

Ks3 History Norman England Knowing History

The past is a foreign country - this is your guide. We think of Queen Elizabeth I's reign (1558-1603) as a golden age. But what was it actually like to live in Elizabethan England? If you could travel to the past and walk the streets of London in the 1590s, where would you stay? What would you eat? What would you wear? Would you really have a sense of it being a glorious age? And if so, how would that glory sit alongside the vagrants, diseases, violence, sexism and famine of the time? In this book Ian Mortimer reveals a country in which life expectancy is in the early thirties, people still starve to death and Catholics are persecuted for their faith. Yet it produces some of the finest writing in the English language, some of the most magnificent architecture, and sees Elizabeth's subjects settle in America and circumnavigate the globe. Welcome to a country that is, in all its contradictions, the very crucible of the modern world.

Teaching and learning about the Holocaust is central to school curriculums in many parts of the world. As a field for discourse and a body of practice, it is rich, multidimensional and innovative. But the history of the Holocaust is complex and challenging, and can render teaching it a complex and daunting area of work. Drawing on landmark research into teaching practices and students' knowledge in English secondary schools, *Holocaust Education: Contemporary challenges and controversies* provides important knowledge about and insights into classroom teaching and learning. It sheds light on key challenges in Holocaust education, including the impact of misconceptions and misinformation, the dilemmas of using atrocity images in the classroom, and teaching in ethnically diverse environments. Overviews of the most significant debates in Holocaust education provide wider context for the classroom evidence, and contribute to a book that will act as a guide through some of the most vexed areas of Holocaust pedagogy for teachers, teacher educators, researchers and policymakers.

Exam Board: Pearson Edexcel Level: GCSE Subject: History First teaching: September 2016 First exams: June 2018 Endorsed for Edexcel Enable students to achieve their full potential while ensuring pace, enjoyment and motivation with this popular series from the leading History publisher for secondary schools. *Early Elizabethan England, 1558-88* covers all three key topics in the specification: 'Queen, government and religion, 1558-69'; 'Challenges to Elizabeth at home and abroad, 1569-88'; 'Elizabethan society in the Age of Exploration, 1558-88.'

Follow a knowledge-led approach to British history from Henry VIII to Georgian life. Perfect for Year 8, embracing the latest KS3 history curriculum, and laying the groundwork for the new history GCSE.

Deliver an ambitious, knowledge-rich KS3 History curriculum with ready-made, flexible and high quality KS3 lessons. Help build knowledge and skills cumulatively to be ready for GCSE 9-1 History.

I shall a litle returne backe and begine with a combination made by them before they came ashore, being ye first foundation of their govermente in this place; occasioned partly by ye discontented & mutinous speeches that some of the strangers amongst them had let fall from them in ye ship-That when they came a shore they would use their owne libertie; for none had power to com?and them, the patente they had being for Virginia, and not for New-england, which belonged to an other Government, with which ye Virginia Company had nothing to doe. And partly that shuch an acte by them done (this their condition considered) might be as firme as any patent, and in some respects more sure.

An upstart French duke who sets out to conquer the most powerful and unified kingdom in Christendom. An invasion force on a scale not seen since the days of the Romans.

One of the bloodiest and most decisive battles ever fought. This riveting book explains why the Norman Conquest was the single most important event in English history.

Assessing the original evidence at every turn, Marc Morris goes beyond the familiar outline to explain why England was at once so powerful and yet so vulnerable to William the Conqueror's attack. Why the Normans, in some respects less sophisticated, possessed the military cutting edge. How William's hopes of a united Anglo-Norman realm unravelled, dashed by English rebellions, Viking invasions and the insatiable demands of his fellow conquerors. This is a tale of powerful drama, repression and seismic social change: the Battle of Hastings itself and the violent 'Harrying of the North'; the sudden introduction of castles and the wholesale rebuilding of every major church; the total destruction of an ancient ruling class. Language, law, architecture, even attitudes towards life itself were altered forever by the coming of the Normans. Marc Morris, author of the bestselling biography of Edward I, *A Great and Terrible King*, approaches the Conquest with the same passion, verve and scrupulous concern for historical accuracy. This is the definitive account for our times of an extraordinary story, a pivotal moment in the shaping of the English nation.

Follow a knowledge-led approach to British history from the Seven Years War to Queen Victoria's Imperial Britain. Perfect for Year 9, embracing the latest KS3 history curriculum, and laying the groundwork for the new history GCSE.

