

# History Curriculum Overview

## Ling Moor Priory Academy

*Wisdom, Curiosity, Generosity, Courage, Passion*

**EMPOWERING POTENTIAL**



**LING MOOR**  
**A PRIORY ACADEMY**

## Ling Moor Primary Academy History Curriculum Overview

	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
EYFS	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>Begin to understand that we celebrate certain events, such as bonfire night, because of what happened many years ago.</li> <li>Compare and contrast characters from stories, inc. figures from the past.</li> <li>Children will talk about how children and adults are different.</li> <li>Compare and contrast figures from the past.</li> <li>Children can think about the perspectives of others.</li> </ul>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>Children can sort objects/images into old and new and begin to use vocabulary linked to history.</li> <li>Children will share and record occasions when things have happened in their lives that made them feel special.</li> <li>Comment on images of familiar situations in the past.</li> <li>Comment on images of familiar situations in the past relating to the home.</li> <li>Compare and contrast figures from the past.</li> <li>Comment on images of familiar situations in the past relating to transport.</li> </ul>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>Talk about events from the past (may have problems with irregular tenses and plurals).</li> <li>Children can sort objects/images into old and new and begin to use vocabulary linked to history.</li> <li>Children can talk about special times, celebrations/birthdays they remember in their life.</li> <li>Children can talk about how they have changed from being a baby.</li> <li>Children will share and record occasions when things have happened in their lives that made them feel special.</li> <li>Comment on images of familiar situations in the past.</li> <li>Comment on images of familiar situations in the past relating to the home.</li> <li>Comment on images of familiar situations in the past relating to transport.</li> <li></li> </ul> <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>Children will talk about how children and adults are different.</li> </ul>
Y1/2	<ul style="list-style-type: none"> <li><b>Observe or handle evidence</b> to ask questions and find answers to questions about the past.</li> <li><b>Ask questions</b> such as: What was it like for people? What happened? How long ago?</li> <li><b>Identify some of the different ways the past has been represented.</b></li> <li><b>Use artefacts, pictures, stories, online sources and databases</b> to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe historical events.</b></li> <li><b>Describe significant people</b> from the past.</li> <li><b>Recognise that there are reasons</b> why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li><b>Place events and artefacts in order on a timeline.</b></li> <li><b>Label timelines with words or phrases</b> such as: past, present, older and newer. Use dates where appropriate.</li> <li><b>Recount changes</b> that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use words and phrases</b> such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time.</li> <li><b>Show an understanding of concepts</b> such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.</li> </ul>
Y3/4	<ul style="list-style-type: none"> <li><b>Use evidence to ask questions and find answers to questions</b> about the past.</li> <li><b>Suggest suitable sources of evidence</b> for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe changes that have happened in the locality of the school</b> throughout history.</li> <li><b>Give a broad overview of life in Britain:</b> from ancient to medieval times.</li> </ul>	<ul style="list-style-type: none"> <li><b>Place events, artefacts and historical figures on a timeline</b> using dates.</li> <li><b>Understand the concept of change</b> over time, representing this, along with evidence, on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use appropriate historical vocabulary</b> to communicate, including: • dates • time period • era • change • chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Use more than one source of evidence</b> for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• <b>Describe different accounts</b> of a historical event, <b>explaining some of the reasons why the accounts may differ.</b></li> <li>• <b>Suggest causes and consequences</b> of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare some of the times studied</b> with those of other areas of interest around the world.</li> <li>• <b>Describe the social, ethnic, cultural or religious diversity of past society.</b></li> <li>• <b>Describe the characteristic features of the past</b>, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use dates and terms to describe events.</b></li> </ul>	<p><b>communicate information about the past.</b></p>
Y5/6	<ul style="list-style-type: none"> <li>• <b>Use sources of evidence to deduce information</b> about the past.</li> <li>• <b>Select suitable sources of evidence</b>, giving reasons for choices.</li> <li>• Use sources of information to <b>form testable hypotheses</b> about the past.</li> <li>• Seek out and <b>analyse a wide range of evidence</b> in order to justify claims about the past.</li> <li>• Show an <b>awareness of the concept of propaganda</b> and how historians must understand the social context of evidence studied.</li> <li>• <b>Understand that no single source of evidence gives the full answer</b> to questions about the past.</li> <li>• <b>Refine lines of enquiry</b> as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify continuity and change</b> in the history of the locality of the school.</li> <li>• <b>Give a broad overview</b> of life in Britain and some major events from the rest of the world.</li> <li>• <b>Compare</b> some of the times studied with those of other areas of interest around the world.</li> <li>• <b>Describe the social, ethnic, cultural or religious diversity of past society.</b></li> <li>• <b>Describe the characteristic features of the past</b>, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe the main changes in a period of history</b> (using terms such as: social, religious, political, technological and cultural).</li> <li>• <b>Identify periods of rapid change</b> in history and <b>contrast them with times of relatively little change.</b></li> <li>• <b>Understand the concepts of continuity and change over time</b>, representing them, along with evidence, on a timeline.</li> <li>• <b>Use dates and terms accurately</b> in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use appropriate historical vocabulary</b> to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to <b>communicate information about the past.</b></li> <li>• Use original ways to present information and ideas.</li> </ul>

