

powerfulHistory

By the time they leave, pupils will:

- Have a curiosity and fascination about the past
- Have a secure understanding of the chronology of the periods/events in history that they have studied
- Use factual knowledge to describe past societies, periods and events
- Select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- Look closely and methodically when analysing a range of historical sources
- Understand the significance of the people and events they have studied
- Recognise similarities and differences between the historical periods they have studied
- Recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- Explain the possible cause/s of historical events and why people behaved as they did
- Understand the consequences of past events and their impact on individuals, groups and society
- Give opinions about historical events/periods and reasons for their opinions
- Understand some of the different positions from which people see and understand historical events
- Understand that explanations, interpretations and opinions of the past can differ and are open to debate

EYFS links

Understanding the World

Compare and contrast characters from stories, including figures from the past

Recognise that people have different beliefs and celebrate special times in different ways

Past and Present ELG

Talk about the lives of the 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

Speaking ELG

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

Curriculum Intent – History at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

History sits at the very heart of this vision. It is the subject that most directly asks: how did we come to be here, who gets to tell that story, and what might we do differently? Our history curriculum is designed not merely to inform, but to equip, building in pupils the knowledge, language, and critical tools to understand the world they have inherited and the agency to shape the one they will create.

We are guided by the principle of Powerful Historical Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it explains and complicates everyday experience, reveals invisible structures of power, and is fundamental in developing a critical approach to life. It allows children to think the unthinkable and the not-yet-thought. It progresses communities.

	Disciplinary Skills: the skills of a historian The big ideas across topics, the way history is studied and learned, how we interpret evidence and how we learn about history. At Mill View we use: BIG IDEAS/themes · Key Questions · Curriculum Objectives · Key Skills on each MTP · Knowledge Organisers: reflection of sources and big questions
	Substantive Knowledge: the knowledge of a historian The factual content, domain-specific vocabulary, concepts and processes. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary and dates for each unit

Powerful Historical Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts.

This knowledge is **emancipatory**. It explains and complicates the everyday experience, and is fundamental in developing a critical approach to life. Pupils begin to understand invisible structures and are able to challenge the world around them effectively. It is political. It allows children to think about the unthinkable and the not-yet-thought. It progresses communities.

At Mill View we encourage deep thought and critical thinking. We do this through careful, progressive planning of units and reflection on 'BIG IDEAS' over a period of time, allowing children chance to develop, then challenge the concept.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
History is an oral discipline. Historians argue, debate, challenge and narrate. At Mill View, oracy in history means: • Pupils use the precise language of the discipline (chronology, significance, causation, interpretation, bias, evidence) as naturally as they use everyday speech. • Structured discussion, Socratic questioning, and accountable talk are embedded throughout. • Oral rehearsal precedes and accompanies written work, so children speak history before they write it. • Talk is a tool for thinking: exploratory, tentative, and cumulative.	Our history curriculum is deliberately global in scope and unafraid of complexity. • Units such as Windrush, the Maya, Ancient Egypt and Exploration through the Ages place British history within a wider global story. • We ask: who benefited? Who was left behind? Whose voice is missing? • Empire and Civilisation in Years 5–6 asks children to sit with moral complexity. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	History is one of the most future-facing subjects in the curriculum. • We develop transferable dispositions: curiosity, resilience, the ability to hold multiple perspectives. • Career links are explicit: archaeologists, archivists, journalists, lawyers, politicians, curators, film-makers. • The Year 6 Personal History Project develops independent research and presentation skills. • Civic responsibility is threaded through units on industrialisation, trade, and empire.	Inclusion at Mill View is a design principle, not a retrofit. • The "I can..." structure gives every pupil a clear entry point with scope for depth. • We include histories of those whose voices have been marginalised, treating them as central to the story, not token additions. • Adaptive teaching means rich questions accessible to all through structured support and vocabulary instruction. • Local history studies ground abstract concepts in children's lived world.	What makes History at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: Big Ideas build year on year. Children revisit, deepen, and challenge concepts. Local to global: From Chester Zoo to the Ancient Maya and the Windrush. Emancipatory knowledge: We ask children to challenge the record and consider whose truth is missing. The disciplinary habit: By Year 6, our pupils think like historians. This is the entitlement of every child.

"Learning is most powerful when it is challenged, tested, known, and when children can do something with it: change themselves, change their community, change the world."