Ready-made high quality KS3 history lessons on the Norman Conquest - topic booklet perfect for a half term's work. Give every student access to high quality KS3 History textbook content with this topic booklet on the Norman Conquest. Chapter 1: Saxon, Norman or Viking?Chapter 2: The Battle of HastingsChapter 3: The Norman ConquestChapter 4: The Feudal SystemChapter 5: The Norman Monarchs * Fits into the school timetable with ease with 5 high quality lessons, perfect for a half term * Ignites an interest in history through extraordinary people, amazing facts, and a distinctly engaging narrative * Helps all students to think critically about the past by focusing on the knowledge they need and then checking their understanding * Aids pupil memory with a 'knowledge organiser' at the back with key dates, vocabulary and significant people. * Delivers excellent lessons and saves time planning with the Teacher Guide

available free on Collins.co.uk, containing teaching ideas, suggested sources, assessment, answers, essay titles and extended writing examples

The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world's biggest study into class size effects present a counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers' experience, and conclude that class size matters very much indeed. Drawing on 20 years of systematic classroom observations, surveys of practitioners, detailed case studies and extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

This text explores historical content and concepts and provides 14 history learning activities based on literary texts from a range of genre.

Recounts the adventures of a young English boy at Rugby School in the early nineteenth century.

"Psychologist to Hollywood elite Carder Stout delivers a page-turning memoir about his fall from grace into the gritty underbelly of crack addiction, running drugs for the Shoreline Crips, surviving homelessness, and finding redemption in the most unlikely of places. Raised in a Georgetown mansion and educated at exclusive institutions, Carder Stout ran with a crowd of movers, shakers, and future Oscar-winners in New York City. But words like "promise" and "potential" are meaningless in the face of serious addiction and Carder fell hard for cocaine which landed him dirty, broke, and homeless, wandering the streets of Venice, California, in search of his next high. His lucky break came thanks to his old Ford Taurus: he lands a job of driving for a philosophical drug czar with whom he finds friendship and self-worth as he helps deliver quality product to LA's drug enthusiasts, from trust-fund kids, gang affiliates, trophy wives, hip-hop producers, and Russian pimps. But even his loyalty and protection can't save Carder from the peril of the streets--or the eventual contract on his life. From a youth of affluence to the hit the Shoreline Crips put on his life, Carder delves deep into life on the streets. Lost in Ghost Town is a riveting, raw, and heartfelt look at the power of addiction, the beauty of redemption, and finding truth somewhere in between"--

Making Good Progress? is a research-informed examination of formative assessment practices that analyses the impact Assessment for Learning has had in our classrooms. Making Good Progress? outlines practical recommendations and support that Primary and Secondary teachers can follow in order to achieve the most effective classroom-based approach to ongoing assessment. Written by Daisy Christodoulou, Head of Assessment at Ark Academy, Making Good Progress? offers clear, up-to-date advice to help develop and extend best practice for any teacher assessing pupils in the wake of life beyond levels.

Follow a knowledge-led approach to British history from the arrival of the Anglo-Saxons to the Battle of Bosworth. Perfect for Year 7, embracing the latest KS3 history curriculum, and laying the groundwork for the new history GCSE.

The new fourth edition of Invasion, Plague and Murder is Book 1 of the best-selling Oxford KS3 History by Aaron Wilkes series. This textbook introduces the history knowledge and skills needed to support a coherent knowledge-rich curriculum, prepares students for success in Key Stage 3 History, and builds solid foundations for GCSE study.

The Vikings famously took no prisoners, relished cruel retribution, and prided themselves on their bloody thirsty skills as warriors. But their prowess in battle is only a small part of their story, which stretches from their Scandinavian origins to America in the west and as far as Baghdad in the east. As the Vikings did not write their history, we have to discover it for ourselves, and that discovery, as Neil Oliver reveals, tells an extraordinary story of a people who, from the brink of destruction, reached a quarter of the way around the globe and built an empire that lasted nearly two hundred years. Drawing on the latest discoveries that have only recently come to light, Neil Oliver goes on the trail of the real Vikings. Where did they emerge from? How did they really live? And just what drove them to embark on such extraordinary voyages of discovery over 1000 years ago? Vikings will explore many of these questions for the first time in an epic story of one of the world's great empires of conquest.