	Settlements	Beliefs
Y1	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'congested'.</li> <li>Describe what is meant by the word 'flammable'.</li> <li>What material did King Charles II order the city to be rebuilt in?</li> <li>Which architect drew the plans to rebuild St Paul's Cathedral?</li> <li>Create a map or model for a new London, to be rebuilt after the fire. Remember it is the early 1600s.</li> <li>Write simple sentences from the point of view of someone who has lost their home in the fire.</li> <li>Why did the King want the city to be rebuilt in stone?</li> </ul> <p><u>The Gunpowder Plot.</u></p> <ul style="list-style-type: none"> <li>What is the other name of the Houses of Parliament?</li> <li>Where are the Houses of Parliament?</li> <li>Who built the original Houses of Parliament?</li> <li>What is meant by the word 'residence'?</li> <li>Who was the last king to live in the Palace of Westminster?</li> <li>Explain how the Palace of Westminster is used today.</li> <li>Why did the plotters chose this location to attack the king?</li> </ul>	<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> <li>Which church is Queen Elizabeth II the Supreme Governor of?</li> <li>Which monarch was the first leader of the Church of England?</li> <li>Explain changes in the main religion of England since Tudor times.</li> <li>Compare and contrast Queen Elizabeth II's role in the Church with that of the Prime Minister.</li> </ul> <p><u>The Gunpowder Plot</u></p> <ul style="list-style-type: none"> <li>Why did the plotters want to kill King James I?</li> <li>What is meant by the word 'persecuted'?</li> <li>Were the conspirators Protestant or Catholic?</li> <li>How did life change for the Catholics after the plot failed?</li> <li>Find evidence that the Catholics were persecuted at this time.</li> <li>Explain the history of Catholic and Protestant rule in England during the century before the Gunpowder plot.</li> </ul>
Y2		<p><u>Spanish Armada</u></p> <ul style="list-style-type: none"> <li>What religion did King Phillip II follow?</li> <li>Which Church was Queen Elizabeth I the head of?</li> <li>Which key event encouraged King Phillip to invade England?</li> <li>Explain some of the events leading up to the invasion by the Spanish</li> </ul>
Y3	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'communal'.</li> <li>Name a Stone Age settlement.</li> <li>Describe what is meant by the word 'nomadic'.</li> <li>When did settlements become more permanent during the Stone Age?</li> <li>Describe what is meant by the word 'migration'. Explain the change from hunter-gatherer to permanent settlers.</li> <li>Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.</li> </ul> <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> <li>Where did Bronze Age people start trading during this time period?</li> <li>Where is Must Farm Quarry? Why is it a significant site?</li> <li>When did the construction of Stonehenge start? Compare and contrast Sumerian houses with homes in Bronze Age Britain.</li> <li>Organise information about Stonehenge.</li> <li>Which island became a centre for trade during the Bronze Age?</li> </ul> <p><u>Iron Age</u></p> <ul style="list-style-type: none"> <li>What was significant about the Iron Age?</li> <li>Name the tribes who settled in Britain in this era.</li> <li>Label a timeline with important Iron Age dates.</li> <li>Describe a roundhouse.</li> <li>Describe the process by which iron is made.</li> </ul>	<p><u>Bronze Age</u></p> <ul style="list-style-type: none"> <li>How were ordinary people buried in the Bronze Age?</li> <li>Who were the Beaker people? Where were they from? Explain how important Bronze Age people were buried.</li> </ul> <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> <li>Describe how a body was prepared for burial. Why was it important to preserve the body in this way?</li> <li>List the things needed in order to enter the afterlife.</li> <li>Describe how ordinary people were buried. Suggest reasons why the pyramids were built on such a scale.</li> <li>Compare and contrast Ancient Egyptian burials with those of the Stone Age.</li> <li>Provide an overview of the pyramids at Giza.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain why settlements need to be fortified. Why is a hill a good place for a fort?</li> <li>• Summarise the key features of an Iron Age settlement.</li> <li>• Explain where villagers usually lived.</li> <li>• Organise information about Iron Age hill forts. Include some examples of significant sites.</li> </ul>	
<b>Y4</b>	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>• What did a typical Roman town look like and what buildings did they have?</li> </ul>	<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> <li>• Who brought Christianity to England?</li> <li>• What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs?</li> <li>• Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century</li> </ul> <p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>• Why were churches and monasteries targeted by the Vikings?</li> <li>• When was the Viking raid on the monastery at Lindisfarne?</li> <li>• Organise information about Viking beliefs.</li> <li>• Explain how Viking beliefs were different from Christian beliefs.</li> </ul>
<b>Y5</b>	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>• List examples of buildings that have been inspired by Greek architecture.</li> <li>• Name some famous Greek buildings. Compare and contrast the Parthenon in Athens with the Pantheon in Rome.</li> <li>• Explain the characteristic features of Greek architecture.</li> </ul> <p><u>The Maya</u></p> <ul style="list-style-type: none"> <li>• Describe a Maya settlement.</li> <li>• List the things you would see in a Maya settlement.</li> <li>• Describe what is meant by the word 'architect'.</li> <li>• Give an overview of the characteristic features of a Maya city.</li> <li>• Explain what 'city-states' are.</li> <li>• Explain how city-states were able to expand.</li> <li>• Organise information about Maya cities.</li> </ul>	<p><u>The Tudors</u></p> <ul style="list-style-type: none"> <li>• What is meant by the word 'devout'?</li> <li>• When did Henry VIII become head of the Church of England?</li> <li>• Organise information about the Protestant Reformation.</li> </ul> <p><u>The Aztecs</u></p> <ul style="list-style-type: none"> <li>• Describe what is meant by the word 'rituals'.</li> <li>• Where did Aztec ceremonies take place?</li> <li>• Why did the Aztecs begin converting to Christianity?</li> <li>• Explain what is meant by human sacrifice.</li> <li>• Provide an overview of Aztec beliefs and rituals.</li> </ul>
<b>Y6</b>		

