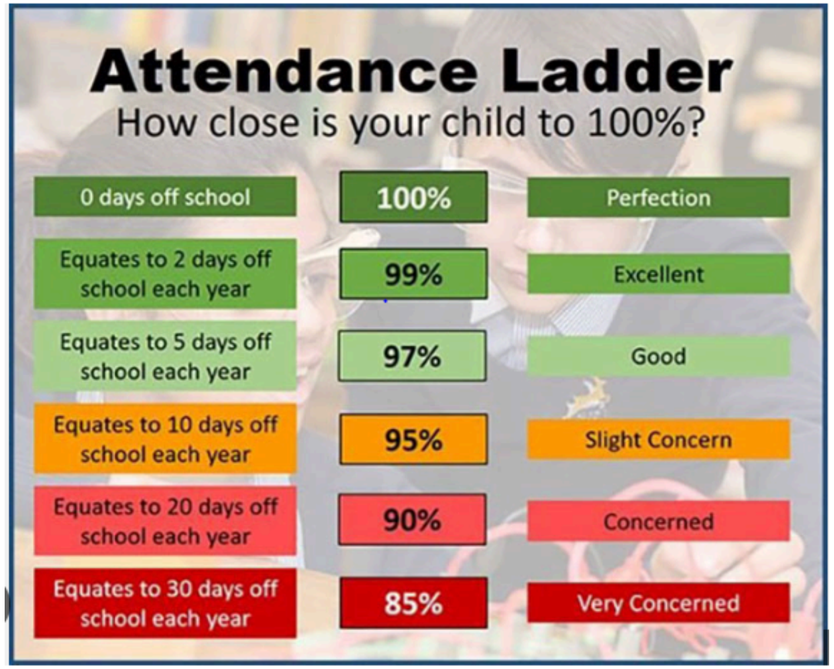
# GREAT BRITAIN

## WHAT PUTS THE GREAT IN GREAT BRITAIN?




Homework

Each week, Spellings and Mathletics tasks will be assigned and are an important part of reinforcing your child's learning in class. These tasks are expected to be completed weekly and support progress in key areas. In addition, from time to time, topic-based homework will be set to be completed at home. Clear instructions, deadlines, and expectations for these projects will be shared in advance via ClassDojo. Regular completion of all assigned work is essential in supporting your child's learning and development.

## Uniform

It is important that all Year 5 and 6 pupils attend school in the correct uniform and PE kit. Please refer to our uniform policy on the school website for full details, or speak to your child's class teacher if you have any questions or queries.

## Communication

ClassDojo continues to be our primary platform for communication. Please use ClassDojo as the first point of contact for any questions, concerns, or comments. Dismissal time is not an appropriate time to address concerns, as our focus must remain on student safety and supervision. Messages sent through ClassDojo will be reviewed and responded to as promptly as possible. Thank you for your understanding and support.

You've got this!

# YEAR 6 SATs WEEK 2026

**WEEK BEGINNING MONDAY 11TH MAY – THURSDAY 14TH MAY 2026**

## MONDAY

### ENGLISH
**Grammar, Punctuation & Spelling (GPS)**

1. **Paper 1: Grammar, Punctuation & Vocabulary**
   Children answer a range of questions including multiple choice, short answers and some longer responses to assess their understanding of grammar rules and punctuation.
2. **Paper 2: Spelling**
   The teacher reads 20 sentences and pupils write the missing word in each sentence to test their spelling accuracy.

## TUESDAY

### ENGLISH READING

- A single paper lasting one hour.
- Includes a selection of texts (fiction, non-fiction and poetry).
- Children answer a variety of questions to show their understanding, including retrieval, inference, vocabulary and explanation.

## WEDNESDAY

### MATHS (PAPERS 1 & 2)

**ARITHMETIC (30 minutes)**
A paper focused on calculations (addition, subtraction, multiplication, division, fractions, percentages).

**REASONING PAPER 1**
Problem-solving and reasoning questions that require children to explain their thinking and apply maths skills.

## THURSDAY

### MATHS (PAPER 3)

**REASONING PAPER 2**
Similar to Paper 1, with a focus on applying maths in different contexts and multi-step problems.

## IMPORTANT NOTES

- Tests are completed under exam conditions but in a supportive, familiar environment.
- They are spread across four days to help reduce pressure.
- Teachers can provide certain support, such as reading instructions where appropriate.

## HOW YOU CAN SUPPORT YOUR CHILD

- Keep routines consistent (sleep, meals, school times)
- Encourage regular reading and discussion about texts
- Practise key maths skills, especially times tables and mental maths
- Reassure your child – these tests **do not define them**

## A FINAL MESSAGE

*We are very proud of how hard the children have worked and will ensure the week is as calm and positive as possible.*

**TOGETHER, WE CAN MAKE THIS A GREAT WEEK!**

PREPARED ★ POSITIVE ★ PROUD ★ WE BELIEVE IN YOU!

# ENGLISH

This summer term, our English and Guided Reading curriculum will focus on several exciting and engaging texts:
The Highwayman, Herstory, Swallows and Amazons, On Sudden Hill and a range of Shakespeare plays.

- The Highwayman (by Alfred Noyes)

This is a dramatic poem about a brave but reckless robber who loves a girl called Bess. When soldiers try to catch him, Bess sacrifices herself to warn him. The story is sad but shows how strong love and loyalty can be.