The new fourth eBook edition of Invasion, Plague and Murder is Book 1 of the best-selling Oxford KS3 History by Aaron Wilkes series. It covers medieval and early Tudor British history, including Anglo-Saxon England, the Norman Conquest, England's relationship with Scotland, Wales, Ireland and France, medicine and public health, religion and political power. This e-textbook introduces the history content and skills needed to support a coherent knowledge-rich curriculum, prepares students for success in Key Stage 3 History, and builds solid foundations for GCSE study: - Carefully designed content and assessments support student progression throughout the textbook series - Historical sources and interpretations are presented with clear provenances - Over to you activities for every lesson check students' knowledge and understanding, and are ramped in difficulty to build confidence - Step-by-step guidance on key History skills provides scaffolding to introduce students to the skills needed for further study - Literacy focus feature helps improve students' essay writing skills and grammar - Complete assessment support, including quick knowledge quizzes and exam-style assessments - This book retains Aaron Wilkes' unique and engaging style, shown in recent research to inspire and motivate young historians - Invasion, Plague and Murder Kerboodle: Lessons, Resources, Assessment offers a digital subscription packed full of customisable interactives, worksheets, animations and automarked assessments.

Written to match the new 2014 National Curriculum with expert support from experienced Head of History, Aaron Wilkes, the third editions of this well-loved series will hook your

students' interest in KS3 History whilst helping them prepare for GCSE. Invasion, Plague and Murder 1066-1509 is the first of four new third editions, and covers: Britain before 1066, the Norman Conquest, castles, religion in the Middle Ages, life in the Middle Ages, rulers, health and medicine, justice in Medieval Britain, wars of the Middle Ages and change over time.

'An excellent companion to Learning to Teach in Secondary School ... full of good ideas and better advice ... Mentors will certainly want to use it, and so, I'm sure, will the rest of the history department ... Make sure they buy one, and keep your copy under lock and key.' – Michael Duffy, Times Educational Supplement 'A very well written and readable book. Overall, this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library.' – Scottish Association of Teachers of History, Resources Review 'This book is without question the standard text for the history PGCE market.' – Dr Ian Davies, University of York, on the first edition. Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level. Underpinned by a theoretical perspective and backed up by the latest research, it encourages student teachers to develop a personal approach to teaching history. This fourth edition has been thoroughly updated for the new curriculum, with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice. It provides an array of references and materials that give a sound theoretical foundation for the teaching of history, including weblinks to further resources, while a range of tasks will enable students to put their learning into practice in the classroom. Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education, to support Masters Level research and aid reflective practice. Key issues covered include: The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher, this book remains an invaluable resource for all training and newly qualified history teachers.

In this UPDATED edition of the National Curriculum for England for Key Stages 1 and 2, you will find full programmes of study for all 11 original primary subjects plus three new subjects: Relationships Education; Relationships and Sex Education; and Health Education (to be taught in English schools in September 2020). The National Curriculum for England sets out the framework for the national curriculum at key stages 1 and 2. This statutory guidance includes information about the school curriculum and the national curriculum the aims for the national curriculum statements on inclusion, and on pupils' competence in numeracy and maths, language and literacy across the school programmes of study for KS 1 and 2 for all the subjects that are taught at these key stages.

This book reviews past practice and theory in critical studies and discusses various trends; some papers keenly advocate a re-conceptualisation of the whole subject area, while others describe aspects of current and past practice which exemplify the "symbiotic" relationship between practical studio work and critical engagement with visual form. Rod Taylor, who has done much to promote and develop critical studies in the UK, provides us with examples of classroom practice and gives us his more recent thoughts on fundamental issues – "universal themes" in art – and gives examples of how both primary and secondary schools might develop their teaching of art through attending to themes such as "identity," "myth," and "environments" to help "re-animate the practical curriculum." Although some of the discussion in this book centres on or arises from the English National curriculum, the issues are more global, and relevant to anyone involved in developing or delivering art curricula in schools. An American perspective is given in papers by George Geahigan and Paul Duncum. Geahigan outlines an approach to teaching about visual form which begins with students' personal responses and is developed through structured instruction. In Duncum's vision of 'visual culture art education' sites such as theme parks and shopping malls are the focus of students' critical attention in schools; Nick Stanley gives a lucid account of just such an enterprise, giving practical examples of ways to engage students with this particular form of visual pleasure. This publication serves to highlight some of the more pressing issues of concern to art and design teachers in two aspects. Firstly it seeks to contextualise the development of critical studies, discussing its place in the general curriculum – possibly as a discrete subject – and secondly it examines different approaches to its teaching.