	Cultures and past times	Locations
Y1	<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> <li>Which Queen started many of the traditions that Queen Elizabeth II follows?</li> <li>When did Queen Elizabeth II give her first Christmas message on television?</li> <li>Explain some of the different ways that the public can learn about the lives of the royal family.</li> <li>Describe what is meant by the words 'culture' and 'pastimes'.</li> <li>List some of the pastimes that are popular during the reign of Elizabeth II.</li> <li>Compare and contrast some of the pastimes popular at the start of Elizabeth II reign to those that are popular now.</li> <li>Explain the term 'culture' and compare the culture of the current era with the culture from other times you know about.</li> </ul>	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> <li>Which country is London the capital city of?</li> <li>Use a map to show how quickly and how far the fire spread.</li> <li>Organise information about the fire and where it spread.</li> </ul> <p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> <li>Where was Florence Nightingale born?</li> <li>Where in the world did Florence Nightingale make her name?</li> <li>When did the Crimean war take place?</li> <li>Find and locate Crimea on a map.</li> <li>What is the name of the country that made up part of the Ottoman Empire?</li> <li>Organise information about the countries where Europe and Asia meet.</li> <li>Find out about places in Europe or Asia whose names have changed in the last 200 years.</li> </ul> <p><u>Neil Armstrong</u></p> <ul style="list-style-type: none"> <li>Where was Armstrong from?</li> <li>Find out where in America Apollo 11 launched from.</li> <li>What was the name of the landing site for the Apollo 11 mission? Explain why the landing site was called Tranquility Base</li> <li>Organise information about the Moon.</li> <li>Identify on a map the two nations trying to send a man to the Moon in the 1960s.</li> </ul> <p><u>Moon Landing</u></p> <ul style="list-style-type: none"> <li>Find and label the USA on a map.</li> <li>Where is the Kennedy Space Center?</li> <li>What is the Soviet Union called now? Explain why the Moon landings are a type of exploration.</li> <li>Compare and contrast the Moon landings with other explorations you know about.</li> </ul> <p><u>Rosa Parks</u></p> <ul style="list-style-type: none"> <li>Where in the world did this happen?</li> <li>Find Montgomery, Alabama on a map.</li> <li>Organise information about the civil rights movement using a map to help you.</li> </ul>
Y2	<p><u>Queen Victoria</u></p> <ul style="list-style-type: none"> <li>Be aware of some of the events that take place in modern times at the Royal Albert Hall.</li> <li>Describe what is meant by the word 'memorial'.</li> <li>Why was the Royal Albert Hall built? List two reasons.</li> </ul>	<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> <li>Where was Grace Darling born?</li> <li>Find and label the Farne Islands on a map.</li> <li>Describe the weather conditions in the North Sea at the time of the rescue.</li> <li>Where did Grace Darling live? Explain where the Farne Islands are in Britain.</li> </ul> <p><u>Spanish Armada</u></p> <ul style="list-style-type: none"> <li>Where was the Spanish fleet defeated in battle?</li> <li>Where did the Spanish fleet sail from?</li> <li>Explain, using a map, how the Armada tried to return to Spain.</li> </ul>

		<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> <li>Where in the UK did the Industrial Revolution take place?</li> <li>What observations can you make about how the Industrial Revolution changed where people lived.</li> </ul> <p><u>Marie Curie</u></p> <ul style="list-style-type: none"> <li>Where was Marie Curie born?</li> <li>Where was Marie Curie educated?</li> <li>Compare and contrast life in Poland now with what it was like in Marie Curie's lifetime.</li> </ul>
<b>Y3</b>		
<b>Y4</b>	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>Who were Romulus and Remus?</li> <li>What was the language of Ancient Rome?</li> <li>Describe what is meant by the word 'prosperous'. Explain the myth of the founding of Rome.</li> <li>Why did people enjoy watching violent events at the Colosseum?</li> </ul> <p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> <li>What was the name of the famous poem written in the year 700?</li> <li>Identify the main characteristics of Anglo Saxon Britain.</li> </ul>	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>Locate some Roman towns in the UK and their Roman names.</li> <li>Where did the expansion of the Roman Empire occur? (countries they conquered)</li> </ul>
<b>Y5</b>	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'myth'.</li> <li>Name some of the Olympians.</li> <li>Compare and contrast Ancient Olympics with modern day Olympics.</li> <li>List some Greek myths and legends. Give an overview of significant Greek myths and legends. Why were they significant?</li> </ul> <p><u>The Tudors</u></p> <ul style="list-style-type: none"> <li>What was the other name for the Elizabethan era? Why did it have this name?</li> <li>What was the Renaissance?</li> <li>Where did the Renaissance happen?</li> <li>Compare and contrast Tudor pastimes with Greek pastimes. .</li> <li>Organise information about the Renaissance</li> </ul> <p><u>The Maya</u></p> <ul style="list-style-type: none"> <li>How many symbols made up the Maya writing system?</li> <li>Why were scribes significant, well-respected people?</li> </ul>	
<b>Y6</b>	<p><u>Victorians</u></p> <ul style="list-style-type: none"> <li>List some significant technological innovations during the Victorian era.</li> <li>Name some famous writers from the Victorian era.</li> <li>What types of public buildings would you see in Victorian towns and cities?</li> <li>Explain the influence of significant Victorian authors on people's daily lives.</li> </ul>	<p><u>WWII</u></p> <ul style="list-style-type: none"> <li>Describe where the major battles of the Second World War took place. Use a map to help you.</li> <li>Use a map to identify the low countries.</li> <li>List some of the founding nations of the United Nations.</li> <li>Suggest how Britain's location contributed to the outcome of the conflict.</li> </ul>