- Herstory

This book tells the real-life stories of amazing girls and women from history. It shows how they stood up for what they believed in, worked hard, and helped change the world. It encourages children to believe they can do great things too.

- Swallows and Amazons (by Arthur Ransome)

This is an adventurous story about children who go sailing, camping, and exploring outdoors. They pretend to be pirates and explorers, solve problems together, and learn about teamwork and independence.

- On Sudden Hill (by Linda Sarah)

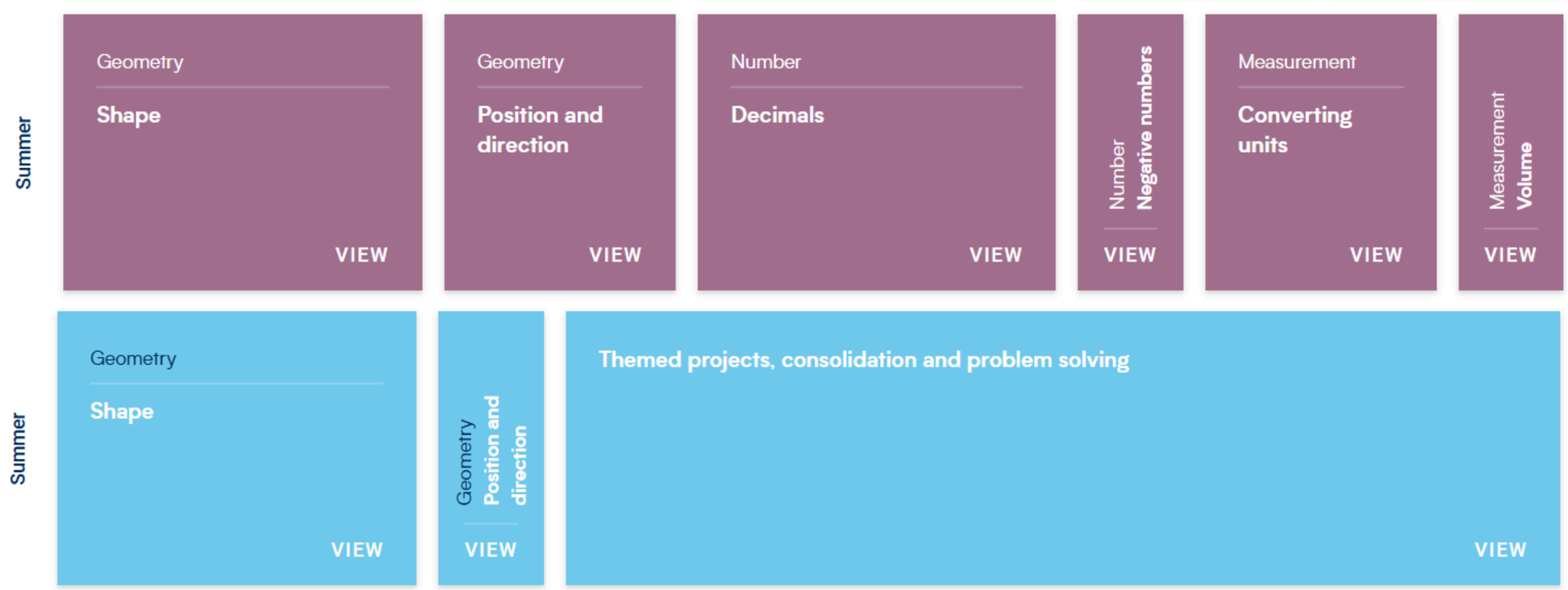
This story is about friendship and change. Two best friends build an imaginary world together, but things get tricky when a new child joins in. It shows how sharing and being kind can help friendships grow.

- Shakespeare plays

Shakespeare wrote many plays with exciting stories. Some are funny (comedies), some are sad (tragedies), and some are about kings and history. They often include love, mistakes, disguises, and big emotions, teaching lessons about people and choices.

| | | | | | |
|---|---|---|---|---|---|
| Summer | Great Britain | The Highwayman<br><br>The Highway Rat | Poetry -2 weeks<br>To create a narrative poem. | 1. Discussion text<br>2. Narrative poem | Shakespeare plays (1 per 2 weeks) Varied booked in box to choose as phase. |
| | | Herstory | Non-narrative - 4 weeks<br>To create a biography on a British person who has had an impact on Britain.<br>(Link to Britain and future careers children are interested in) | 1. Non-chronological report<br>2. Recount<br>3. Story with a dilemma<br>4. Biography | Shakespeare plays (1 per 2 weeks) Varied plays in box for phase to choose. |
| | | Swallows and Amazons/ On Sudden Hill | Narrative - 4 weeks<br>To create an adventure narrative with integrating dialogue. | 1. Explanation text<br>2. Persuasive text<br>3. Character description<br>4. Narrative - dialogue to advance the action | Swallows and Amazons |

# MATHS



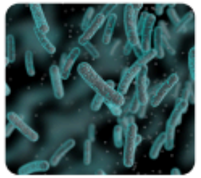

Supporting your child with maths at home in Years 5 and 6 can make a real difference to their confidence and progress. Encourage regular practice of key skills such as times tables, mental arithmetic, and problem-solving through everyday activities like shopping, cooking, or telling the time. Ask your child to explain how they worked something out, as this helps deepen their understanding and builds reasoning skills. Using online resources, games, or quick quizzes can also keep learning engaging and varied. It's important to create a positive, low-pressure environment where mistakes are seen as part of learning, and effort is praised just as much as correct answers. Regular short sessions are often more effective than long ones, helping children to build fluency and retain what they have learned.