From the Battle of Hastings to the Battle of Bosworth Field, Nicholas Vincent tells the story of how Britain was born. When William, Duke of Normandy, killed King Harold and seized the throne of England, England's language, culture, politics and law were transformed. Over the next four hundred years, under royal dynasties that looked principally to France for inspiration and ideas, an English identity was born, based in part upon struggle for control over the other parts of the British Isles (Scotland, Wales and Ireland), in part upon rivalry with the kings of France. From these struggles emerged English law and an English Parliament, the English language, English humour and England's first overseas empires. In this thrilling and accessible account, Nicholas Vincent not only tells the story of the rise and fall of dynasties, but investigates the lives and obsessions of a host of lesser men and women, from archbishops to peasants, and from soldiers to scholars, upon whose enterprise the social and intellectual foundations of Englishness now rest. This the first book in the four volume Brief History of Britain which brings together some of the leading historians to tell our nation's story from the Norman Conquest of 1066 to the present-day. Combining the latest research with accessible and entertaining story telling, it is the ideal introduction for students and general readers.

KS3 History Medieval Britain (410-1509) (Knowing History) HarperCollins UK

Anne Bonny and Mary Read, pirate queens of the Caribbean Tipu Sultan, the Indian ruler who kept the British at bay Olaudah Equiano, the former slave whose story shocked the world Mary Wollstonecraft, the feminist who fought for women's rights Ladies of Llangollen, the lovers who built paradise in a Welsh valley

WHAT OTHER PEOPLE ARE SAYING ABOUT THE MINDFUL ENGLISH TEACHER "I found the book really helpful, as a person who has struggled with anxious thoughts in the past, I've

found it has helped me process those in a mindful way that has left me with more confidence. I like how the book is very accepting of different teaching styles and differentiates between by using different teaching voices in the book. I found the book accessible and the writing was easy to read. It was an engaging read as well as an educational one." An English teacher. "This book is basically a 'go to' book for student teachers. It is easy to read and detailed, which alongside Francis Gilbert's study guides really sets student teachers on the road to success. Thanks Francis!" Chloe Charles, PGCE English teacher. "I think mindfulness, planning, reciprocal reading, all discussed at length in the book, have been effective tools in developing my pedagogy and are methods I will definitely use in my teaching. I think the book is an excellent introduction to teaching English and makes the theory and learning easy and accessible." An English teacher. "A useful guide for both new and experienced teachers who want to excel." An English teacher. "A great read with so many useful tips and tasks. It made me step back and reflect easily on my practice." An English teacher. "This book looks at English teaching in a refreshing and non-intimidating manner. It is inclusive for all training and qualified teachers with a clear structure that encourages passionate and creative teaching in modern schools." Sarah Stevens, PGCE English teacher. In need of some inspiration? Are you feeling you're losing your mojo? This is the ultimate guide for English teachers in the 21st century because it not only offers advice about the content, skills and strategies necessary to become an effective English teacher but also provides invaluable help in dealing with the stresses and strains of the job. The well-being of students and teachers are seen as integral to outstanding teaching and learning. The Mindful English Teacher is jam-packed with creative ways to be happy and productive on the job: it is full of useful meditations, creative visualisations and activities which not only make being an English teacher fun but also with its moments of relaxation. It is undergirded with a firm grounding in theory and evidence-based practice, which is explored in the form of lively scripts, real-life conundrums & audits. The scripts can be read by groups of teachers, making the book ideal to use for school-based CPD or Initial Teacher Education. This unique guide aims to inject a genuine sense of joy into one of the most challenging jobs in teaching, using techniques that have been proven to work in a wide range of educational settings.

Endorsed for Edexcel Exam board: Pearson Edexcel Level: GCSE Subject: History First teaching: September 2016 First exams: Summer 2018 Enable students to achieve their full potential while ensuring pace, enjoyment and motivation with this popular series from the leading History publisher for secondary schools. Crime and punishment through time, c.1000-present covers both the thematic study 'Crime and punishment in Britain, c.1000-present' and the study of the historic environment 'Whitechapel, c.1870-c.1900: crime, policing and the inner city.'

Readers can discover all the foul facts about the Stormin' Normans, including why Norman knights slept with a dolly and which pirate hung up his eye-patch. With a bold, accessible new look and revised by the author, these bestselling titles are sure to be a huge hit with yet another generation of Terry Deary fans.