	Food and farming	Travel and exploration
Y1		<p><u>Neil Armstrong</u></p> <ul style="list-style-type: none"> <li>List some reasons why the leaders of the USA wanted to send someone to the Moon.</li> <li>How long did Neil Armstrong and Buzz Aldrin spend on the surface of the Moon?</li> <li>What did they do in that time? Why was flying to the Moon considered a breakthrough event?</li> <li>Compare and contrast the expedition to the Moon with another famous expedition from history that you know about.</li> <li>Why were astronauts so famous in America in the 1960s?</li> </ul> <p><u>Moon Landing</u></p> <ul style="list-style-type: none"> <li>What was the name of the mission to get to the Moon?</li> <li>Describe what is meant by the word 'exploration'.</li> <li>How have we benefited from space exploration?</li> <li>Explain how important it was to the USA to get to the Moon before the Soviet Union.</li> <li>What observations can you make about the Moon?</li> </ul>
Y2		<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> <li>What type of ship was the Forfarshire?</li> <li>List some reasons why people travelled by ship.</li> <li>Compare travelling by land to travelling by sea during this time period.</li> </ul>
Y3	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> <li>Describe how people found food during the Stone Age.</li> <li>What is the name for people who have to move around to find food?</li> <li>When did the climate become warmer during this period?</li> <li>When did Stone Age humans start to use bows and arrows?</li> <li>List the foods Stone Age humans ate. Explain the changes that took place in how people found food during this period.</li> <li>Organise information about agriculture in the Stone Age.</li> <li>Explain the difference between scavenging and hunting.</li> </ul> <p><u>Iron Age</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'surplus'.</li> <li>Why is it significant that Iron Age communities were able to grow surplus food?</li> <li>List some of the ways in which the Celts farmed and preserved food.</li> <li>Give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.</li> <li>Explain how the seasons had an impact on Iron Age farming.</li> </ul>	
Y4		<p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'colonised'.</li> <li>Where in the world did the Vikings come from?</li> <li>List some of the materials Vikings traded. What observations can you make about Viking sailors?</li> <li>Organise information about Viking longboats.</li> <li>Explain how the Vikings navigated on their expeditions.</li> <li>Explain why Vikings were such good traders.</li> </ul>



<b>Y5</b>	<u>The Maya</u> <ul style="list-style-type: none"> <li>List some of the farming methods the Maya used.</li> </ul>	
<b>Y6</b>		<u>Victorians</u> <ul style="list-style-type: none"> <li>How much of the world was ruled by the British during the Victorian era?</li> <li>Explain some of the consequences, positive and negative, of Britain's empire.</li> <li>How did trade change during the Victorian period?</li> </ul> <u>Explorers</u> <ul style="list-style-type: none"> <li>List some of the reasons why people go on explorations.</li> <li>Where did most European explorers sail to in the 15th and 16th centuries?</li> <li>What continent was Christopher Columbus trying to reach when he discovered the West Indies?</li> <li>Suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.</li> </ul>