# SCIENCE

## Evolution and Inheritance

### Classification

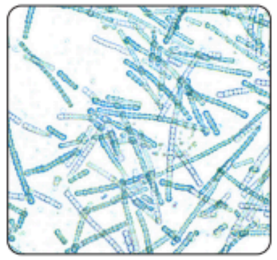
Grouping living things based on their characteristics is called classification. The first classification system developed by the Swedish scientist Carl Linnaeus (1707–1778) divided all living things into two kingdoms, animals and plants. Today, scientists classify all living things into five kingdoms. The members of each kingdom have specific features in common.

| Kingdom | animal kingdom | plant kingdom | fungus kingdom | protista kingdom | monera kingdom |
|---|---|---|---|---|---|
| |  |  |  |  |  |
| Features | • multicellular<br>• cannot make food<br>• can move from place to place<br>• live on land or in water<br>• reproduce sexually | • multicellular<br>• make food using sunlight<br>• cannot move from place to place<br>• live on land or in water<br>• reproduce sexually or asexually | • unicellular or multicellular<br>• cannot make food<br>• cannot move from place to place<br>• live on land or in water<br>• reproduce sexually or asexually | • unicellular or multicellular<br>• some make food, others can not<br>• most can move from place to place<br>• live in water<br>• reproduce sexually and asexually | • unicellular<br>• make food<br>• most can move from place to place<br>• live on land or in water<br>• reproduce asexually |

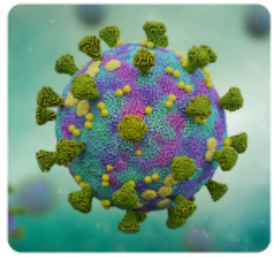
### Microorganisms and viruses

A microorganism is a living thing. It is too small to be seen without a microscope. Microorganisms can be found in the fungus, protista and monera kingdoms. Most microorganisms are beneficial. For example, cyanobacteria make oxygen, and a unicellular fungus called yeast is added to bread to make it rise. Some microorganisms are pathogens, which means they cause disease in other living things.

Viruses are not microorganisms as they are not living and need a host to survive. They are not part of any of the kingdoms. Some viruses can be beneficial and others harmful. For example, the virus SARS-CoV-2 causes the illness COVID-19.



cyanobacteria



SARS-CoV-2 virus

### Fossils and the fossil record

Fossils are the remains of once-living things or traces of life, such as footprints, tracks, dung or burrows, that have been preserved as rock. Preserved remains and traces of life are called fossils if they are over 10,000 years old.

The fossil record was created by scientists to group and make sense of the vast amount of fossils that have been discovered. It is ordered from the oldest fossils found deepest in the ground to the newest fossils found closest to the surface. It provides a history of the Earth.

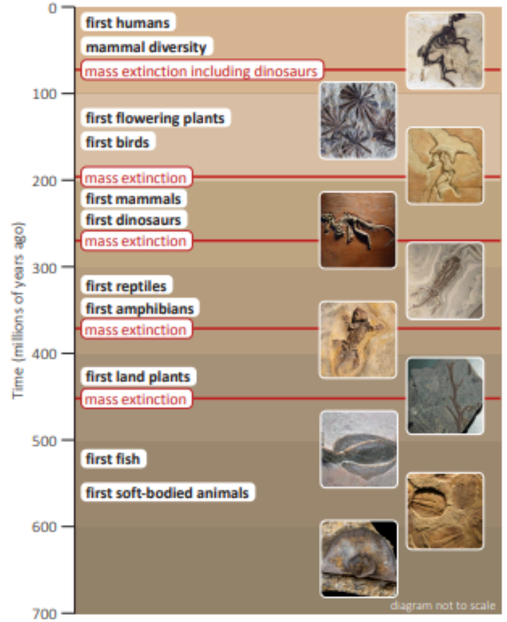
The fossil record tells us about:

- the living things that have inhabited Earth
- the Earth's environment over time
- how species have evolved
- extinction events

However, the fossil record is incomplete because soft-bodied animals decayed too quickly to be fossilised and fossils are still buried in the Earth's rocky layers.

fossilised turtle

fossilised footprint




simplified fossil record diagram

# SCIENCE

## The theory of evolution

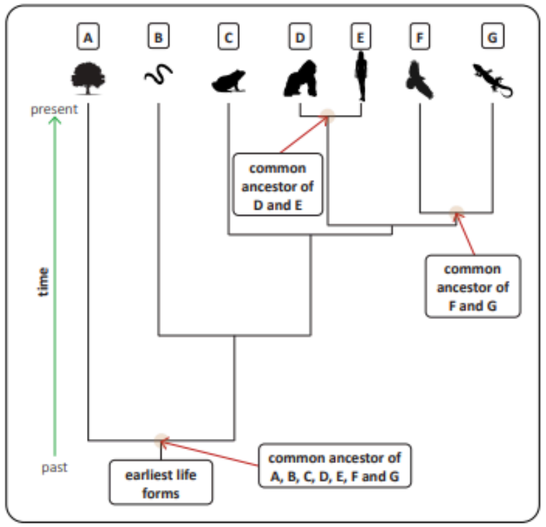
The theory of evolution was first developed by the naturalists Charles Darwin and Alfred Russel Wallace in 1858. The theory states three assumptions:

- All life on Earth has evolved from simple life forms to more complex ones over time.
- All life on Earth has common ancestors and is therefore related.
- Living things with characteristics most suited to their environment are more likely to survive and reproduce.

