

Menston Primary School History Long-Term Overview

EYFS

In EYFS at MPS, learning occurs predominantly through child-led exploration of the world around them. At MPS, our EYFS children also have a history-driven unit called 'From the dinosaurs to me' in which they will think about how the world has changed over time. They will do research into different kinds of dinosaurs and think about how the Earth is different now. Children will also think about how school has changed over time.

The Early Learning Goal 'Past and Present' particularly prepares children for historical learning:

- 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	How am I part of history? • What is my history? • How can I find out more about my history? • What was it like for children in the past? – parents, grandparents • Did your parents and grandparents do the same things as you? Why? • How have things changed over time? (eg toys, TV, computer games, phone)	What difference did Rosa Parks, Martin Luther King and Nelson Mandela make? • Who was Rosa Parks? What did she achieve? • What is meant by inequality? • Why was it hard for Martin Luther King when he was growing up? • What changes did Martin Luther King make? • Who was Nelson Mandela? What did he achieve? • How are Parks, Mandela and Luther King similar and how are they different?	How did life develop in Britain during the Stone Age? • When was the stone age and what periods did it include? • Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? • What was life like during the Stone Age and how do we know? • How did life change? • How can Skara Brae help us learn about the Stone Age?	How hard was it to invade & settle in Britain? • Who were the Anglo-Saxons and the Scots? • How did the Anglo-Saxons settle in Britain? • What does Sutton Hoo tell us about Anglo-Saxon life? • How did Christianity arrive in Britain? • Was King Alfred really great? • How did Anglo-Saxon rule end?	What was the impact of WW2 on British people? • Why did Britain go to war in 1939? • Who won the Battle of Britain? • What do sources tell us about the Blitz? • What impact did WW2 have on women's lives? • What did men do? Did all men have to fight? • What was evacuation like for children? • How were people in our community affected by the war?	What was the effect of the Industrial Revolution on Bradford? • Why did people move from the countryside into Bradford? • What changes happened in Bradford during the industrial revolution? • Why was Titus Salt significant at this time? • How did Saltaire Village change workers' lives? • Was Titus Salt good for business or good for society?
Substantive knowledge	• My history is how I have changed since I was born and the events in my life like my birthday and holidays. • Our parents and grandparents played with similar toys to us like dolls, cars, lego and board games. • Electronic toys have changed since our grandparents were children. • Games consoles have been played with for about 40 years.	• Inequality is when people are treated differently. • Rosa Parks was a black American who refused to give up her seat on the bus because she did not agree that Black people should be treated differently to White people. • Martin Luther King was a Black American. He spoke out against laws which kept black people segregated and led protests and marches demanding fair laws for all people.	• The Stone Age in Britain took place between around 15000BC to 2500BC. It was split into three time periods; Palaeolithic, Mesolithic and Neolithic. • In the Palaeolithic and Mesolithic periods humans were hunter gathers. They were nomadic moving from place to place. • In the early Stone Age, people sheltered in caves. By the middle Stone Age, evidence shows that houses were built in a circular structure made from wooden posts. By the	• The Anglo-Saxons came to Britain from Germany, The Netherlands and Denmark. The Scots came to Scotland from Ireland. • They came due to flooding in their homelands and good farming conditions in Britain. After the Roman legions left, it was easier to invade. Various Anglo-Saxon groups settled in different areas of the country. They formed several kingdoms, often changing, and constantly at war with one another.	• 8 months of intensive bombing by Germany on key British cities. • Men from Menston fought in the war and some died. Yeadon had a hidden aeroplane factory. The village hosted evacuees. Dig for Victory crops were grown on Prince Henry's playing fields. • Some men fought but others were Bevin Boys (working in the mines) or in the Home Guard. • Women worked in factories, on the land or in the armed forces.	• By the end of the industrial revolution Bradford had 129 woollen mills and the population of Bradford had grown by 90,000. • Titus Salt built his mill and Saltaire village out of the city of Bradford for a better quality of life for his workers.

