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| **History Knowledge Overview** | Topic/Theme | National Curriculum | Key Knowledge | Key vocabulary | Outcomes |
| EYFS  Nursery | Let’s Explore | * (Development Matters) * UTW * -P and C * Personal experiences * Role play –home corner * Where do I come from * Communities * Families | Autumn-seasonal change  Bonfire Night  Harvest-growing sequence  What older generations have taught us-manners  Customs and traditions-  stories | Day/night  Dark/light  Young/old  Big/little  Age  Brother , Sister Aunty, Uncle etc | To know that things change with time.  Understand sequence of time  (times of day)  Days of the week  Birthdays-celebrating passage of time  Seasonal change |
| All that Glitters | * UTW * P and C * immediate family and relations-small world play | Special times and events-Christmas | Days of the week  Light and dark  Day and Night | To know that Christmas is a celebration of Jesus’ Birthday |
| Pirates |  | Customs and traditions- | Shrove Tuesday  Mother’s Day  Chinese New Year |  |
| Weather | * Notice detailed features in their environment * Comments and asks questions about aspects the natural world | The sequence of the seasons  Changes over time through the year | Spring  Summer  Autumn  Winter  Year  Month  Cold  Hot | To know the sequence of the seasons |
| Traditional tales | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | The structure of a traditional story  Story sequence | Beginning  Middle  End  Once upon a time  First then next after that  Before after  The end | Begin to know the sequence of a traditional story |
| Growing  How do things change when they grow | * Develop an understanding of growth, decay and changes over time | To know the growing sequence of a plant  Life cycle of a butterfly  Life cycle of a frog | Names of baby animals  Tadpole  Caterpillar | To know that things change as they grow |
| EYFS  Reception | Colours  What can I see changing? | * UTW * TW * Personal experiences * Asking questions about the world around them * Talk about why things happen * Growth decay and changes over time * Look closely at similarities, differences, patterns and change | Autumn-seasonal change  Learn the months of the year  Name the four seasons  Bonfire Night  Discuss the bonfire plot  Harvest- growing sequence  The creation story | Colour names  Months of the year  Seasons  Days of the week  Temperature words-hot/cold etc  past/present/future  Birthdays | To know that things change over time  To know the sequence of time-day, week , month, year  To know that God created the universe-We need to care for the world |
| Cold  Who likes the cold? | * UTW * P and C * Children talk about past and present events in their own lives | Special times and events-Christmas  Nativity story- change in times-transport/housing etc | Temperature words  Months of the year  Seasons  Days of the week | To know that the seasons influence the weather  To know that in winter the days are shorter  To know that in summer the days are longer  To know sequence of a year is a cycle. |
| Extinct  What happened to the dinosaurs | * UTW * TW * Developing an understanding of growth, decay and changes over time * Look closely at similarities, differences, patterns and change | Shrove Tuesday  Mother’s Day  Chines New Year  Environmental change-dinosaur times-present day | Dinosaur names  Extinct  Past, present, future  Bones  Skeleton  Museum  Exist | To know dinosaur names  To know that dinosaurs did exist but are now extinct |
| Heroes and Villains  Can villains be heroes? | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | The structure of a traditional story  Story sequence | Beginning  Middle  End  Once upon a time  First then next after that  Before after  The end | To know the sequence of a traditional story |
|  | God’s World  Who are my woodland neighbours? | * Show care and concern for living things and the environment * Make observations about plants and animals explain why things occur-talk about changes | Life cycles | Beginning  First  next  then  after  finally  cycle | To know the life cycle and sequence of a mini beast |
| It’s good to be me  How can I be the best I can be? | * Good practises contribute to a healthy lifestyle * Manage hygiene routines-dress independently | Dressing sequence  Cause and effect  EG-  What happens if I eat too many sweets  What happens if I eat fruit and vegetables  Daily routine  Reflection-look back over the year | First  Next  then  after that  finally  times of day | To know that eating healthily can have an effect on your body over time.  To observe how I have changed and how I have grown |
| **Year 1** | Autumn 1  ‘What is an explorer?’ | * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales   Attainment targets  Pupils should develop an awareness of the past. | I can discuss why people did things in the  Past  I can use a range of sources to find out about significant people and events from the past  I can remember information about people and events in  other times  I can use the question stems what, who and where | Country  Characteristic  Capital City  Earth  Captain James Cook  Explorer  Voyage  Endeavour  Journey  Ship | To ask simple questions using who, what and where  To explain what people did in the past and why  To understand that I can retrieve information from a range of sources  To talk and write about people and events in other times  To develop an awareness of the past |