At first, the theory was controversial. Some saw it as an explanation for the variety of species on Earth, but others saw it as blasphemous as it challenged the Christian belief that God created the Earth and all living things. Today, the fossil record and DNA evidence support the theory of evolution.

## Evolutionary tree diagrams

Charles Darwin sketched a branching tree diagram to help explain the theory of evolution. Evolutionary tree diagrams today represent what scientists think they know about the evolutionary relationships between different living things; however, they are not fact. Those living things with a more recent common ancestor, such as D and E, are said to be more closely related than those with a less recent common ancestor, such as F and G.




Simplified evolutionary tree diagram

## Inheritance

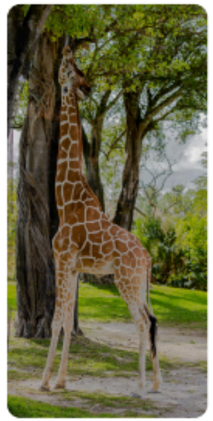
Living things that sexually reproduce pass on inherited characteristics to their offspring, such as skin colour and eye colour. Offspring inherit one copy of each gene from the female parent and one from the male parent. This mixing of genes means that offspring are unique, differing from their parents and each other.

## Variation

Variation is the natural differences in characteristics between individuals of the same species. There are two types of variation: continuous and discontinuous. Continuous variation has a range of values, such as the height or mass of individuals of the same species. Line graphs display continuous variation. Discontinuous variation has a specific number of outcomes, such as eye colour or blood groups. Bar charts show discontinuous variation.

## Natural selection, adaptation and survival of the fittest

Natural selection is the process behind the theory of evolution. Variation within a species is caused by small, natural changes in DNA between individuals and the random mixing of parent DNA following sexual reproduction. If a variation positively affects a living thing's ability to survive, they are more likely to live long enough to reproduce and pass on the attribute to their offspring. This process naturally selects those individuals who are better able to survive in their habitat, and is known as 'survival of the fittest.' Over time, positive attributes become common among a species and are seen as adaptations. For example, ancestors of the giraffe had shorter necks, but due to variation and natural selection, individuals with longer necks became common in the species.



There are three different types of plant adaptation:

**Structural**: Cacti have modified leaves called spines to deter animals from eating them.

**Behavioural**: Mature sunflowers face the rising Sun in the east because pollinators prefer warm flowers.

**Chemical**: Stinging nettles have hairs containing chemicals that sting when touched to deter animals.

## Artificial selection

Artificial selection, also called selective breeding, is the process where humans breed animals and plants to produce offspring with what they consider to be desirable characteristics.

Examples include breeding cows that produce large quantities of milk or crops that are disease-resistant and produce lots of grain.

## Glossary

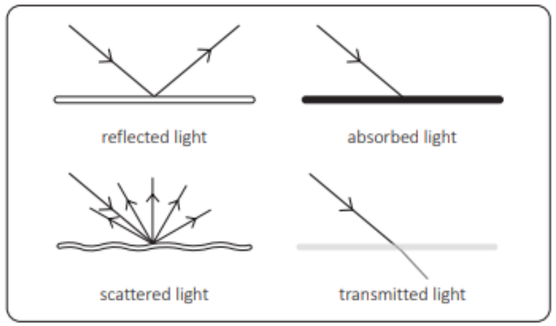
| | |
|---|---|
| **adaptation** | A physical or behavioural characteristic that allows a living thing to better survive in its habitat. |
| **ancestor** | A living thing from which others have evolved. |
| **deoxyribonucleic acid or DNA** | The inherited material inside all cells that carries the instructions needed for that living thing to develop and survive. |
| **evolve** | To change gradually over a long period of time. |
| **gene** | A small section of DNA that acts as instructions for a specific inherited characteristic, such as eye colour. |
| **multicellular** | Consisting of many cells. |
| **species** | A group of similar living things that can reproduce naturally. |
| **unicellular** | Consisting of a single cell. |

# SCIENCE

## Light Theory

### Light sources

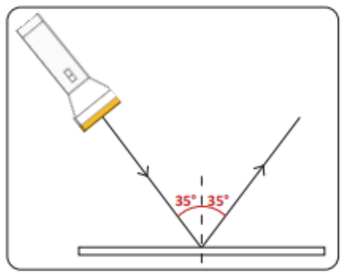
A light source is something that produces light. This can be a natural source, such as the Sun or a glow-worm, or an artificial source, such as a light bulb or candle. Most objects do not produce light. Instead, they either reflect, absorb or scatter the light given out by a light source. Light can also travel through transparent objects.




### How does light travel?

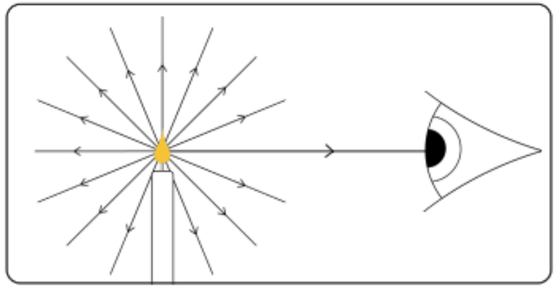
Light is a form of energy that travels as waves in straight lines. In diagrams, light waves are drawn as straight lines with arrowheads that show the direction of travel.