	<b>Artefacts</b>	<b>Conflict</b>
<b>Y1</b>	<u>Great Fire of London</u> <ul style="list-style-type: none"> <li>What was the name of the writer whose diaries tell us more about events during the fire?</li> <li>Describe what is meant by the word 'extract'.</li> <li>How can these diaries be used to learn about the fire?</li> <li>Compare and contrast Samuel Pepys's accounts of the fire with two more historical sources.</li> <li>Explain why evidence is important in history.</li> <li>Compare different types of evidence you know about.</li> </ul> <u>Moon Landing</u> <ul style="list-style-type: none"> <li>What did the astronauts of Apollo 11 leave behind on the Moon and what did it say?</li> <li>What kind of primary or secondary sources do you think you would be able to use to find out more about Neil Armstrong's life?</li> <li>Explain why we need artefacts to help us understand historical events.</li> <li>Why do people pay such large amounts of money for artefacts connected to the Moon landing?</li> </ul> <u>Rosa Parks</u> <ul style="list-style-type: none"> <li>How did people find out about Rosa Parks' actions?</li> <li>What kind of evidence does a newspaper give us? How can it be used to tell us about the past?</li> <li>Explain why first-hand evidence is important.</li> <li>Suggest some sources of evidence we could use to find out more about Rosa Parks' life</li> </ul> <u>The Gunpowder Plot</u> <ul style="list-style-type: none"> <li>Describe some of the possible sources you could use to find out more about the plot.</li> <li>List some of the artefacts that have survived from the plot.</li> <li>Explain how artefacts can help us understand more about the Gunpowder Plot.</li> </ul>	<u>Florence Nightingale</u> <ul style="list-style-type: none"> <li>Which countries started the war?</li> <li>List the allies of the Ottoman Empire. Explain why allies would help each other fight in conflicts with other nations and empires.</li> <li>Suggest some reasons why the Crimean War began.</li> </ul> <u>Moon Landing</u> <ul style="list-style-type: none"> <li>Which country was the first to send a man into space?</li> <li>Which countries were in the space race?</li> <li>Describe what is meant by the word 'rivals'. Why did the USA and the Soviet Union compete with each other to get to the Moon? Justify your answer.</li> <li>Compare and contrast the space race with other types of conflict.</li> </ul>
<b>Y2</b>	<u>Queen Victoria</u> <ul style="list-style-type: none"> <li>Explain how Victoria and Albert wanted everyone to have access to the arts and science.</li> </ul>	<u>Spanish Armada</u> <ul style="list-style-type: none"> <li>Describe some of the main events as the two fleets met in battle.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the Victoria and Albert Museum and its significance.</li> <li>Explain why artefacts are important in history.</li> <li>What is meant by the word 'decade'?</li> </ul> <p><u>Marie Curie</u></p> <ul style="list-style-type: none"> <li>Why do Marie Curie's diaries have to be handled with care?</li> <li>Explain how artefacts like Marie Curie's diaries can be used to help learn about the past and help people in the present.</li> </ul>	<ul style="list-style-type: none"> <li>Label a timeline with key events from the battles. .</li> <li>What made the English ships faster than the Spanish ones?</li> <li>What was a fireship?</li> <li>Why was the Spanish fleet difficult to attack?</li> </ul> <p><u>Marie Curie</u></p> <ul style="list-style-type: none"> <li>What did Marie Curie invent that helped soldiers during the First World War?</li> <li>Who worked with Marie Curie on the front line in the First World War?</li> <li>Explain why Marie Curie's actions during the First World War were brave.</li> <li>Suggest some reasons why Marie Curie helped design a mobile x-ray machine.</li> </ul>
<b>Y3</b>	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> <li>Describe the Oldowan toolkit.</li> <li>Who was the archaeologist who identified the Oldowan toolkit.</li> <li>What artefacts were found at Skara Brae? • What makes the Lascaux cave paintings a significant discovery?</li> <li>Explain what sources of evidence are available to tell us about the Stone Age.</li> <li>Why has so much of history gone unrecorded?</li> <li>Explain the difference between primary and secondary sources.</li> </ul> <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'hoard'.</li> <li>What is a barrow?</li> <li>What artefacts have been found in Bronze Age burial sites?</li> <li>Describe what is meant by the word 'preserved'. Describe how artefacts explain the past.</li> <li>Who was the Amesbury Archer? How did he get his name?</li> <li>Suggest some reasons why so many Bronze Age hoards have been discovered.</li> <li>What do the artefacts at Amesbury tell us?</li> </ul> <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> <li>List some influential artefacts from the Ancient Egyptian era.</li> <li>What does the Narmer Palette tell us about how the Kingdom of Egypt was created?</li> <li>What is an obelisk? What purpose did it have for Ancient Egyptians?</li> <li>Describe what an archaeologist does.</li> <li>Compare and contrast Egyptian buildings to those from another era.</li> <li>Create a chronology of Ancient Egyptian times using photographs of significant artefacts.</li> <li>Why is the Rosetta Stone such an important artefact?</li> <li>Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?</li> </ul>	<p><u>Iron Age</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'conquest'.</li> <li>What types of weapons did Iron Age warriors use?</li> <li>Who would shelter in hill forts during times of conflict?</li> <li>Make observations about the Celtic tribes and their domination of Western Europe during the Iron Age.</li> <li>Using historical sources, including reports and accounts from Roman writers, organise information about Celtic warfare.</li> <li>Why did iron weapons make fighting between tribes more common?</li> </ul>
<b>Y4</b>	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'preservation'. Why is this important?</li> <li>List some sources of evidence that help historians understand Roman life.</li> <li>What is the difference between a primary and secondary source?</li> <li>Explain what happened at Pompeii.</li> <li>Explain why Pompeii can tell us so much about Roman life.</li> </ul>	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'territory'.</li> <li>Where did Hadrian build a wall? Why?</li> <li>Who led the Iceni tribe against the Romans?</li> <li>What was the name of the emperor who successfully invaded Britain?</li> <li>Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE.</li> <li>Explain some of the reasons why the Romans left Britain.</li> </ul> <p><u>Anglo Saxons</u></p>

		<ul style="list-style-type: none"> <li>• What events brought Anglo-Saxon rule to an end?</li> <li>• Describe what is meant by the word 'Bretwalda'.</li> <li>• Explain what happened after the Roman army left Britain.</li> <li>• Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time.</li> <li>• Explain how rule over England changed during Anglo-Saxon times.</li> </ul> <p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>• Describe what is meant by the word 'Danegeld'.</li> <li>• What did the word 'Vikingr' mean in old Norse?</li> <li>• What are the Vikings most remembered for? Compare and contrast a raid and a conquest.</li> <li>• Organise information about Viking raids on monasteries. What observations can you make about the accounts that were written by monks after the attacks?</li> <li>• Explain what made the Viking longboat such an important feature of battle.</li> </ul>
<b>Y5</b>	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>• Describe how artefacts and remains help historians understand daily life in ancient times.</li> <li>• Describe what is meant by the word 'reliable'.</li> <li>• Suggest some artefacts that could be used to find out about Greek culture.</li> </ul> <p><u>The Maya</u></p> <ul style="list-style-type: none"> <li>• What are the names of the ancient Maya codices that have survived to this day?</li> <li>• Describe what is meant by the word 'anthropologist'.</li> <li>• Explain why many Maya artefacts have been lost.</li> <li>• What evidence is there that the Maya developed a writing system?</li> <li>• Investigate the Maya calendar system.</li> </ul>	<p><u>The Tudors</u></p> <ul style="list-style-type: none"> <li>• Describe what is meant by the word 'alliance'.</li> <li>• Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems?</li> <li>• Name a famous Tudor warship.</li> <li>• Explain how the Tudors became the ruling family of England and Wales.</li> <li>• Organise information about significant Tudors rebellions.</li> </ul>
<b>Y6</b>		<p><u>WWII</u></p> <ul style="list-style-type: none"> <li>• Describe how the war began.</li> <li>• List the Axis powers.</li> <li>• Describe what is meant by the word 'amphibious'.</li> <li>• What was the Blitz?</li> <li>• What were the consequences of the use of atomic weapons at the end of the Second World War?</li> <li>• Organise information about Adolf Hitler.</li> <li>• Suggest some reasons why the German air force was used to invade Britain.</li> <li>• Write a list of ten major Second World War battles. Which ones do you think were the most important and why?</li> <li>• Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.</li> </ul>