	TV used to be black and white and there were only programs on 2 channels.	- Nelson Mandela was the first Black South African president. He spent 27 years in prison for trying to make changes so Black and White people had equal rights. - Rosa Parks, Nelson Mandela and Luther King all stood up for what they believed to make changes to inequality towards black people. - Rosa Parks and Nelson Mandela were put in jail because they tried to fight against inequality.	Neolithic Stone Age, houses were constructed from timber or stone. Some were covered in wattle and daub and had thatched roofs. Skara Brae is a well-preserved Neolithic village. The artefacts there tell us what life was like in Britain during that time, such as how the Neolithic people built their homes, as well as the work they did, the tools they used and the food they ate.	- Sutton Hoo was the burial site of an Anglo-Saxon king. It changed historians' knowledge due to the excellent craftsmanship and links to abroad. - Originally, the Anglo-Saxons were Pagans. This meant they believed in many different Gods. Three saints were sent to convert people to Christianity. The most successful, St Aidan, spoke to ordinary people and convinced the Anglo-Saxons to stop being pagan and give Christianity a try. He set up the monastery on Lindisfarne. - King Alfred fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern fairly. - In 1066, the battle of Hastings took place between King Harold and William the Conqueror. William won, and he became the first Norman king of England which ended the Anglo-Saxon's rule.	Some children from bombing target areas were evacuated to rural areas. Other children stayed at home and took on more home responsibilities.	
NC mapping	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally. Lives of significant individuals in the past who have contributed to national and international achievements.	Changes in Britain from the Stone Age to the Iron Age	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history: The Battle of Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Local Study
Big Ideas	Culture	Equality, Pioneers	Settlements	Settlements, Travel and exploration	Conflict	Settlements, Culture, Pioneers,
Vocabulary	Past, Present, Decade, within living memory, beyond living memory	Inequality, Discrimination, Race, Influential, Civil Rights	Hunter-gatherer, period, Paleolithic, Mesolithic, Neolithic, archaeologists, settlement, limitations, Skara Brae	Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Saxons, settlement, settlers, Vikings	Communism, decades, evacuated, influences, significant	Innovation, workforce, economy, parliament, representation,
Commentary	This unit builds on the learning in foundation stage looking at changes from now and then. It prepares children for developing an understanding of	This unit builds on the work in yr1 on significant individuals. It prepares children for further work on equality and pioneers, particularly Titanic yr 2,	This work begins the chronology of British History building on the children's understanding of change over time developed throughout KS1. It links to the Yr	This work builds on the chronology of British History from Yr 3. The unit builds on the understanding of culture, settlements and travel and	This work builds on the work from Yr 2 significant individuals, where children explored equality and their knowledge of the effect of key events in	This unit builds on the work on significant individuals in KS1 and the work on the effect on lives of individuals in Yr 5. It also builds on the

	chronology. It enables children to develop an understanding of chronology starting with themselves, then parents, grandparents. Use of aerial photos and historical maps of Menston from digimaps 1890, 1950 and present day	Migration and WW2 in Yr 5 and equality yr 6. Use of general poster map of the world to show where America and South Africa are.	3 work on the Bronze and Iron age and supports the work in Yr 4 about the Anglo-Saxons which also focusses on culture, settlements and travel and exploration. World map of the Stone Age as large as available, Map of Britain/Skara Brae	exploration and prepares children for the Yr 4 topic of Vikings. Map of Europe – specific maps of Northern Europe and the invasion of Vikings. Map of Sutton Hoo and its location in Britain.	history from Yr 1 and Yr2. The unit prepares children for further work on the effect of events on the lives of people in the 20th century in Yr 5 and further study on equality in Yr 6. Map of Europe. Specific maps of locations for key locations for WWII	children's understanding of local history from yr 2. Maps of Bradford and Saltaire, then and now, to highlight the changes of the industrial revolution.