Light continues to travel when it is reflected off the surface of an object. When light hits a mirror, it reflects off the surface in a straight line. All mirrors reflect light at an angle equal to the angle of impact.

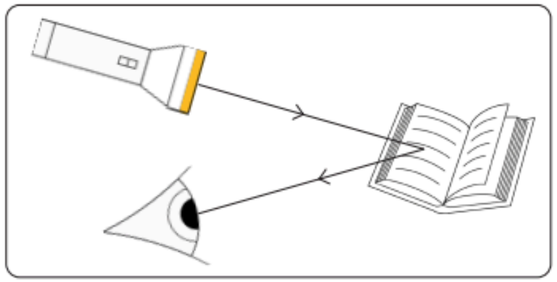



### Light and sight

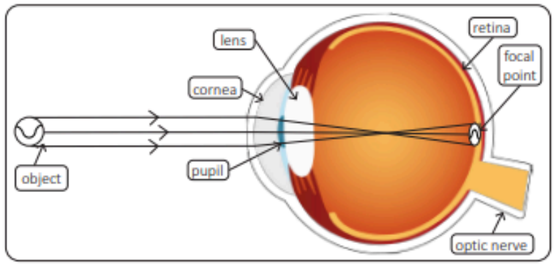
For us to see any object, light must enter our eyes. Light rays can travel to our eyes directly from a light source, so we can see the light source.



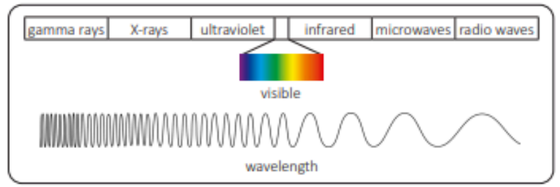
Light can also travel to our eyes after it has been scattered or reflected. In this diagram, light from the torch travels to the book and is then reflected from the book into the person's eye.



Light rays reach the eye and travel through the cornea before entering the eye through the pupil. The lens focuses the light onto the back of the eye, called the retina. The retina turns this light information into electrical signals, which travel through the optic nerve to the brain, where the signals are 'seen' as an image. Without light, we cannot see.




### Electromagnetic spectrum



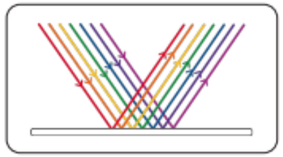

The electromagnetic spectrum shows all the different types of light, from gamma rays with waves that are close together, to radio waves with waves that are far apart. Visible, or white light is the only light the human eye can see and is only a small part of the electromagnetic spectrum.

### Visible light

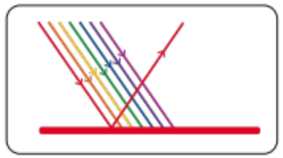
Visible light is made up of a continuous spectrum of different colours of light, from violet to red. All the colours of light mix together to create white light.

The way objects reflect or absorb light determines their colour.

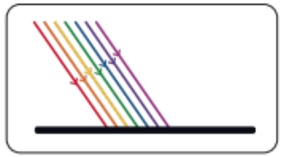
Some objects reflect all the colours of light, so we see those as white.



Other objects absorb some of the colours in white light, but some colours are reflected. We see these objects as the coloured light that is reflected.



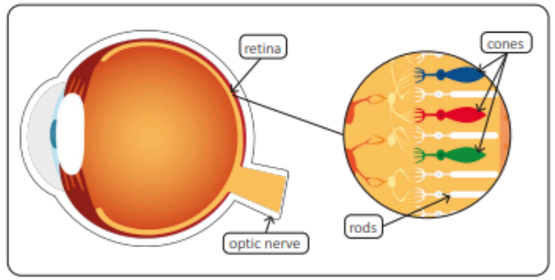
Black objects absorb all the colours of white light.



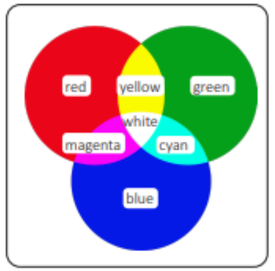
# SCIENCE

## Perceiving colour

Light enters our eyes through the pupil and is focused onto light-sensitive cells called rods and cones that cover the retina at the back of the eye. Rods help us to see light and dark and cones help us to see different colours. Once the cone cells have been stimulated, a signal is sent to the brain through the optic nerve. The brain interprets the signal as a particular colour, giving us colour vision.




Red, green and blue are the primary colours of light. When the red and green cones in our eyes are stimulated, we perceive a yellow colour. When the blue and green cones are stimulated, we perceive a cyan colour. When the red and blue cones are stimulated, we perceive a magenta colour. If the red, green and blue cones are all stimulated, we see white.



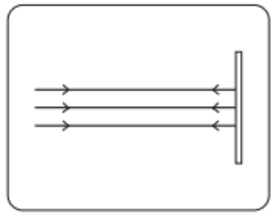

## Shadows

Shadows form when an object blocks the passage of light, leaving an area of darkness. The size and length of an object's shadow can vary depending on the position of the light source.

