced upon her arrival at the hospital</li> <li>• Know about the work she did there to improve standards.</li> <li>• Know how medical care and knowledge at this time compares to today</li> <li>• Know how the attitude of the doctors towards women working in hospitals has changed</li> <li>• Know what Florence did in her later years and the impact of this on nursing and hospital care.</li> </ul>
<p><b>Key Vocab:</b> People, lives, history. A long time ago, change, past, present, now, modern, old, new, same, different, order, compare, Peover Hall, Cenotaph, St Lawrence Church</p>	<p><b>Key Vocab:</b> Jodrell Bank, Location, Impact, Inspirational, Sir Bernard Lovell, Community</p>	<p><b>Key Vocab:</b> Florence Nightingale, Childhood, Family, Voyage, Scutari, Conditions, Standards, Knowledge, Attitude, Change, Impact, Comparison, Hospital</p>



# Curriculum Map

## History - Strands LKS2

By the end of LKS2

Chronology	Enquiry & Interpreting	Knowledge & Understanding	Vocabulary
<ul style="list-style-type: none"> <li>• Use dates to place historical figures, events and artefacts in order on timelines.</li> <li>• Begin to add evidence and dates to timelines (to show an understanding that changes occur over time).</li> <li>• Use dates relating to significant events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use various sources of historical evidence to find out about the past.</li> <li>• Ask and answer relevant historical questions.</li> <li>• Begin to give reasons for opinions (using historical evidence).</li> <li>• Begin to make comparisons between historical sources of evidence.</li> <li>• Use various sources of historical evidence to find out about the past.</li> <li>• Ask and answer relevant historical questions.</li> <li>• Give reasons for opinions (using historical evidence).</li> <li>• Make comparisons between historical sources of evidence.</li> <li>• Explore causes and consequences of the main events, situations and changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes.</li> <li>• Describe similarities and differences between people, events and actions over time.</li> <li>• Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes.</li> <li>• Describe how past events and actions of people affect life today.</li> </ul>	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



# Curriculum Map History - Overview LKS2

## Cycle A

Autumn 2 - Stone Age and Bronze Age	Spring 2 - Stone Age to Iron Age	Summer 2 - Ancient Greece
<p><b>Composite</b> How did Britain change from the Stone Age to the Bronze Age?</p>	<p><b>Composite</b> How did Britain change from the Stone Age to the Iron Age?</p>	<p><b>Composite</b> How did Ancient Greece influence the Western World?</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know what life was like for the cave men of the early Palaeolithic period,</li> <li>• Know what life was like for people in the Mesolithic period.</li> <li>• Know the the impact of technological advances on the Neolithic hunter-gatherers and early farmers.</li> <li>• Know what the case studies of Skara Brae and Stonehenge can tell us about life during the Stone Age.</li> <li>• Know about the most important aspects of living in the Bronze Age: religion, technology and travel, for example, to Stonehenge.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know what farmsteads and hillforts were.</li> <li>• Know what life might have been like in the Iron Age using case studies such as the Lindow Man.</li> <li>• Know where iron comes from</li> <li>• Know how iron tools and weapons were made.</li> <li>• Know some reasons why it took so long for iron to reach Britain.</li> <li>• Know the impact that iron tools had on life, looking particularly on the life of craftsmen.</li> <li>• Discuss which had the biggest impact, bronze or iron?</li> <li>• Discuss when was it better to live - Stone Age, Bronze Age or Iron Age?</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know To learn what life was like for people living in Ancient Greece.</li> <li>• Know how Ancient Greek achievements in philosophy influenced the rest of the world</li> <li>• Know how Ancient Greek achievements in art influenced the rest of the world</li> <li>• Know how Ancient Greek achievements in architecture influenced the rest of the world</li> <li>• Know how Ancient Greek achievements in democracy influenced the rest of the world</li> <li>• Know how the legacy of the Olympics has impacted modern day.</li> </ul>
<p><b>Key Vocab:</b> Palaeolithic period, Mesolithic period, impact, technological advances, Neolithic, hunter-gather, Skara Brae, Stonehenge, Aspects, Stone Age, Bronze age, religion, travel.</p>	<p><b>Key Vocab:</b> Farmsteads, hillforts, Iron Age, Lindow Man, Weapons, Impact, tools, Craftsmen, Bronze, Iron,</p>	<p><b>Key Vocab:</b> Ancient Greece, achievements, philosophy, influenced, architecture, democracy, legacy, modern-day</p>