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	How did we learn to fly? - Who were the right brothers? - When was the first flight? - Why was Bessie Coleman significant? - Why is Amelia Earhart significant? - Why was the moon landing special?	How has Menston changed? - How can we find out about Menston in the past? - How are the buildings of our school similar and different? What does this tell us? - What can a street name tell us? (Bleach Mill Lane, Derry Hill), - Has my house always been there?	How did life change in Britain from the Bronze Age to the Iron Age? - Who was the Amesbury Archer? - How did bronze change life in the Stone Age? - How did trade change the Iron Age? - What does Stonehenge tell us about the Bronze Age in terms of religion, technology and travel? - Why were hillforts important to the Iron Age? - How did settlements change between the Stone Age and the Iron Age?	How did the Vikings and Anglo-Saxons struggle for the kingdom of England? - Were the Vikings just vicious warriors? - How did the Vikings raid and conquer? - When did the events leading up to the Danelaw happen? - How do we know about life in Jorvik? - What do the artefacts tell us about life in a Viking settlement? - Were there similarities between the Anglo-Saxons and the Vikings?	Why was the Windrush migration significant? - How did life in the UK compare before WW2, after WW2 and the present day? - What was the role of African-Caribbean service men and women during WW2? - Who were the Windrush generation? - What changes did those migrants bring to the country? - What impact did the Windrush generation have on Britain at the time and now? - Where are the Windrush generation today?	How did ancient Greek achievements influence the western world? - What did the ancient Greeks believe? - What do we know about the achievements of Alexander the Great? - What was life like in Ancient Greece? - What were the key achievements of the Ancient Greeks? - How did the Ancient Greeks influence the western world?
Substantive knowledge	- Orville and Wilbur Wright (the Wright brothers) successfully completed the first powered flight in 1903 on the 17th of December. - The world's first jet propelled aircraft was made in 1910, - The first trip to the moon was on the 16 July 1969, called the American Apollo 11 - This flight had three astronauts (Neil Armstrong, Michael Collins and Edwin 'Buzz' Aldrin) and the journey took four days before landing on the Moon's surface.	- Menston had a mill where they bleached linen and some of the streets in Menston are named after workers from the mill. - Menston had many more fields in the past but new houses have now been built. - The three school buildings were built at different times. KS1 and the link building were built within living memory and the KS2 building was built beyond living memory. - The buildings, plaques around the village and people from Menston can help us to find out about the history of the village.	- Goods like bronze and copper were exchanged for other items. - Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this. - In the Neolithic period people started to live in groups together as communities. One example of this is Skara Brae. - By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often around hill forts which were built to defend the tribe.	- Some Vikings came from Scandinavia to raid but others conquered land for farmland. Vikings came in longships and raided monasteries. An army of Vikings battled Anglo-Saxons for control of the land. - The Vikings took over an area of England called Danelaw. King Alfred paid the Vikings a tax called Danegeld to keep them out of Wessex peacefully. - Jorvik was an important place to trade goods.	- Many Caribbean men and women fought for the British Empire. - People arriving in the UK between 1948 and 1971 from Caribbean countries. - Many of the arrivals became manual workers, cleaners, drivers and nurses - and some broke new ground in representing black Britons in society. - They helped to rebuild the economy that had been weakened by WW2 and contributed to the political, economic and cultural fabric of Britain, challenging discrimination. - It has influenced our cuisine, literature, music and art.	- The ancient Greeks believed in gods who were involved in all aspects of human life. - He created one of the largest empires in history, which stretched from Greece to northwest India. - Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists. Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays. - The Greeks made important contributions to philosophy, mathematics, astronomy, and medicine. - Literature and theatre was an important aspect of Greek culture and influenced modern drama. The Greeks were known for their sophisticated sculpture and architecture.