## Reflection in different mirrors

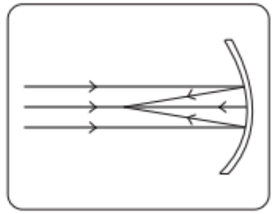
There are three main types of mirror: plane, concave and convex.

A plane mirror has a flat reflective surface, so perpendicular light rays are reflected back along the same path. This means the reflected image is the same size and the same way up as the object, but the image is reversed.



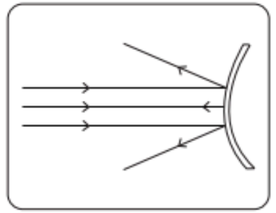
plane mirror

The surface of a concave mirror curves inwards, so light rays are reflected inwards to a focal point. Images appear larger and brighter in a concave mirror, but they reflect a narrower view. Dental mirrors and torches use concave mirrors.



concave mirror

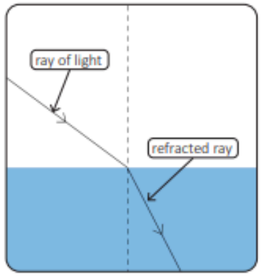
The surface of a convex mirror curves outwards, so light rays are reflected outwards and dispersed. Convex mirrors make images smaller, but they reflect a wider view. Shop security mirrors and car wing mirrors are convex.



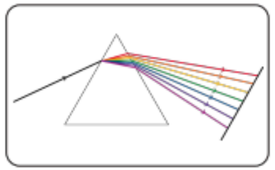
convex mirror

## Refraction

Refraction is the change in direction of light as it passes from one transparent material to another. This diagram shows a light ray travelling in a straight line through the air, then hitting the surface of the water. Water is denser than air because water is a liquid and air is a gas, so the light slows down and changes direction.




When white light travels through a triangular prism, light is refracted twice. This, along with the prism's angled edges, splits white light into a spectrum of colours from red to violet.



Refraction creates different phenomena on Earth. For example, light refracted by raindrops creates a rainbow. Light refracted by a glass of water can make a straw look bent or disjointed.

## Glossary

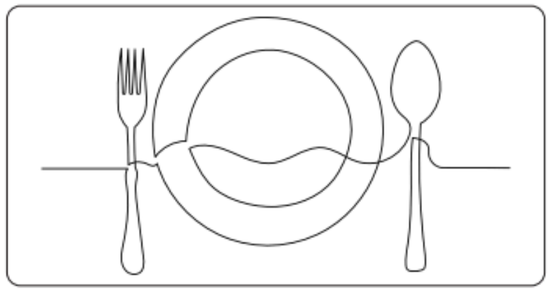
| | |
|---|---|
| **absorb** | The ability to soak something up, such as a liquid or light. |
| **reflect** | To bounce off a surface. |
| **scatter** | To move apart in different directions. |
| **spectrum** | A band of colours produced when white light is separated. |
| **visible light** | The part of the electromagnetic spectrum that the human eye can see, also known as white light. |

# ART

## Line, Light and Shadows

### Continuous line drawing

Continuous line drawings are made by keeping a pen or pencil in contact with the paper for the duration of the drawing. These drawings help artists to develop their observational skills because they have to look carefully at what is in front of them.



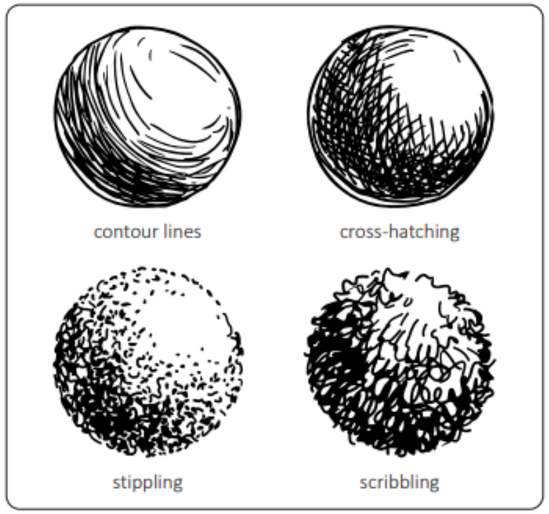
### Pablo Picasso

Pablo Picasso was a Spanish painter who lived from 1881 to 1973. He used many artistic styles, including the continuous line technique. He would take a complex subject and simplify it into one unbroken line.

Reproduction of Pablo Picasso's *Dog*

### Shading

Shading is a technique that artists use to give the illusion of a 3-D form on a 2-D surface. It creates form by showing areas of light and shadow. The artist typically begins with the light areas then works towards the dark shades. There are several common shading techniques.

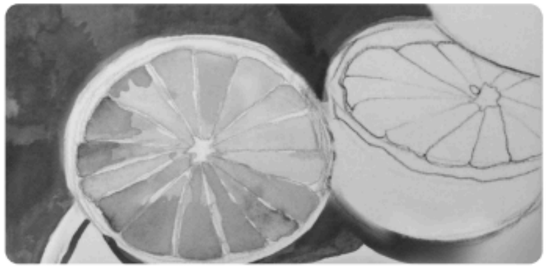



These techniques can be used together to create different effects.

Untitled pencil drawing by Kaspar Hauser, 1829

### Pen and ink

Pen and ink can be used as an alternative to pencil. The deep colour of the ink allows the artist to create strong areas of contrast. Shading techniques can be used with an ink wash. Using an ink wash means applying ink with water and a paintbrush.