Alignment with the Ofsted Inspection Framework and 2025 Curriculum Review	
Ofsted / Curriculum Review focus	How History at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our Big Ideas spine (Similarities & Differences → Significance → Invasion & Settlement → Empire & Civilisation) ensures concepts are returned to, deepened, and challenged across key stages.
Oracy as a curriculum entitlement	Disciplinary vocabulary, structured discussion, Socratic questioning, and oral rehearsal are embedded in every unit. The language of history is explicitly taught and regularly used.
Global perspectives and contemporary relevance	Units explicitly connect historical study to modern global challenges. Empire, migration, climate, inequality, and democracy are explored as phenomena with deep historical roots.
Adaptive teaching: high expectations for all	Inclusion is a design principle. End points provide both access and depth. Local history anchors abstract concepts. Vocabulary instruction ensures all pupils engage with complex historical thinking.
Assessment that proves knowledge has stuck	Big Ideas assessment questions, Knowledge Organisers, and end-of-unit reflection test whether knowledge is known, usable, and transferable, not just encountered.
Disciplinary knowledge and skills	Disciplinary skills are tracked separately from substantive knowledge, with explicit progression from Year 1 to Year 6.
Career and future readiness	Historical thinking, evidence handling, argument construction and source interrogation, is explicitly linked to skills needed in civic life, further education, and work.

Curriculum End Points – History

EYFS - Little Wrens

Final Milestone

- I can understand how to look after the environment and living things.

EYFS – Reception Robins

ELG Past and Present: talk about the lives of the 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 and storytelling.

Year 1: Children can explain the Big Idea: **Similarities and Differences**

Toys and Tales – Changes in Living Memory		Chester Zoo – Significant People and Places	
	Children can... - ask questions about the past - make links in their learning - find things which are similar and different with the past - use words associated with history including old, new, modern, past, present - suggest how we know about the past - explain why toys have changed over time - identify some features of the world when their grandparents played with toys		Children can... - ask questions about the past - make links in their learning - find things which are similar and different with the past - use words associated with history including old, new, modern, past, present - explain some ways Chester Zoo changed over time - explain some things George Mottershead did for the animals at the zoo - say how Chester Zoo is different to other zoos

Year 2: Children can explain the Big Idea: **Significance**

Significant People – David Attenborough, John Cadbury, Guy Fawkes		History of Chocolate		Great Fire of London	
	Children can... - describe what kind of person they are and explain how they know this - suggest why these people are significant - name significant events in each person's life		Children can... - identify how chocolate has changed over time - explain how cocoa got to the UK - suggest why chocolate became a popular food		Children can... - explain what it would be like to live in London at this time - identify how London was the same and different to what it is now - identify how we know what happened - talk about whether all people would say the same about what happened

Year 3: Children can explain the Big Idea: **Invasion and Settlement**

Hunter Gatherers of the Stone Age to Iron Age		Local History Study: Curious About Canals		Ancient Civilisations – Egyptians	
	Children can...		Children can...		Children can...

	• identify how they know about 'Prehistory' and what they can't know • explain how things changed during and after the Stone Age • explain why these events should be remembered • identify some things which were happening elsewhere in the world • ask complex questions about the past • make links in and across their learning • understand the significance of events and people • understand why some people might disagree about this time		• explain what life was like for the people who built and used the canals • identify why canals were created in Chester and the UK • identify what evidence we can see today of how canals have been used, and are used now • suggest ways we can use sources to tell us information about the past • ask complex questions about the past • make links in and across their learning • understand the significance of events and people • understand why some people might disagree about this time		• use information from a variety of sources to explain how the pyramids were built • explain why there are different views of Akhenaten • explain some features of Egyptian life • show why Rameses II ensured only his version of events remains • identify some reasons why the civilisation in Egypt ended • ask complex questions about the past • make links in and across their learning • understand the significance of events and people • understand why some people might disagree about this time
--	--	--	--	--	---

Year 4: Children can explain the Big Idea: **Invasion and Settlement**

Invasion in Britain – Iron Age Celts and Roman Invasion		Viking Invasion – Vicious or Victorious?		Romans – Pompeii Study	
	Children can... • say what it was like in Britain before the Romans arrived • explain some reasons why the Romans came to Britain • identify some changes the Romans made to life in Britain • raise complex questions about the past • make links across and in their learning • justify their thinking with evidence • explain why people may think differently about the same event/person		Children can... • explain some reasons why the Anglo-Saxons settled in Britain • explain why people have different views of the Vikings • identify some ways the Vikings changed Britain • explain how we know about Anglo-Saxon and Viking life • say how and where the Vikings travelled • explain why we need a range of sources when studying history • raise complex questions about the past • justify their thinking with evidence		Children can... • describe a timeline of events in the eruption of Vesuvius • identify what life was like in Pompeii for different groups of Roman people • use primary sources to find out about life in Roman Pompeii for different groups • use primary sources, asking lots of questions, and identifying what the source can and cannot show • raise complex questions about the past • make links across and in their learning • justify their thinking with evidence