NC mapping	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally. Lives of significant individuals in the past who have	Changes in Britain from the Stone Age to the Iron Age	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Ancient Greece – a study of Greek life and achievements and their influence on the western world

		contributed to national and international achievements. A local history study.			Thematic Study: Migration to Britain over time	
Big Ideas	Travel and exploration, Pioneers	Settlements, Culture	Culture, Settlements	Conflict, Settlements, travel and exploration,	Travel and exploration, Equality and diversity	Culture, Beliefs, Pioneers
Vocabulary		Present, Future, Local, Evidence, Historian, Modern , Old, Timeline, Change	Amesbury Archer, Stonehenge, artefact, flint, bronze, copper, tin, trade, import, export, goods, tribes, king/chief, hillfort	Scandinavia, Anglo-Saxon Chronicle, balanced, bias, Danelaw, longboat, perspective, invade, raid, settle	Colony, Commonwealth, Discrimination, Empire, Immigration, Migrant, Racism	Amphoras, lekythos, democratic, civilisation, democracy, citizen, philosophy
Commentary	This unit introduces children to historical events beyond living memory and differences in life in different time periods. It introduces ways we can find out about the past. This unit prepares children for learning about the development of Britain over time. Map of America to show the location and length of the first flight compared to Jet 2 map from LBA to compare distances.	This unit builds on children's understanding of change over time developed through the Yr 1 unit of toys and the GfOL unit. It prepares children for further learning about the locality which is taught within British history units and in the Industrial Revolution unit taught in Yr 5. Digimaps 1890, 1950 and today. Maps rather than aerial photographs	This unit continues the timeline of British history from the previous unit on Stone Age Britain. It builds on children's understanding of the impact on people's lives at the time. The unit continues the narrative of British History and leads into Yr 3 – Romans and Yr 4 Anglo-Saxon -Vikings. There are also links to the study of World History at a similar time period – Ancient Greece Yr 6 and Ancient Egypt Yr 4. Map of counties of Britain, specific map of location of Stone Henge, world map to show Bronze Age.	This unit continues the timeline of British history from the previous unit on Anglo-Saxon Britain. It builds on children's understanding of settlements, and travel and exploration and introduces children to the big idea of conflict. The unit continues the narrative of British History and leads into the study World history at a similar time - Ancient Greece Yr 6 and Ancient Egypt Yr 4. Map of Northern Europe/Scandinavia and York	This unit builds on children's learning in KS1 where they explored the theme of equality through their Black History work and the study of the Titanic. It builds on the work on equality in the yr 5 topic of WW1. The Big Idea of equality and diversity is developed further through the Y6 thematic study of the change in equality over time. Map of the Caribbean and the Atlantic Ocean	This unit builds on children's knowledge of significant individuals studied in KS1 and knowledge of pioneers studied in Yr 3 Romans work and the previous Yr 6 study of pioneers within Bradford at the time of the industrial revolution. The Big idea of pioneers will be explored further in the Y6 thematic study. It also builds on the Big Idea of culture and how this has changed over time. Map of Alexander the Great's Empire, maps of Athens/Sparta.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	What is the significance of different nursing pioneers? - Who were Florence Nightingale, Mary Seacole and Nellie Spindler? - What makes Florence Nightingale so special? - What makes Nellie Spindler so special? - What makes Mary Seacole so special? - Did Florence and Nellie have anything in common? (include local connections) - Should we still remember Nellie, Mary and Florence? (National and local significance) - Does Nellie Spindler deserve a memorial?	Why do we still remember the Titanic when it happened so long ago? - What can a picture tell us about the Titanic? - How do we know so much about the Titanic? - What was so special about the Titanic? - What was life on board like? Was it the same for all passengers on board? - How and why did the Titanic sink? - Could more people have been saved from the Titanic? - How did the sinking of the Titanic help prevent a similar disaster from happening?	