| Autumn 2  What events have caused change? | Attainment targets  They should know where the people and events they study fit within a chronological framework They should use a wide vocabulary of everyday historical terms.  They should understand some of the ways in which we find out about the past | I can compare pictures or photographs of people or events in the past I can begin to distinguish between non-fiction and fiction  I can understand a basic timeline showing me when events took place  I can use a wide range of vocabulary of historical terms  I ca answer and ask relevant questions based on the key features of events  I know about ways in which we find out about the past | Plot  Houses of parliament  Cellar  Arrested  Bonfire Night  Gunpowder  Before  Past  A long time ago | I understand a basic timeline  I know what the timeline shows me  I know what fiction and non-fiction is  I know how to look at photographs and what it is showing me  I can ask questions based on the gunpowder plot  I know I can retrieve information from the past from a range of sources  I know historical terms and can use these when writing and speaking. |
| Spring 1  What makes me special? | Pupils should have an understanding of the past | I can sort artefacts ‘then’ and ‘now’ I can sequence collections from different periods – similarities and differences I can begin to use a range of sources I can use a source by handling it, making observations and asking questions I can begin to compare adults talking about the past –and discuss how reliable are memories  I can sequence events in my life  I can begin to match objects to people of different ages  I can sequence photos from different periods  In significant people’s lives  I can use a time line – collection of artefacts – I can discus similarities and differences between Sources.  can begin to compare adults talking about the past –and discuss how reliable are memories |  | I have an awareness of my past  I know how I fit into a timeline of events I have previously learnt  I can compare my life with someone from the past  I can order artefacts in a timeline  I know that memories can be unreliable  I can listen to adults talking about the past and compare this |
|  | Summer N/A |  |  |  |  |
| **Year 2** | Autumn 1  ‘What is an explorer? | * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales   Attainment targets  Pupils should develop an awareness of the past. | I can use a range of sources to find out about significant people and events from the past  I can recount information about people and events in  other times  I can suggest why people did things in the  Past  I can use as wide a range of sources as possible.  I can use the question stems why, what, how, | Continent  Voyage  Ocean  Captain  Explorer  Endeavour  Earth | I know the key events involving Captain James Cook  I know how to use a range of sources to find information  I know how to retrieve information from a range of sources |
| Autumn 2  What events have caused change? | * They should use a wide vocabulary of everyday historical terms | I can distinguish between non-fiction and fiction  I can compare adults talking about the past – discus how reliable are memories  I can Compare two versions of a past event  I can compare pictures or photographs of people or events in the past  I can discuss reliability of photos/ accounts  I can use evidence to support my ideas. | London  River Thames  Flammable  Escape  Samuel Pepys  Tomas Farriner  King Charles II  Fire  Pudding Lane  Diary | I have a wide vocabulary of historical terms  I know the reliability of memories  I know events that happened in the past  I know the reliability of evidence |
|  | Spring 1  Who is a Monarch? | * They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. * They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | I can present similarities and differences between  Sources  I can sequence a collection of artefacts  I can use a source by handling it, making observations, asking questions and sketching  can sort artefacts ‘then’ and ‘now’  I can sequence collections from different periods – similarities and differences  I can sequence 3 or 4 artefacts from distinctly  different periods of time  I can Sequence artefacts closer together in  time |  |  |
|  | Summer N/A |  |  |  |  |
| **Year 3** | Autumn  The land time forgot | * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: * how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses | To know/recognise the major events of Prehistoric Britain.  To know/understand the impact of climate and weather on the way people lived – daily lives  To compare the hunter gather to the farmer and understand the development of small communities  To use a time line to sequence events  Look at the line  I can sequence several events  To use artefacts to explain historical events  I can record information relevant to the Study  To make comparisons between images of different time periods  To know/recognise the major events of Prehistoric Britain.  