# Curriculum Map History - Overview LKS2

## Cycle B

Autumn 2 - Ancient Sumer, the Indus Valley and the Shang Dynasty	Spring 2 - Ancient Egypt	Summer 2 - The Roman Empire
<p align="center"><b>Composite</b></p> <p>What were the achievements of the earliest Civilisations?</p>	<p align="center"><b>Composite</b></p> <p>What was the impact of Ancient Egypt on the world?</p>	<p align="center"><b>Composite</b></p> <p>How did the Roman Empire impact Britain?</p>
<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know Where the Ancient Sumer, the Indus Valley and The Shang Dynasty of China, Ancient Egypt were and the name of the modern-day country.</li> <li>• Know where the Ancient Civilisation appeared on the timeline</li> <li>• Know which river each early civilisation is located on.</li> <li>• Know which achievements all the civilisations had in common (writing and early number system)</li> <li>• Know what each civilisation's greatest achievements was (Ancient Sumer - Invention of the wheel, Indus Valley - Planned city, water supply and waste disposal, Shang Dynasty - Invention of paper, silk making and jade pottery, Ancient Egypt - to be covered in detail next term)</li> </ul>	<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know about Ancient Egyptian architecture (pyramids and construction techniques and housing) and the impact on the world</li> <li>• Know about Ancient Egyptian temples and obelisks and the impact on the world</li> <li>• Know about the religious beliefs of Ancient Egyptians</li> <li>• Know about Ancient Egyptian irrigation systems and agricultural production techniques and the impact on the world</li> <li>• Know about the food Ancient Egyptians ate</li> <li>• Know about Ancient Egyptian calendars and clocks and the impact on the world.</li> </ul>	<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know what Britain was like in 55BC and what Romans thought about Britain.</li> <li>• Know the reasons why Julius Caesar might have invaded Britain.</li> <li>• Know what happened during Julius Caesar's attempted invasion in 55-54 BC</li> <li>• Know the size of the Roman Empire by AD 42 and the power of its army.</li> <li>• Know about the British resistance, including key figures such as Boudicca.</li> <li>• Know about the 'Romanisation' of Britain looking at sites such as Caerwent</li> <li>• Know about the impact of technology, culture and beliefs, including early Christianity.</li> <li>• Know about the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> </ul>
<p><b>Key Vocab:</b> Ancient Sumer, Indus Valley, Shang Dynasty, Ancient Egypt, Modern-day, Civilisation, timeline, achievements, Invention.</p>	<p><b>Key Vocab:</b> Ancient Egyptian, Pyramids, architecture, techniques, impact, temples, obelisks, impact, irrigation, agriculture, calendars</p>	<p><b>Key Vocab:</b> Romans, Empire Julia Caesar, Invaded, Power, Army, Resistance, British, Boudicca, Romanisation, Caerwent, technology, culture, beliefs, Christianity, architecture, periods, present, literature</p>



# Curriculum Map

## History - Strands UKS2

By the end of UKS2

Chronology	Enquiry & Interpreting	Knowledge & Understanding	Vocabulary
<ul style="list-style-type: none"> <li>• Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time).</li> <li>• Use a timeline to identify and relate significant changes within and across historical periods and make comparisons.</li> <li>• Describe and explain key changes in historical periods E.g. (Begin to refer to: political, cultural, social, religious, technological changes).</li> </ul>	<ul style="list-style-type: none"> <li>• Independently select and use reliable sources of historical evidence to find out about the past.</li> <li>• Ask and answer relevant historical questions and give reasons for opinions.</li> <li>• Independently choose relevant sources to support a viewpoint (and give reasons for choices).</li> <li>• Independently compare historical sources and form opinions about historical event</li> <li>• Begin to evaluate the usefulness and accuracy of different sources of evidence</li> <li>• Show an understanding that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Identify links and changes within and across the time periods and localities studied.</li> <li>• Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.</li> </ul>	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