Year 5: Children can explain the Big Idea: **Empire and Civilisation**

Development of Space Travel		Childhood in Cheshire – Victorian Children		Ancient Civilisations – Ancient Maya	
	Children can... • explain how people's desire to go into space has changed over time • identify what caused space travel to improve • explain who Katherine Johnson was and why some people are celebrated over others		Children can... • explain how the Industrial Revolution changed Britain • identify what life was like for a Victorian child and whether it was the same for all children • identify how we know about life at this time		Children can... • identify what was happening elsewhere in the world at this time • explain some features of life for the Maya • identify some reasons the Mayan civilisation died out • raise complex questions

• identify what an 'empire' is and consider whether space can be 'conquered' • raise complex questions • make links in and across their learning • justify their thinking with evidence • show that people may think differently about the same event/person • share reasons why some people are remembered over others	• explain some features of life in a factory (Quarry Bank Mill) during this time • raise complex questions • make links in and across their learning • justify their thinking with evidence • show that people may think differently about the same event/person	• make links in and across their learning • justify their thinking with evidence • show that people may think differently about the same event/person • share reasons why some people are remembered over others
--	--	---

Year 6: Children can explain the Big Idea: Empire and Civilisation					
Hidden Lives – Life in Britain after WW2		Exploring Our World Through the Ages		Life in the Extreme – Personal History Project	
	Children can... • name some key events of World War Two and the countries involved • identify what life was like in Britain after World War 2 • identify the role of the Commonwealth in rebuilding Britain • explain why the people involved should be remembered • raise complex questions about the past • make links in and across their learning • justify their thinking using evidence from sources • show that people may think differently about the same event/person		Children can... • name some explorers and explain their motivations for wanting to explore the planet • talk about some of the challenges a person has faced when exploring • identify some technological developments which made it easier to explore our world • raise complex questions about the past • make links in and across their learning • justify their thinking using evidence from sources • show that people may think differently about the same event/person		Children can... • raise questions about their chosen person • explain how they can be sure their conclusions are accurate • identify what their person's main achievements were • articulate whether everyone would agree with their conclusions • raise complex questions about the past • make links in and across their learning • justify their thinking using evidence from sources • show that people may think differently about the same event/person

Progression in History from EYFS to Year 6

EYFS – Nursery

3	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I notice things that I see in the Natural World 	I can use my senses to explore the Natural world.	I can begin to use new vocabulary to talk about what they see.	- I can talk about living things. - I can show care for living things.	I can understand how to look after the environment and living things.

EYFS - Reception

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	- Identify family - Commenting on photos of their family, naming who they can see and of what relation they are to them. - Talk about what they do with their family - Can draw similarities and make comparisons between other families. - Navigate around our classroom and outdoor areas. - Make own investigations of the season of Autumn through Outdoor learning sessions	- Use photos, discuss how we celebrate Christmas - Use world maps to show where some stories, events and festivals are based. - Encounter a range of fictional characters and creatures from stories. - Identify change in living things – Changes in the leaves, weather, seasons, autumn focus	- Listen to stories and place events in chronological order. - Recognise change in seasons - winter focus - Discuss own homes - Make close observation of the natural world, including animals and plants - Comment on what their home is like to draw comparisons - What lives in our school environment? - Use the words now and then, old and new – explore an old suitcase	- Use new vocabulary where appropriate. - Use touch, smell and hearing to explore the natural world through hands-on experiences. - Environments – Identify features of local environment using Google Earth, Google Maps and photos – - Use texts and artefacts and ICT to compare - Explore maps and create own representations	- Identify ways we can care for the natural world around us. - Make comparisons from how they have changed from when they were a baby (past) - Make close observation of the natural world, including animals and plants - Learn the life cycles of chicks and butterflies - Identify change in living things – Changes in the leaves, weather, seasons, Summer focus - Explore growing plants in our kitchen garden	- Make close observation of objects – Use the words float, sink, magnetic - Make comparisons between contrasting environments using images, stories, props - Use the words: recycle, recycling, re-use. - What is it like at the seaside?
	Autumn bags	Diwali Christmas	Valentines Day (14th February) Lunar New Year	Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	
PROGRESSION INTO YEAR 1	I can talk about a practice from a religion. I can talk about my own experiences and can link these to the communities to which I belong. I can ask questions about me, and who I am, showing awe and wonder. I can retell a religious story using prompts and know that: It is from a sacred text and is special to some people. I have started to share my opinions and say what is important to myself and to others. I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God. I can recognise some religious symbols and words					