Create a stimulating, well-paced teaching route through the 2016 GCSE History specification using this tailor-made series that draws on a legacy of market-leading history textbooks and the individual subject specialisms of the author team to inspire student success. - Motivate your students to deepen their subject knowledge through an engaging and thought-provoking narrative that makes historical concepts accessible and interesting to today's learners - Embed progressive skills development in every lesson with carefully designed Focus Tasks that encourage students to question, analyse and interpret key topics - Take students' historical understanding to the next level by using a wealth of original contemporary source material to encourage wider reflection on different periods - Help your students achieve their potential at GCSE with revision tips and practice questions geared towards the changed assessment model, plus useful advice to aid exam preparation - Confidently navigate the new AQA specification using the expert insight of experienced authors and teachers with examining experience About this book Norman England is an authoritative textbook for the new AQA British Depth Study: Norman England 1066-1100. It covers: Part One: Conquest and Control - Causes of conquest: Why did the Normans invade and conquer England? - The Battle of Hastings: Why did William win the Battle of Hastings in 1066? - Establishing control: How did William deal with rebellions and start to take control of the country? Part Two: Taking Stock - Feudalism: How was the country organised under the Feudal system? - Domesday book: Why was the Domesday survey compiled & what can be learnt from it? - The Medieval Village: What was life like for ordinary people? Part Three: The Normans and Monasticism - The Church: To what extent did William change the English Church? - Monasticism: How did monasteries change after the Norman conquest? Norman England is written by the Helena Clarke who has taught History at Wilmslow High School for 10 years and is also team leader for GCSE History for a major awarding body.

Looking at decolonization in the conditional tense, this volume teases out the complex and uncertain ends of British and French empire in Africa during the period of 'late colonial shift' after 1945. Rather than view decolonization as an inevitable process, the contributors together explore the crucial historical moments in which change was negotiated, compromises were made, and debates were staged. Three core themes guide the analysis: development, contingency and entanglement. The chapters consider the ways in which decolonization was governed and moderated by concerns about development and profit. A complementary focus on contingency allows deeper consideration of how colonial powers planned for 'colonial futures', and how divergent voices greeted the end of empire. Thinking about entanglements likewise stresses both the connections that existed between the British and French empires in Africa, and those that endured beyond the formal transfer of power. Praise for Britain, France and the Decolonization of Africa '...this ambitious volume represents a significant step forward for the field. As is often the case with rich and stimulating work, the volume gestures towards more themes than I have space to properly address in this review. These include shifting terrains of temporality, spatial Scales, and state sovereignty, which together raise important questions about the relationship between decolonization and globalization. By bringing all of these crucial issues into the same frame, Britain, France and the Decolonization of Africa is sure to inspire new thought-provoking research.' - H-France vol. 17, issue 205

This book challenges the orthodox views of William I's great census of 1086, to give an intriguing story of the origins of England's greatest historical record, as well as new insights into its contents.

"Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and

exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words"--

New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

The authors of this book examine the British National Curriculum from several different perspectives and concentrate on various subject areas. The uniting theme between these essays is the argument that the subjects in the school curriculum used to be regarded as discrete areas of knowledge which would be imparted to pupils by teachers motivated by a love of learning, but that this has not been enough for recent governments who see schools as a means of promoting social and political goals that may or may not relate to traditional academic disciplines. The contributors to this book argue that we need to return to the traditional view of education as a means of transmitting a body of knowledge from one generation to the next, and that academic rigour and respect for the professionalism of teachers should take precedence over political manipulation of the curriculum.

The new fourth edition of *Revolution, Industry and Empire* is Book 2 of the best-selling Oxford KS3 History by Aaron Wilkes series. This textbook introduces the history knowledge and skills needed to support a coherent knowledge-rich curriculum, prepares students for success in Key Stage 3 History, and builds solid foundations for GCSE study.

Synopsis coming soon.....

Based on the lives of Earl Godwin of Wessex and his family.

The definitive and fully illustrated guide to the Bayeux Tapestry. The full history of the events leading up to the Battle of Hastings and the story of the tapestry itself. Most people know that the Bayeux Tapestry depicts the moment when the last Anglo-Saxon king of England, Harold Godwinson, was defeated at the Battle of Hastings in 1066 by his Norman adversary William the Conqueror. However, there is much more to this historic treasure than merely illustrating the outcome of this famous battle. Full of intrigue and violence, the tapestry depicts everything from eleventh-century political and social life—including the political machinations on both sides of the English Channel in the years leading up to the Norman Conquest—to the clash of swords and stamp of hooves on the battle field. Drawing on the latest historical and scientific research, authors David Musgrove and Michael Lewis have written the definitive book on the Bayeux Tapestry, taking readers through its narrative, detailing the life of the tapestry in the centuries that followed its creation, explaining how it got its name, and even offering a new possibility that neither Harold nor William were the true intended king of England. Featuring stunning, full- color photographs throughout, *The Story of the Bayeux Tapestry* explores the complete tale behind this medieval treasure that continues to amaze nearly one thousand years after its creation.

[Copyright: 3d0a9614eeed96ada15485b3c72fff2c](#)