	<b>Main events</b>	
<b>Y1</b>	<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> <li>• When and where was Queen Elizabeth II born?</li> <li>• List Queen Elizabeth II's official titles.</li> <li>• List some important dates in Queen Elizabeth II's life. Add these to a timeline.</li> <li>• Name Queen Elizabeth II's children.</li> </ul>	

- Describe what is meant by the word 'monarch'.
- Compare Queen Elizabeth II with other famous kings or queens you know about.
- Create a timeline with key events in Queen Elizabeth II's life and add some other dates you know.
- Organise information about the life of Queen Elizabeth II.
- Explain what makes Queen Elizabeth II a significant person.

#### Great Fire of London

- Describe how the Great Fire of London started.
- How many houses were destroyed? Which cathedral was destroyed in the fire?
- Name a famous eyewitness to the event.
- When did this happen?
- What factors played a key part in the spread of the fire?
- Draw a timeline with key events from the fire and other dates from that century that you know about.
- Explain some reasons why the Great Fire of London was so big and spread so quickly.
- Explain why the Great Fire of London was a significant event.

#### Florence Nightingale

- When did Florence Nightingale train as a nurse?
- List the things that Florence Nightingale did that were important.
- What other name is Florence Nightingale known by?
- Who was monarch during Florence Nightingale's lifetime?
- Find the name of an empire that no longer exists.
- Compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today.
- Create a timeline using the dates you have about Florence Nightingale. Can you add any other dates that you know?
- Explain what makes Florence Nightingale a significant person.

#### Neil Armstrong

- Describe what is meant by the word 'legacy'.
- List the main events in Armstrong's life. Put these dates on a timeline.
- Find out what NASA stands for.
- What was Armstrong's role in the mission to the Moon?
- When did Armstrong land on the Moon?
- Name some of Armstrong's achievements.
- Create a timeline with key events of this decade.
- Write a list of questions you would have asked Armstrong when he returned to Earth.
- Explain what reaching the Moon meant to the American nation.
- Organise information about the life of Neil Armstrong.
- Explain what makes Neil Armstrong a significant person.

#### Moon Landing

- Describe what is meant by the word 'astronaut'.
- How many astronauts were on Apollo 11?
- When did the Moon landing happen?
- List the main events in the Moon landing.
- What was the name of the landing module?
- What did Neil Armstrong say when he stepped on the Moon for the first time?
- Create a 1960s timeline. Use historical language and label the Moon landing and other events from that decade.
- Organise information about all the Moon landings.
- Explain what made this breakthrough event possible.

	<ul style="list-style-type: none"> <li>• Explain what makes the Moon landing significant.</li> </ul> <p><u>Rosa Parks</u></p> <ul style="list-style-type: none"> <li>• When did Rosa Parks live? For how long did she live?</li> <li>• Why was Rosa Parks arrested?</li> <li>• When did this happen?</li> <li>• List some of the things that happened to Rosa Parks after she got on the bus that day.</li> <li>• Explain what happened to Rosa Parks on the day of her protest.</li> <li>• What other famous events were happening in the 1950s?</li> <li>• Organise information about Rosa Parks' life.</li> <li>• Explain what makes Rosa Parks a significant person.</li> </ul> <p><u>The Gunpowder Plot</u></p> <ul style="list-style-type: none"> <li>• List the key dates from the plot.</li> <li>• Who was Guy Fawkes?</li> <li>• How was the plot discovered?</li> <li>• Describe what is meant by the word 'treason'.</li> <li>• Explain how the plot ended.</li> <li>• How do you think the people in parliament reacted to the plot?</li> <li>• How do people today remember the plot?</li> <li>• Explain why the Gunpowder plot is a significant event in history.</li> </ul>
Y2	<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> <li>• When was Grace Darling born?</li> <li>• When did the rescue happen?</li> <li>• How did Grace Darling die?</li> <li>• How many people did Grace Darling and her father rescue?</li> <li>• Organise events from Grace Darling's life in order.</li> <li>• Explain why Grace Darling and her father decided to rescue the passengers.</li> <li>• Explain what makes Grace Darling a significant person.</li> <li>• How do you think Grace Darling felt during the rescue?</li> <li>• Organise information about the life of Grace Darling.</li> </ul> <p><u>Queen Victoria</u></p> <ul style="list-style-type: none"> <li>• What does the word 'monarch' mean?</li> <li>• When was Queen Victoria's reign?</li> <li>• When was the Victoria and Albert Museum opened?</li> <li>• How did Prince Albert's death in 1861 affect Queen Victoria?</li> <li>• What was Queen Victoria's legacy?</li> <li>• Organise information about Queen Victoria.</li> <li>• Explain what makes Queen Victoria a significant person.</li> </ul> <p><u>Spanish Armada</u></p> <p>List the monarchs who were involved in this event.</p> <ul style="list-style-type: none"> <li>• Describe what is meant by the word 'fleet'.</li> <li>• Who led the English fleet?</li> <li>• Explain a reason for the Spanish invasion.</li> <li>• Organise information about the Spanish Armada.</li> <li>• Why is the defeat of the Spanish Armada a significant event in British history.</li> </ul>