# Curriculum Map

## History - Overview UKS2

### Cycle A

Autumn 2 - Anglo-Saxons and Scots	Spring 2 - Vikings	Summer 2 - Mayan Civilisation
<p><b>Composite</b> What was the impact of Britain settlement of Anglo-Saxon and Scots?</p>	<p><b>Composite</b> How did the Vikings invade Britain?</p>	<p><b>Composite</b> How did the Mayan Civilisation compare and contrast with Vikings?</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know about the Roman withdrawal from Britain in c. AD 410</li> <li>Know about the fall of the western Roman Empire.</li> <li>Know about the Scots invasion from Ireland to north Britain (now Scotland)</li> <li>Know about Anglo-Saxon invasions</li> <li>Know Anglo-Saxon settlements and kingdoms</li> <li>Know common Anglo-Saxon place names and village life</li> <li>Know about Anglo-Saxon art and culture</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know about Viking raids and invasion</li> <li>Know how Viking society was structured and organised.</li> <li>Know Viking views on religion</li> <li>Know about the daily life of Vikings</li> <li>Know about the resistance by Alfred the Great and Athelstan, first king of England</li> <li>Know about further Viking invasions and Danegeld</li> <li>Know about Anglo-Saxon laws and justice</li> <li>Know about Edward the Confessor and his death in 1066</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know who the Spanish conquistadors were</li> <li>Know about their conquest of the Aztecs and their consequent expeditions into Mesoamerica.</li> <li>Know where Mesoamerica was located</li> <li>Know which modern-day countries now occupy this territory.</li> <li>Know where the Mayan civilisation fits on a timeline.</li> <li>Know how Mayan society was structured and organised.</li> <li>Know Maya views on gods and religion, comparing these to world religions today.</li> <li>Know about Mayan daily life and compare it to modern lifestyles.</li> <li>Know about the achievements of the ancient Maya: learning about the Maya perspective on time, the calendar system, writing (hieroglyphics) and the number system.</li> <li>Know how the Vikings and the Mayan Civilisation compared.</li> </ul>
<p><b>Key Vocab:</b> Roman, withdrawal, Empire, Western, Scots, Invasion, Scots, Anglo-Saxon, Settlements, Kingdoms, common, village, art, culture</p>	<p><b>Key Vocab:</b> Viking, raids, invasion, society, structures, organised, religion, resistance, Alfred the Great, Athelstan, Danegeld, Laws, Justice, Edwards the Confessor.</p>	<p><b>Key Vocab:</b> Spanish conquistadors, Aztecs, consequent, expectation, Mesoamerica, countries, territory, Mayan, civilisation, timeline, religion, comparing, achievements, ancient, perspective, calendar, hieroglyphics</p>



# Curriculum Map

## History - Overview UKS2

### Cycle B

Autumn 2 - WW1	Spring 2 - WW2	Summer 2 - Crime & Punishment
<p align="center"><b>Composite</b> How did WW1 change Britain?</p>	<p align="center"><b>Composite</b> What was the impact of WW2 on the North West?</p>	<p align="center"><b>Composite</b> How has crime and punishment changed over time?</p>
<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know the events that caused WW1</li> <li>• Know which countries were involved and their alliances.</li> <li>• Know about trench warfare and conditions for soldiers on the frontline</li> <li>• Know how technology advanced during the war and how this changed the way that the war was fought.</li> <li>• Know what life was like in Britain during the war.</li> <li>• Know how the roles of women and children changed during the war</li> <li>• Know about the armistice and the Treaty of Versailles.</li> </ul>	<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know the reasons behind the start of WW2.</li> <li>• Know which countries were involved in WW2</li> <li>• Know which locations were targeted in Manchester and why</li> <li>• Know the Blitz impacted on the life of Britain - Local study of Liverpool and Manchester bombings.</li> <li>• Know why certain locations were targeted - ports etc</li> <li>• Know what life was like for Evacuees.</li> <li>• Identify key sites that were targeted from aerial photographs</li> <li>• Know the role Peover Hall played during WW2</li> <li>• Know what the war was like for children living in Peover</li> <li>• Know about damage done to buildings in the local area and identify parts of Peover that were present during WW2.</li> </ul>	<p align="center"><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know which crimes were common during the Roman period and how they were punished</li> <li>• Know about wergild, tithingmen and trial by ordeal (Anglo-Saxons and Vikings)</li> <li>• Know about the impact of Forest Law, mutilations, fines, religious upheaval (Tudors).</li> <li>• Know about the Civil War, crimes relating to religion, highwayman, poachers, smugglers.</li> <li>• Know about the 'Bloody Code'</li> <li>• Know about the creation of the police force during the Victorian period, prisons as punishment, and prisoner transportation to Australia (links to Australia)</li> <li>• Know how modern-day crime and punishment compares to each of these periods in history</li> <li>• Know what kind of crimes are common today and how they are punished.</li> <li>• Know what kind of crimes are most common in the North West.</li> </ul>
<p><b>Key Vocab:</b> Countries, conditions, soldiers, frontline, warfare, advanced, war, fought, life, women, children, armistice, Treaty of Versailles.</p>	<p><b>Key Vocab:</b> Countries, locations, targeted, Manchester, The Blitz, Britain, Liverpool, Evacuees, Identify, ariel, children, damage, buildings, bombings, trenches.</p>	<p><b>Key Vocab:</b> Crime, punishment, ordeal, impact, civil war, religion, smugglers, prison, police, force, transportation</p>