What was the impact of the Roman Empire on Britain? - What was the Roman Empire? - How did the growth of the Roman army help to expand the Roman Empire? - When and why did Britain become part of the Roman Empire? - Who was Boudica and how did she rebel against the Romans? - What did the Romans build after they settled in Britain? - What lasting impact did the Romans have in Britain?	What did the Ancient Egyptian civilisation believe? - Who and where were the first civilisations? [What else was happening in the world at the time of the Ancient Egyptians?] - When and where were the Ancient Egyptians? - How did the Ancient Egyptian gods influence daily life? - What does the Book of the Dead tell us about ancient Egyptian beliefs? - Why did the Egyptians build pyramids? [Burial rituals] - How did the Nile influence Egyptian life? - Were all Egyptians equal and how does that compare with Britain now? [Egyptian social pyramid]	How did the Early Islamic Civilisation contrast with British history at the time? - How different was Baghdad to London around 900AD? - What was in the House of Wisdom? - Who was Ibn Battuta and how did his Rihla help us? - Who was Al-Zahrawi and what could we learn from Muslim medicine? - What did early Islamic civilisation leave behind? - Why was the Early Islamic Civilisation considered an empire?	Thematic Study How has equality changed over time in Britain? - Have men and women always been treated equally in this country? [roles of men and women through societies studied] - How did women get the right to vote in this country? - Do women across the world have equal rights now? - How has racial equality changed in Britain over time? [Bristol Bus Boycott] - What was the significance of the Stonewall Uprising for the LGBTQ+ community and what changes have happened since?
Substantive knowledge	- Nellie Spindler, Florence Nightingale and Mary Seacole are all significant people from the past who are remembered for their work in nursing during wars. - Florence Nightingale and Mary Seacole both improved conditions to care for injured soldiers in the Crimean war in the 1850's. - Florence Nightingale made hospitals cleaner and safer and wrote books about how to be a good nurse. - Mary Seacole set up British hospitals during the Crimean war.	- Changes were made to improve sea travel after the sinking of the Titanic. All boats had to carry enough lifeboats for everyone on board and an ice berg patrol was set up. - There were 3 different classes of passengers on the Titanic. Some people travelled in basic crowded accommodation. Some people had balls and grand staircases. - More people could have been saved if the life boats had been filled and if the Titanic had had more life boats. - Some people were travelling to make a better life for themselves.	What was the Roman Empire? The Romans ruled over large parts of land all around the Mediterranean Sea and part of Great Britain. This was called the Roman Empire. How did the Roman army help to expand the Roman Empire? The growth of the army enabled them to travel further to invade Britain and other areas of Europe. How did Britain become part of the Roman Empire? The Romans invaded Britain because they knew that it had lots of resources like tin and animals which could be traded around its empire.	What is a civilisation? - A group of people that live together, speak the same language and follow a set of rules. Who and where were the earliest civilisations? - Ancient Egypt, Indus Valley (Pakistan and India), Ancient Sumer (Mesopotamia, modern Iraq) & Shang Dynasty (China) How did the Ancient Egyptian gods influence daily life? - The Egyptians had many gods who they supported and pleased through offerings and rituals. Why did the Egyptians build pyramids? - As burial places for Pharaohs. How did the Nile influence Egyptian life?	How different was Baghdad to London around 900AD? - Baghdad was far more developed and significant than Anglo-Saxon Britain. What was in the House of Wisdom? - It contained lots of important books and an observatory. Who was Ibn Battuta? - He was a traveller who wrote one of the world's most famous travel logs, the Rihlah. Who was Al-Zahrawi and what could we learn from Muslim medicine? - He is considered the father of surgery. He invented lots of tools that are still used in surgery today. What did early Islamic civilisation leave behind?	How did women get the right to vote in this country? - Suffragettes and suffragists campaigned for the right to vote. Women's roles during the war effort contributed. Do women across the world have equal rights now? - Across the globe, many women and girls still face discrimination. How has racial equality changed in Britain over time? - There are now laws that aim to protect people from discrimination. What was the significance of the Stonewall Uprising for the LGBTQ+ community and what changes have happened since? - Protests against unfair treatment of the LGBTQ+ community led to the founding of gay rights