To use evidence to reconstruct an historical event  To know/understand the impact of climate and weather on the way people lived – daily lives  To retrieve information from images, artefacts and historical text  To know/understand the impact of climate and weather on the way people lived – daily lives  To find facts about everyday live and compare with our life today  To compare the hunter gather to the farmer and understand the development of small communities  To use a variety of sources to collect evidence  To compare the hunter gather to the farmer and understand the development of small communities  I can use dates and terms related to the study unit  To use a variety of sources to collect evidence  Organise notes under subheadings  To compare the hunter gather to the farmer and understand the development of small communities  I can place events from the period studied on a timeline | Pre- historic  Stone Age  Artefact  Glacial Early man  Ice Age  Mesolithic  archaeology  Glacier Evidence  Gatherer  Mining  Happisburgh  Forensics  Disease  Travelling  Mammoth  Fossils  Climate  Tsunami  Boxgrove  Settlement  Flint  Cheddar  Gorge  Briton  Hunter | I can recognise the beginning of the Pre-historic era and compare and order events on time lines  I can identify examples of early man and describe how they lived using evidence.  I can describe the glacial periods and describe how early man lived and link this to the climate  I can discuss how the changes in climate changed communities. |
|  | Spring 1  Time to Settle down  How have settlements changed from the stone age to the Iron age? | * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | To know the differences between Mesolithic and Neolithic communities.  To know how and why communities worshipped  To know about the significance of Stonehenge | Neolithic,  Mesolithic,  artefact,  evidence,  source,  farming,  solstice,  religion,  climate,  population,  urban,  rural,  settlement,  hamlet,  village,  environment | I can recognise how climatic events changed the physical landscape and the way people lived.  I can use a time line to order events from 1 million years ago to the Neolithic period  I can identify examples of communities from different periods of time and discuss why they changed.  I can describe the importance of the advent of farming to life in these times  I can retrieve information from different sources to explain the importance of historical sites such as Stonehenge  I can describe types of settlements.  I can find different types of land and objects on maps.  I can recognise how a tidal wave can change the way people live I can compare two settlements and find similarities and differences. |
|  | Spring 2  Heavy Metal  How did the Bronze age begin to change life in Britain? | * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | To know/explain how the advent of metal impacted on social hierarchy – the rich poor divide begun in the Bronze Age.  To explain/ know the development of tribal (Iron Age) Britain was a response to climate and technology.  The know and explain the factors that led to the development of hillforts  To know the role tribes played in disease, discord and conflict.  To know how these compare these developments to modern Britain in respect of community, poverty, industry etc.  To use various sources to describe an historical event.  To use evidence to discuss life in Bronze Age times.  To compare different periods of history using evidence  To label historical diagrams and use keywords to explain features  I can observe small details of artefacts and pictures  I can begin to use the library for Research | Conflict  Celt  mining  Land use  country  Town/city  landscape  Direction  Bronze  Rich poor  Weapons | I can discuss the Neolithic periods development of mining to create tools  I can use a time line to order events from 1 million years ago to the Bronze Age  I can discuss how life changed after the discovering of Bronze and the beginning of a divide in social standing or status  I can discuss how the weather and travel changed which affected how and where people lived.  I can use diagrams and illustrations to explain how people lived in the Iron Age  I can discuss the development of hillforts and tribal communities and how this led to war and disease. |
|  | Summer  Hail Caesar  How did the Roman invasion change Britain after the Bronze age? | I can use a range of sources to find out about a short  Period of time.  I can start to identify and give reasons for ways in which the past is represented  I can compare different versions of the same story  I can use evidence to build up a picture of a small case study  I can use relevant material to present a picture of one aspect of life in past times | To know the differences between Iron Age Britain and Rome  To explain/know why the Romans invaded.  To know the role that the Geography of Britain had in Julius Caesars two failed invasions.  To know the influence of Rome on Britain’s cultural and industrial development – the oppida – trade and coin.  The movement towards the Calleva and Roman lifestyles.  To discuss Claudius invasion of Britain and know the reasons for its success.  To explain/know how Roman influence began to transform Britain i.e. technology, roads.  To know/understand the concept of slaves and Client Kings  To recognise/know the role of Boudicca in the revolt against Rome.  