Constructing a Timeline

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| AOLE: **Humanities** |
| 4 Purpose: **ethical, informed citizens** |
| WM: Human societies are complex and diverse | DL: I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present. |
| LO: I can plot the life of ARW onto a timelineI can research other events that were happening at the time and plot those also to see some context for his life and actions |

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| Introduction:  | What is a timeline?personal and general timelines.How do they interact? How are individuals influenced by national or global events?What is your timeline? what big events would you put on the timeline alongside your personal details? |
| Main body:  | Using the information for ARW and a timeline for the Victorian era plot the 2 on a timeline. either:individually, as a whole class, in pairsLook at how key events might have influenced ARW’s actions and decisionsfor example:* rise of the railways
* move from country to city
* improved international communications/ travel (steam ships)
* rise of empire/ colonialism
* advances in science and scientific thinking
* cultural thirst for collecting/travel/discovery
* the class system (why did Darwin get all the accolades?)

Record key events and repercussions - using:"This meant that......" for eg: steamships were able to cross large bodies of water quickly and **this meant that** travel was more accessible |
| Extension:  | What was happening in your locality at this time?what events were happening in Swansea/Neath/Brecon that either would have helped or hindered a scientist/ explorer?plot on timeline |
| Plenary:  |  |
| Resources:  | Link to Literacy: discussion topic The Amazontimeline resource sheetTwinkl has a good Victorian general timeline |