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Similarities and Differences	What is 'significant'?	Invasion and Settlement	Invasion and Settlement	Civilisation and Empire	Civilisation and Empire
Topic Drivers	 Toys: Changes within living memory  Chester Zoo: Significant People and Places	 Great Fire of London  History of Chocolate: John Cadbury	 Hunter Gatherers: Stone Age to Iron Age  Local History Study: Curious About Canals 	 Iron Age Celts and Roman Invasion  Viking Invasion: Vicious or Victorious? 	 Victorian Children at Styal Mill  Ancient Civilisations: Maya  Development of Space Travel	 Hidden Lives: WW2 and Migration Study (Windrush)  Exploring our World through the Ages

			Ancient Civilisation: Egyptians	Romans: Pompeii Study		
Substantive Knowledge						
Knowledge	Toys I can sort some old and new toys I know some ways toys have changed over time I can use words about the past such as old, new, recent, long ago I know what a museum is Chester Zoo I can use words from the past to describe old photos I can identify some ways the zoo was different when it was first built I can describe what it might have been like to visit the zoo when it first opened	Great Fire of London I know some ways that London was different in the past to today I know some features of life in Stuart London I can place the events of the Great Fire in order I know some key facts about Thomas Farinor and Samuel Pepys History of Chocolate I can put key events from the history of chocolate on a timeline I know some facts about the life of John Cadbury I know some of the ways he has impacted the world today	Stone Age to Iron Age I know what 'prehistory' is and some ways we can learn about it I know some ways life changed during the eras of the Stone Age I know some theories about why Stonehenge was built Curious About Canals I know some uses for canals in the past and today I know some facts about the life of Thomas Telford I know some reasons why canals stopped being the main form of transport Ancient Egyptians I know some facts about the Pyramids at Giza I know some reasons why the Nile was so important I know about the role of a Pharaoh I know some ways Rameses II ensured he would be remembered	Iron Age Celts and Roman Invasion I can compare the life of Romans and Celts I know why the Romans came to Britain I know some ways that the Romans changed life in Britain Viking Invasion I know why the Anglo Saxons settled in Britain I know some features of Anglo-Saxon and Viking life I can identify some legacies from Viking and Anglo Saxon times e.g. place names Romans: Pompeii I know facts about the events of Pompeii I know how we can use what was found to learn about everyday Romans I can give details about Pliny the Younger	Ancient Maya I can identify key dates from the Maya Empire I know how the Maya adapted to settle in their environment I know the legacy of the Maya civilisation: calendar and number system I know that the Maya still exist today Victorian Children at Styal Mill I know some implications of the industrial revolution I know how life changed for children during the Industrial Revolution I know facts about life as an apprentice at Styal Mill Development of Space Travel I know some important events from the development of Space travel I can explain some features of the 'Space Race' I know names and achievements of: Neil Armstrong, Yuri Gagarin, Katherine Johnson	Hidden Lives: WW2 and Windrush I know some reasons for the break out of World War 2 and the effects it had I know some of the reasons people came from the Caribbean on the Empire Windrush I know some of the problems felt by the passengers including racism and discrimination I can identify the contributions of people from the Commonwealth to rebuilding the UK Exploring our World through the Ages I know a range of explorers and their motivations I can identify the main achievements of Mary Kingsley and Alexandra David-Néel I know how technological improvements helped people travel further in the world
Disciplinary Skills						
Raising questions	Ask questions about things which have happened in the past.	Observe or handle evidence to ask questions and find answers to questions about the past.	Use original sources from the local area to ask and answer questions; ask questions about the past, and with support raise open and closed questioning.	Use primary sources to ask and answer questions; raise different types of questions about the past, and find answers to questions about the past.	Use a range of primary and secondary sources to generate and answer questions about the time; ask questions and follow a line of enquiry to lead to a conclusion.	Independently use a range of primary and secondary sources to generate and answer questions from the time; use a range of sources to follow their own line of