To explain/know the role that the Picts had in the creation of Hadrian’s wall.  To know/recognise the concepts of conflict, revolt and tyranny etc.  To explain/know how the actions of the Picts and others led to specific lifestyle choices for both Roman and Britain  Explain/know how betrayal and conflict led to the Romans leaving Britain.  Know that the removal of Roman protection could/does lead to future invasions and conquerors | Rome  Calleva  Claudius  invasion  Roman  Julius Caesars  Boudicca  Conflict  Conquerors  Hadrian’s wall  Coin  Slaves  Trade  Oppida | I can explain/know why the Romans invaded.  I can explain the role that the Geography of Britain had in Julius Caesars two failed invasions.  I can describe the influence of Rome on Britain’s cultural and industrial development – the oppida – trade and coin.  To explain/know how Roman influence began to transform Britain i.e. technology, roads.  I can recognise/know the role of Boudicca in the revolt against Rome  I can explain/know how the actions of the Picts and others led to specific lifestyle choices for both Roman and Britain |
| **Year 4** | Autumn  What did the Anglo-Saxons bring to Britain? | * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne | I can sequence several artefacts  I can use dates and terms related to the study unit and the passing of time  I can use terms related to the period and begin to date events  I can understand more complex terms e.g. BC AD  I can research the everyday lives of people in times studied and compare with our life today  I can Identify key features and events  I can look for links and effects in time studied  I can offer a reasonable explanation for some events. | Celts/ Celtic Tribes  Iron Age  Taxes  Government  Archaeologist  AD (Anno Domini)  BC (Before Christ)  Emperor  Hillfort  Angles  Jutes  Saxons  Norway  Sweden  Denamark | I Can name and show correct dates on a timeline showing the Roman withdrawal and Anglo Saxon invasion and settlement into Britain.  I Can use terms related to the period and begin to date events.  I Can understand more complex terms e.g. BC AD  I Can research and know about the lives of Anglo Saxon people and be able to make comparisons to life today.  I Can understand Anglo Saxon religious beliefs and how it affected their culture.  I explain and describe the artefacts found at Sutton Hoo. |
|  | Spring  Where have people come from to make modern Britain a feast of cultures? | * A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) | I can Identify key features and events  I can look for links and effects in time studied  I can identify and give reasons for different ways in which the past is represented. | Traditional  Culture  Health  Balanced diet  British values | I can understand countries and key characteristics that have contributed to Britain’s makeup. |
|  | Summer  How have the cities of York and New York been shaped by people coming together? | * Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England * Further Viking invasions and Danegeld. | I can sequence several artefacts  I can use dates and terms related to the study unit and the passing of time  I can use terms related to the period and begin to date events  I can understand more complex terms e.g. BC AD  I can research the everyday lives of people in times studied and compare with our life today  I can Identify key features and events  I can look for links and effects in time studied  I can offer a reasonable explanation for some events. | Viking  Slave  Horn  Thatched house  Invasion  Wessex  Christian Monasteries  Jorvik  Norse | I can use a Timeline to place key dates.  I can explain and understand the Reasons for invading.  I can understand and explain the First raid on Britain (Lindisfarne)  I can understand a local history study focusing on the Capture and settlement in York.  I can research and understand the story of Alfred the great and Danegeld  I know Athelstan – first king of England  I can explain the effect of Edward the confessor. |
| **Year 5** | Autumn 1  What did the Ancient Greeks come together to create? | * Pupils should be taught a study of Greek life and achievements and their influence on the western world | I can use relevant terms and periods labels  I can make comparisons between different times in  the past  I can discuss the different aspects of lives of different  People  I can compare beliefs and behaviour with another  time studied  I can remember most key dates, characters and events of time studied  I can begin to identify primary and secondary  Sources  I can use evidence to build up a picture of life in time studied  I can use a range of sources to find out about an aspect of past times.  I can bring knowledge gathered from several  sources together in a fluent account | Greek  Democracy  Philosophers  Mythology  Sources  Empire  Equality | Can write a non chronological report on ‘What the Greeks brought to society’  A double page spread on ‘Democracy’ |