### Rembrandt

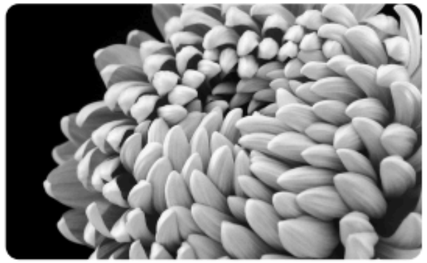
Rembrandt Harmenszoon van Rijn, simply known as Rembrandt, was a Dutch painter who lived in the 17th century. He had a love of line drawings. Many of his pieces were created using pen and ink.

*The Return of the Prodigal Son* by Rembrandt Harmenszoon van Rijn, c1642

# ART

## Black and white photography

In black and white photography, distracting colours are replaced with tones of grey. This helps the viewer to concentrate on other aspects, such as line, shape, tone, form, texture, pattern and composition. Black and white photographs make dramatic pieces because they enhance the contrast between dark and light spaces. Shadows and strong lines can also create abstract images.

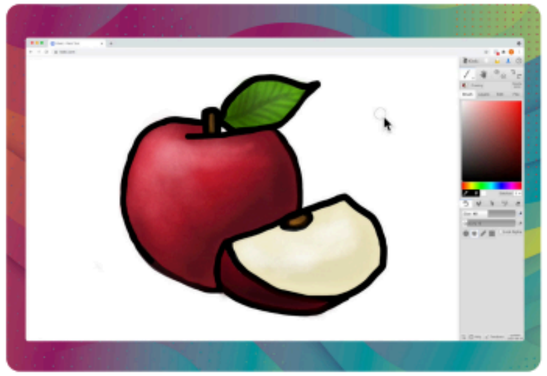
## Drawing on black paper

When artists draw on black paper, they typically shade in reverse, from pitch black to medium grey to bright white marks. They do this because the black paper already provides the dark sections. These drawings create dramatic contrasts between black and white.

## Paint software

Paint software can be used to record and edit images. For example, photographs can be uploaded and converted into drawings.

The software has various tools, such as brushes, pens and the paint bucket for filling areas. It also has more advanced applications, such as the opacity slider, blending brush and colour picking tool, which allow the artist to apply shade and transition between tones.



## Glossary

| | |
|---|---|
| **abstract** | Abstract art consists of shapes and patterns rather than realistic representations of objects. |
| **composition** | How the subjects of a picture are arranged. |
| **contrast** | The degree of difference between the lighter and darker parts of an image. |
| **form** | The three-dimensional aspect of a picture. |
| **observation** | The process of watching something carefully. |
| **opacity** | The degree to which an object cannot be seen through. |
| **shade** | Shadows in a picture. |
| **texture** | The way something feels. |
| **tone** | A lighter or darker shade of the same colour. |

# DT

## Engineer

### Bridges and engineers

Bridges are structures that have been used for centuries to provide a safe route over an obstacle, such as a valley or river. Over time, engineers have improved bridge design and used stronger materials to span greater distances and support more weight. Examples include:

**Menai Bridge, Wales**

Engineer: Thomas Telford

Date completed: 1826 Span: 176m Material: iron

**Clifton Suspension Bridge, England**

Engineer: Isambard Kingdom Brunel

Date completed: 1864 Span: 414m Material: steel

**Forth Bridge, Scotland**

Engineer: Sir John Fowler and Sir Benjamin Baker

Date completed: 1890 Span: 2467m Material: steel

### Forces

Two important forces that engineers consider when building a bridge are compression and tension.

Compression is a pushing force that squashes or makes something smaller.


Tension is a pulling force that pulls things apart.


When these forces are balanced, a bridge is strong and stable. When they are unbalanced, a bridge will collapse.

### Types of bridges

**Beam bridge**

Beam bridges have a horizontal beam and support piers. The vertical piers absorb forces from the horizontal beam when heavy loads are on the bridge.

**Arch bridge**

Arch bridges have a curved arch supported by abutments at each end. The arch spreads the forces from heavy loads outwards towards the abutments.

**Truss bridge**

Truss bridges are similar to beam bridges but use triangular shapes called trusses. The forces from heavy loads are spread across the truss structure.

**Suspension bridge**

The roadway on a suspension bridge is hung from vertical cables supported by towers. When heavy loads are on the bridge, there are increased tension forces in the vertical cables, which are transferred to the towers.

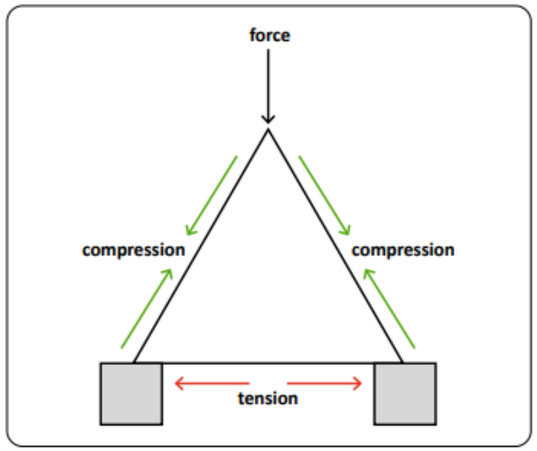
### Strengthening paper bridges

Paper bridges can be strengthened by:

- increasing the number of layers of paper used
- changing the shape of the paper
- folding the paper into a concertina

### Triangles for strength

Triangles provide structural strength and stability by distributing the force down each side. Triangles do not collapse or distort easily and are commonly used in bridge building to provide support.