	<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> <li>• When did the Industrial Revolution happen?</li> <li>• How did people live and work before the Industrial Revolution and how did this change?</li> <li>• List some of the new technology that was being used during the Industrial Revolution.</li> <li>• Explain what makes the Industrial Revolution a significant event.</li> </ul> <p><u>Marie Curie</u></p> <ul style="list-style-type: none"> <li>• List the main achievements of Marie Curie's life and add them to a timeline.</li> <li>• When did Marie Curie win her second Nobel Prize?</li> <li>• Who was Marie Curie's husband and when did he die?</li> <li>• Where can we see Marie Curie's legacy today?</li> <li>• If you could ask Marie Curie two questions, what would they be and why?</li> <li>• Organise information about Marie Curie's life.</li> <li>• Explain what makes Marie Curie a significant person.</li> </ul>
Y3	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> <li>• Describe the three different periods of the Stone Age.</li> <li>• Label a timeline with the different periods of the Stone Age.</li> <li>• Describe what is meant by the word 'ancestors'.</li> <li>• Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era.</li> <li>• Organise information about the Stone Age.</li> </ul> <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> <li>• List some significant events during the Bronze Age.</li> <li>• When did the Bronze Age start in Britain?</li> <li>• Label a map with the dates when the Bronze Age started in other civilisations.</li> <li>• Describe what makes the Bronze Age significant.</li> <li>• Create and annotate a timeline including Stone Age and Bronze Age dates. Use your timeline to compare the two time periods.</li> <li>• Using your timeline and some historical language, provide an overview of the changes taking place in this time period.</li> </ul> <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> <li>• Label a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline.</li> <li>• List some significant Egyptian inventions.</li> <li>• What were the names of the Egyptian rulers?</li> <li>• Who conquered the Ancient Egyptians?</li> <li>• Explain why the Ancient Egyptians were able to settle near the Nile.</li> <li>• Explain what irrigation is and why it was important to the Ancient Egyptians.</li> <li>• Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script.</li> <li>• Explain what makes the Ancient Egyptians significant.</li> </ul>
Y4	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>• Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.</li> <li>• Name the emperors who came to Britain.</li> <li>• When was Britain conquered by the Romans?</li> <li>• What was the name of the first emperor of Rome?</li> <li>• Explain, using historical vocabulary, the impact and influence of the Romans on Britain.</li> <li>• Organise information about the Roman Empire.</li> </ul>