|  | Spring  Was the Magna Carta necessary? | Extended chronological study: Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | I Know and can sequence key events of time  Studied  I can use relevant dates and terms  I can discuss the different aspects of lives of different  People  I can examine causes and results of great events  and the impact on people  I can write another explanation of a past event in terms of cause and effect using evidence to support  I can begin to identify primary and secondary  Sources  I can use a range of sources to find out about an aspect of past times.  I can bring knowledge gathered from several  sources together in a fluent account | Magna Carta  Monarchy  Revolt  Equality  Feudal  Domesday  Monarchy  Tyrant  Charter  Parliament  Liberty | Can sequence events leading up to Magna Carta  Can understand and discuss the lives of the different classes  Can understand he effect of the Doomsday Book.  Can use sources to make a decision on the life of King John.  Can use information to make an educated guess on how the public were feeling.  Can answer the question: Was the Magna Carta necessary? |
|  | Summer  How has the suffrage movement shaped our country since 1066? | *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century* | I can discuss the different aspects of lives of different  people e.g. differences between men and  women  I can examine causes and results of great events  and the impact on people  I can compare life in early and late times studied  I can compare beliefs and behaviour with another  time studied  I can write another explanation of a past event in terms of cause and effect using evidence to support  I can remember most key dates, characters and events of time studied  I can compare accounts of events from different  sources  I can offer some reasons for different versions of events  I can consider ways of checking the accuracy of  interpretations – fact or fiction and opinion  I can discuss the effect of different evidence on the  Conclusions | Reform  Rights  Petition  Speech  Crusade  Slavery  Suffragette  Freedom  Voting | Non chronological report- How has the suffrage movement shaped our country since 1066? |
| **Year 6** | Autumn  Darwin  How did Charles Darwin shape the world around him? | A local history study – Ikley  A study of an aspect or theme in British history that extends pupils’ chronological  knowledge beyond 1066 – Traditions from Victorian (Darwin’s) era to modern day | I can place current studies on a timeline in relation to other studies from previous years.  I know that Darwin’s ‘Origins of Species’ is a primary source and books written about Darwin are secondary sources.  I can use a range of sources to find out about Darwin’s theory of evolution.  I can compare an aspect of life with the same aspect in anther period.  I can check the accuracy of interpretations by deciding if they are fact or opinion.  I can generate questions about changes that have occurred since the Victorian era. | Continent  Voyage  Infrastructure  Tropic of Cancer  Tropic of Capricorn  Primary source  Secondary source  Evolution  Natural selection  Inheritance | Who was Darwin and what was his theory of Evolution? |
|  | Spring  Egyptians and Mayans  How did Howard Carter and John Lloyd Stevens shape them world around them? | 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 – one study chosen  from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan**  **civilization c. AD 900**; Benin (West Africa) c. AD 900-1300. | I can place current study on timeline in relation to other studies  I can sequence up to 10 events on a timeline  I can remember key dates, characters and events of time studied  I can select relevant sections of information and organise my notes  I can confidently use the library, internet to research and begin to identify unreliable information.  I can use a range of sources to find out about an aspect of past times and suggest omissions and the means of finding out  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  I can write another explanation of a past event in terms of cause and effect using evidence to support it  I am aware that different evidence will lead to different conclusions  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study | Vegetation belt  Biomes  Rainforest  Natural resources  Desert  Archaeologist  Tomb  Pharaoh | An explanation text: ‘Discoveries that changed the world’.  Include Tutankhamen’s tomb and the Maya ruins. |
|  | Summer  Equality through the years  How did William Wilberforce, Martin Luther king Jr, Rosa Parks, Paul Stephenson, Floella Benjaminand Amelia Gentleman shape the world around them? |  | I can place current study on timeline in relation to other studies  I can sequence up to 10 events on a timeline  I can relate current studies to previous studies  I can use a range of historical sources.  I can use evidence to make comparisons between lives of different people in time studied (E.g. men and women)  I can select relevant sections of information and organise my notes  I can confidently use the library, internet to research and begin to identify unreliable information.  I can use a range of sources to find out about an aspect of past times and suggest omissions and the means of finding out  I can research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.  I can use methods to checking the accuracy of  interpretations – fact or fiction and opinion | Equality,  civil rights movement,  racism,  Windrush,  freedom,  boycott,  Segregation | To write a chronological report on historical and modern day figures and how they changed the world for a better place. |