### Glossary

| | |
|---|---|
| **concertina** | Folds made alternately to the front and back of a material. |
| **distort** | To change the original shape of something. |
| **engineer** | A person who designs or builds machines, electrical equipment or structures such as roads, railways and bridges. |
| **span** | The length of something from one end to the other. |

# HISTORY

## THE VICTORIANS: A PERIOD OF CHANGE AND INNOVATION

### VOCABULARY

| | |
|---|---|
| Victorian | Relating to the reign of Queen Victoria (1837–1901). |
| timeline | A sequence of events in chronological order. |
| invention | A new device or process that has not existed before. |
| steam railway | A railway system that uses steam locomotives to pull trains. |
| steam locomotive | A train engine powered by steam. |
| Houses of Parliament | The building in London where the UK Parliament meets. |
| Queen Victoria | The Queen of Britain from 1837 to 1901. |
| Prince Albert | The husband of Queen Victoria. |
| the Mine Act | A law (1842) that improved working conditions for women and children in mines. |
| Education Act | A law (1870) that made education available for more children. |
| Industrial Revolution | A time (18th–19th century) when industries and machines changed the way people lived and worked. |
| machinery | Machines used to do work, especially in factories. |
| workers rights | The rights of workers to be treated fairly and work in safe conditions. |
| unions | Groups of workers who join together to protect their rights. |
| factories | Buildings where goods are made using machines and workers. |
| Thomas Edison | Inventor of the light bulb and many other devices. |
| Alexander Graham Bell | Inventor of the telephone. |
| Karl Benz | Inventor of the first petrol-powered car. |
| Isambard Kingdom Brunel | Famous British engineer who built railways, bridges, tunnels and ships. |
| Thames Tunnel | An underwater tunnel under the River Thames built by Brunel. |
| Great Western Railway | A major railway line built by Brunel. |
| Charles Darwin | Scientist who developed the theory of evolution. |
| theory of evolution | The idea that living things change over time and come from earlier forms of life. |

### KNOW IT: ESSENTIAL KNOWLEDGE

- Queen Victoria was born in 1819 and died in 1901. She was queen for 63 years.
- Her reign, known as the Victorian era was a period of significant industrial, political, and social change in Britain and the expansion of the British Empire.
- During the Industrial Revolution, many factories were built. Laborers began making large numbers of things using machines powered by engines.
- England was the first country in which these changes took place. However, the Industrial Revolution soon spread to other European countries, the United States, and Japan.
- Isambard Kingdom Brunel was a British civil engineer – one of the most famous in British history.
- He engineered the Great Western Railway, the Thames Tunnel and many cendinships.
- Charles Darwin (1809–1882) is famous for his theory of evolution.


Factories during the Industrial Revolution


Steam locomotive


The Houses of Parliament


Victorian factory workers

### KEY PEOPLE & ACHIEVEMENTS


**Queen Victoria**
Reigned from 1837 to 1901. Her long reign saw huge changes in Britain and the expansion of the Empire.


**Prince Albert**
Queen Victoria's husband. He supported education, science, the arts and improvements to society.


**Houses of Parliament**
The home of UK Parliament, where laws are made and debated.


**Isambard Kingdom Brunel**
Engineer who built the Great Western Railway, the Thames Tunnel and many steamships.


**Charles Darwin**
Developed the theory of evolution after years of research and studying nature.


**Victorian Innovations**
Advances in transport, communication, science and industry changed lives forever.


**Thomas Edison**
Invented the practical light bulb and many other inventions.


**Alexander Graham Bell**
Invented the telephone, revolutionising communication.


**Karl Benz**
Invented the first petrol-powered car (the Benz Patent Motorwagen, 1885).

### TIMELINE OF KEY EVENTS

**1819** – Queen Victoria is born.

**1837** – Queen Victoria becomes Queen at the age of 18.

**1830s–1860s** – The Industrial Revolution grows in Britain.

**1842** – The Mine Act improves working conditions for women and children in mines.

**1870** – The Education Act makes education available for more children.

**1837–1873** – Brunel builds the Great Western Railway.

**1843–1845** – Brunel builds the Thames Tunnel under the River Thames.

**1859** – Darwin publishes *On the Origin of Species* (theory of evolution).

**Late 1800s** – Britain becomes a leading world power in industry, science and exploration.

### IMPACT OF THE VICTORIAN ERA

- Cities grew as people moved for work.
- New machines and inventions improved everyday life.
- Laws and reforms improved workers' rights and education.
- The British Empire expanded across the world.
- Science and discovery changed how we understand the world.

### KEY QUESTIONS / WHAT I WILL LEARN

1. Who were the Victorians and why is that particular era in British history so important?
2. Explain what the industrial revolution is and why it is relevant to today.
3. Describe some of the key inventions that took place in the Victorian era.
4. Who is Isambard Kingdom Brunel and why is he famous?
5. Explain Charles Darwin's theory of evolution. What does the church believe?
6. Present information about a significant Briton who has made a great impact.
7. Describe what you think the future of Britain is and why.