	Nellie Spindler was a nurse from Wakefield, Yorkshire. She trained to be a nurse in Leeds in 1925 and cared for soldiers injured during WW1.		Who was Boudica and how did she rebel against the Romans? Boudica was a Celtic queen who did not want to pay taxes to the Romans. She fought to become leader of her tribe when her husband died. What did the Romans build after they settled in Britain? Hadrian's wall, Amphitheatres, roads, walls, bath houses and aqueducts What lasting impact did the Romans have in Britain? The Romans brought lots of new ideas to Britain and made them popular like coins, laws and towns. The straight Roman roads led to quicker travel.	- It provided the Ancient Egyptians with food, transportation, building materials. Were all Egyptians equal? - Men and women were treated equally. Society was hierarchical with the pharaoh at the top and slaves at the bottom.	- They made huge advances in algebra, mathematics, chemistry, medicine, astronomy, engineering and agriculture. Why was the Early Islamic Civilisation considered as an empire? - The early Islamic Empire began in the desert region of Arabia and spread out to reach parts of present-day Spain, India, Russia and Morocco.	activist groups, as well as Pride events. How have anti-discrimination laws contributed towards equality in the UK? The 2010 Equality Act made it illegal to discriminate against people for protected characteristics.
NC mapping	Lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	The Roman Empire and its impact on Britain	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Big Ideas	Pioneers, Equality,	Travel and exploration, Equality	Conflict, Settlements, travel and exploration, Pioneers	Beliefs, Equality and diversity	Culture, Beliefs, Pioneers	Equality and diversity, Pioneers
Vocabulary	famous, significant, nationally, locally, Crimean war, First World war, Memorial, significance, plaque, remembrance, commemorative, statue,	First class, second class, third class, Evidence, Events Historical interpretations Communication	Territory, Import Export, Emperor, Resistance Mosaic, Construction, Amphitheatre Architect, Centurion	Civilisation, pyramid, canopic jars, mummy, afterlife, pharaoh, hierarchy, Book of the Dead	Civilisation, empire, scholar, The Caliph, The Caliphate	Democracy, civil rights, vote, Suffragettes, Suffragists, discrimination, Stonewall, Pride, Equality Act, protected characteristics
Commentary	This unit introduces children to influential people in history. Links with the local area are made through the study of both Florence Nightingale and Nellie Spindler. Children are introduced to nursing at different time periods. It prepares children for further work on equality in yr 2.	This unit builds on the children's developing knowledge of equality and pioneers which were introduced through the Black History work. It prepares children for further work on equality and pioneers, particularly Migration and WW2 in Yr 5 and equality yr 6.	This unit builds children's understanding of the chronology of British History and extends their knowledge of pioneers from History. It prepares the children for further work on settlements and travel and exploration in Yr 4 and Yr 5.	This unit introduces children to World History and enables them to see the difference between early civilisations and Britain at a similar period in history. It allows children to further explore the Big Idea of equality. The unit prepares children for further study of ancient civilisations in Yr 5 and 6.	This unit builds the children's understanding of world history and the development of the early civilisations. It allows children to make comparisons with Britain at a similar time. The study of Early Islamic Civilisation widens the children's cultural understanding. It prepares	This unit builds on the learning about pioneers in KS1, Yr 3 and Yr 5. It explores the Big Idea of equality and diversity, building on the previous learning in YR 2- Black History, Yr 5 - WW11 and migration,

	Post it notes placed on maps to show where key historical figures came from.	Map of the Atlantic to show the journey of the Titanic from Liverpool to New York	Map of Italy/Rome, the extent of the Roman Empire, Map of Europe.	Identify Egypt on the world map, use a map of Egypt and identify the location of the Nile	children for further study of ancient civilisations in Yr 6. Identify the location of Baghdad/Iraq and London on the world map. Any relevant historical maps of the specific locations studied.	Use of world map to identify key historical locations and figures.
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