						enquiry about the past.
Sense of chronology	Use words and phrases such as: old, new, long ago, recent, years; be able to put simple items in a chronological order; show awareness of the past.	Place events from one era in order on a timeline; use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries.	Begin to place events from a range of eras on a timeline; use some historical vocabulary including: dates; time period; era; change; chronology.	Place events and historical figures on a timeline; develop a sense of chronology of the range of eras studied; with support, use some dates and terms when describing events studied.	Place events, artefacts and historical figures on a timeline using dates; be able to place the era studied in the context of known chronology; use dates and terms when describing events studied.	Place events, artefacts and historical figures on a timeline using dates, and generate their own timelines; be able to place the era in the context of chronology and what was happening in other places round the world.
Identifying causes and consequences	Begin to suggest some reasons for changes from the past to now.	Recognise that there are reasons why people in the past acted as they did.	Understand the concept of change over time, and why things change.	Understand some ways that life in Britain changed over time through a range of eras.	Understand the concept of change over time, and identify the consequences of change on the people of that era.	Show an understanding of the concepts of 'civilisation' and 'Empire', and how they have changed over time; demonstrate an awareness of why such terms are controversial.
Finding similarities and differences	Use the language of 'comparing' and look at how things are similar and different in the past to how they are now; state how things are similar and how they are different.	Not yet introduced	Describe some characteristic features of the past and think about how the experiences of some people might be different.	Begin to see how this era is similar and different to other areas of history studied; use terms like 'invasion' and 'settlement' and explain why people may have different experiences of them.	With support can articulate how this era is similar and different to other areas of history studied; describe some characteristic features including ideas, beliefs, attitudes.	Can articulate how this era compares to other areas of history studied; compare and contrast the varying motivations that explorers through the ages have had to explore.
Explaining significance	Not yet introduced	Be able to explain why some people might think things are more or less significant than others; describe historical events/people and explain why they are considered 'significant'.	Show an understanding of the concept of a nation and a nation's significant history.	Identify people and events which were 'significant' in the era they are studying, such as Boudicca.	Identify people and events which were 'significant' in the era they are studying, such as Neil Armstrong and Katherine Johnson.	Show an awareness of the concept of propaganda; explain why some histories are deemed over time to be 'more' or 'less' significant; begin to develop their own ideas about what is significant.
Seeing change and continuity	Recount changes which have occurred in their own lives.	Be able to consider what it might have been like to be in the past.	Be able to consider what it might have been like in the past, some things which have changed and some which have continued.	Suggest connections, contrasts and trends over time and place; understand the concept of change over time, representing this on a timeline.	Understand the concepts of continuity and change over time, representing them with evidence on a timeline; across and within eras studied identify some things which have changed and	Begin to see that ideas can change and continue over time as well as people, events, styles; show an understanding of the concepts of 'civilisation' and 'Empire', and how

					some which have continued.	they might change over time.
Making interpretations	Be able to say how we know about the past and how some artefacts might tell us things about the past.	Understand some ways in which we find out about the past; use artefacts, pictures, stories, online sources and databases; begin to explain how a source is useful.	Use more than one source of evidence for historical enquiry; describe different accounts of a historical event, suggest some of the reasons why the accounts may differ.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ; use a range of primary and secondary sources; explain what a source can and cannot tell us.	Make conclusions about questions using evidence to justify their thinking; begin to see that no single source of evidence gives the full answer; select and use sources of evidence to deduce information.	Begin to see that historians make 'interpretations' of the past; consider range of sources and assess reliability; discuss 'bias' and suggest why some sources are created as they are.
Communicating my knowledge	I can tell someone what I know about the past.	I can tell someone what I know about the past using evidence.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past, thinking about how to share this clearly with other people.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past, explaining their own ideas about history and using evidence to back this up.	Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past; consider the 'story' they are telling and how they will share this.

Big Ideas and Key Assessment Questions

I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?

Key Questions	Similarities and Differences	What is significant?	Invasion and Settlement	Invasion and Settlement	Civilisation and Empire	Civilisation and Empire
	How do we know about the past? Why have toys changed over time? How has Chester Zoo changed over time? What did George Mottershead do for zoos and animals?	What kind of person were they and how do we know? Why are these people significant? How has chocolate changed over time? What would it be like to live in London at this time? Would all people say the same about what happened?	How do we know about 'Prehistory'? How did things change during and after the Stone Age? What was life like for the people who built and used the canals? How can we use sources to tell us information about the past? Why are there different views of Akhenaten? Why did Rameses II ensure only his version of events remains?	What was it like in Britain before the Romans arrived? Why do people have different views of the Vikings? How did the Vikings change Britain? Why do we need a range of sources when studying history? What life was like in Pompeii for different groups of Roman people?	Why do people want to go into space and has this changed over time? Who was Katherine Johnson and why are some people celebrated over others? What is an 'empire'? Can space be 'conquered'? How did the Industrial Revolution change Britain? Why did the Mayan civilisation die out?	How has exploration changed through the years? Why have people explored our world? What have been positive and negative impacts of exploration? How did my person defy expectations of them? Can I raise questions about my chosen person? Would everyone agree with my conclusions?