	<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> <li>List some of the reasons why the AngloSaxons came to England.</li> <li>Where in the world were the Anglo-Saxons originally from?</li> <li>Name some Anglo-Saxon kingdoms.</li> <li>Describe what is meant by the word 'descendants'.</li> <li>List the four main Anglo-Saxon kingdoms in the ninth century.</li> <li>Label a timeline with events of this era.</li> <li>Explain some of the reasons why the Anglo-Saxons came to Britain.</li> <li>Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones.</li> <li>Suggest reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England.</li> </ul> <p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>Describe what made the Vikings good warriors.</li> <li>What was the other name the Vikings were known by?</li> <li>Name some of the places the Vikings raided.</li> <li>Label a timeline with important dates in Viking history.</li> <li>Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events.</li> <li>Organise information about significant Viking artefacts. What do they tell us about this time period?</li> <li>Compare and contrast a famous Viking ruler with a famous Anglo-Saxon one.</li> <li>Explain what makes the Vikings so significant in British history.</li> </ul>
Y5	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>Who eventually conquered the Greeks? When did this happen?</li> <li>Label a timeline with important dates from Ancient Greek history. Use historical language to add detail.</li> <li>What are some of the legacies of Ancient Greece?</li> <li>Provide a chronology of important events in Ancient Greek history.</li> </ul> <p><u>The Tudors</u></p> <ul style="list-style-type: none"> <li>Label a timeline with significant events in the Tudor dynasty.</li> <li>Create a Tudor family tree.</li> <li>List the names of all the Tudor monarchs.</li> <li>When was the medieval period?</li> <li>What was the name of the monarch who ruled for just nine days?</li> <li>How long did Elizabeth I rule for? Present information about three Tudor monarchs. Compare and contrast their reigns.</li> <li>Give an overview of your favourite Tudor monarch. Why was it significant that Elizabeth I died without an heir?</li> </ul> <p><u>The Maya</u></p> <ul style="list-style-type: none"> <li>Who were the Maya?</li> <li>Describe what happened to the Maya civilisation.</li> <li>When was their civilisation at its peak?</li> <li>List some famous Maya cities.</li> <li>Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation.</li> </ul>
Y6	<p><u>WWII</u></p> <ul style="list-style-type: none"> <li>How many people died during the Second World War?</li> <li>Label a timeline with significant events in the Second World War.</li> <li>List some important events that took place after the war Explain some political and social consequences of the Second World War.</li> <li>Suggest suitable sources of evidence to find out more about the Second World War.</li> <li>Use a timeline to provide an overview of 20th-century conflicts.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain why the Second World War is such a significant event in British and global history.</li> </ul> <p><u>Victorians</u></p> <ul style="list-style-type: none"> <li>When was the Victorian era?</li> <li>List the dates of significant inventions during the Victorian era.</li> <li>List significant dates in the history of the British Empire.</li> <li>Describe what life was like in factories/ workshops in Britain in the Victorian era.</li> <li>Describe what is meant by the word 'innovation'. Use a timeline to identify significant events in the Victorian era.</li> <li>Suggest reasons why the Victorian era was a time of rapid scientific development.</li> <li>Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.</li> </ul> <p><u>Explorers</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'achieve'.</li> <li>Name as many famous explorers as you can. Label a timeline to show when these events happened.</li> <li>How did exploration influence British attitudes to people from different countries? How did this change over time?</li> <li>Compare and contrast the experiences of three of the explorers listed in your knowledge web.</li> <li>What is the difference between migration and exploration?</li> </ul>
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	Society
Y1	<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> <li>Describe some of the activities that Queen Elizabeth II takes part in.</li> <li>Who does the Queen welcome to Great Britain? • What is the Commonwealth?</li> <li>Describe what is meant by the word 'nation'.</li> <li>Describe some of the activities that Queen Elizabeth II takes part in.</li> </ul> <p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> <li>What is the book called that Florence Nightingale published?</li> <li>Describe what the word 'influential' means.</li> <li>Explain what education was like for women during the 1800s.</li> <li>Why didn't Florence Nightingale's parents want her to be a nurse?</li> <li>Suggest how Florence Nightingale's book helped make nursing a respected profession.</li> </ul> <p><u>Rosa Parks</u></p> <ul style="list-style-type: none"> <li>How did Rosa Parks help to change the law in the United States of America?</li> <li>When did the civil rights movement start in the USA?</li> <li>How did other people react after Rosa Parks was arrested?</li> <li>Describe what is meant by the word 'boycott'. Explain Rosa Parks' legacy.</li> <li>Why did people want their protests to be peaceful?</li> </ul>
Y2	<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'heroine'.</li> <li>List some of the things that happened to Grace after the rescue.</li> <li>What time period was Grace Darling born in?</li> <li>Suggest some reasons why Grace Darling became so famous.</li> <li>Explain why her actions were so significant during the Victorian era.</li> <li>Organise information about the Royal National Lifeboat Institution.</li> </ul>



	<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'poverty'.</li> <li>Who became wealthy during this time period?</li> <li>Where did most people work before the Industrial Revolution?</li> <li>Compare and contrast types of transport before and after the Industrial Revolution.</li> </ul> <p><u>Marie Curie</u></p> <ul style="list-style-type: none"> <li>Why did Marie Curie have to travel to another country to study?</li> <li>Describe her legacy.</li> </ul>
Y3	<p><u>Bronze Age</u></p> <ul style="list-style-type: none"> <li>Who were the first people to use bronze?</li> <li>Describe what made the Sumerians famous.</li> <li>What are ziggurats?</li> <li>Who wore bronze jewellery?</li> <li>What observations can you make about society in the Bronze Age?</li> <li>Suggest how jewellery and artwork was a sign of social status.</li> </ul> <p><u>Iron Age</u></p> <ul style="list-style-type: none"> <li>What were the lives of the rich and the poor like in Iron Age communities?</li> <li>What is a blacksmith? Why were they important in Iron Age societies?</li> <li>Create a timeline including Stone Age, Bronze Age and Iron Age dates. Use your timeline to compare and contrast society in the different time periods.</li> <li>Explain the effect Iron Age tools and weapons had on society.</li> </ul> <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> <li>What was the name of the last Ancient Egyptian ruler?</li> <li>Were the builders of the pyramids slaves?</li> <li>Compare and contrast daily life for pharaohs and ordinary people. • Explain the Egyptian social pyramid.</li> </ul>
Y4	<p><u>Romans</u></p> <ul style="list-style-type: none"> <li>When did Christianity become the official religion of the Roman Empire?</li> <li>Explain the changes in how the Roman Empire was governed.</li> <li>Compare and contrast daily life in Rome with that in Roman Britain.</li> </ul>
Y5	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the words 'civilisation' and 'government'.</li> <li>Create a timeline that explains how democracy has been used over the course of history.</li> <li>Explain the influence of Ancient Greeks on modern political systems.</li> </ul> <p><u>The Tudors</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by the word 'prosperity'.</li> <li>Who was Walter Raleigh and why is he a significant figure in British history? Why was Walter Raleigh executed?</li> </ul>
Y6	<p><u>WWII</u></p> <ul style="list-style-type: none"> <li>Describe what rationing is.</li> <li>What was the impact of the war on everyday life in Britain?</li> </ul> <p><u>Victorians</u></p> <ul style="list-style-type: none"> <li>Describe the experience of children in Victorian times.</li> </ul>

	<ul style="list-style-type: none"><li>• Describe the difference between the lives of the rich and the poor in the Victorian era.</li></ul> <p><u>Explorers</u></p> <ul style="list-style-type: none"><li>• List some famous explorations that helped advance science and technology. (Darwin)</li></ul>
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