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| **History Knowledge Overview**  | Topic/Theme | National Curriculum | Key Knowledge | Key vocabulary | Outcomes |
| EYFSNursery  | Let’s Explore | * (Development Matters)
* UTW
* -P and C
* Personal experiences
* Role play –home corner
* Where do I come from
* Communities
* Families
 | Autumn-seasonal changeBonfire NightHarvest-growing sequenceWhat older generations have taught us-mannersCustoms and traditions-stories | Day/nightDark/lightYoung/oldBig/littleAgeBrother , Sister Aunty, Uncle etc | To know that things change with time.Understand sequence of time(times of day)Days of the weekBirthdays-celebrating passage of timeSeasonal change |
| All that Glitters | * UTW
* P and C
* immediate family and relations-small world play
 | Special times and events-Christmas | Days of the weekLight and darkDay and Night | To know that Christmas is a celebration of Jesus’ Birthday |
| Pirates |  | Customs and traditions- | Shrove TuesdayMother’s DayChinese New Year |  |
| Weather | * Notice detailed features in their environment
* Comments and asks questions about aspects the natural world
 | The sequence of the seasonsChanges over time through the year | SpringSummer Autumn WinterYearMonthColdHot | 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 storyStory sequence | BeginningMiddle EndOnce upon a timeFirst then next after that Before afterThe end | Begin to know the sequence of a traditional story |
| GrowingHow do things change when they grow | * Develop an understanding of growth, decay and changes over time
 | To know the growing sequence of a plantLife cycle of a butterflyLife cycle of a frog | Names of baby animalsTadpoleCaterpillar | To know that things change as they grow |
| EYFSReception | ColoursWhat 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 changeLearn the months of the yearName the four seasonsBonfire NightDiscuss the bonfire plotHarvest- growing sequenceThe creation story | Colour namesMonths of the yearSeasonsDays of the weekTemperature words-hot/cold etcpast/present/futureBirthdays | To know that things change over timeTo know the sequence of time-day, week , month, yearTo know that God created the universe-We need to care for the world |
| ColdWho likes the cold? | * UTW
* P and C
* Children talk about past and present events in their own lives
 | Special times and events-ChristmasNativity story- change in times-transport/housing etc | Temperature wordsMonths of the yearSeasonsDays of the week | To know that the seasons influence the weatherTo know that in winter the days are shorterTo know that in summer the days are longerTo know sequence of a year is a cycle. |
| ExtinctWhat 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 TuesdayMother’s DayChines New YearEnvironmental change-dinosaur times-present day | Dinosaur namesExtinctPast, present, futureBonesSkeletonMuseumExist | To know dinosaur namesTo know that dinosaurs did exist but are now extinct |
| Heroes and VillainsCan villains be heroes? | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
 | The structure of a traditional storyStory sequence | BeginningMiddle EndOnce upon a timeFirst then next after that Before afterThe end | To know the sequence of a traditional story |
|  | God’s WorldWho 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 | BeginningFirst next then after finallycycle | To know the life cycle and sequence of a mini beast |
| It’s good to be meHow can I be the best I can be? | * Good practises contribute to a healthy lifestyle
* Manage hygiene routines-dress independently
 | Dressing sequenceCause and effectEG-What happens if I eat too many sweetsWhat happens if I eat fruit and vegetablesDaily routineReflection-look back over the year | First Next then after thatfinallytimes 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** Who am I, who can I be and how do I belong? | 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 targetsPupils should develop an awareness of the past. | I can discuss why people did things in thePastI can use a range of sources to find out about significant people and events from the pastI can remember information about people and events inother timesI can use the question stems what, who and where | Country Characteristic Capital CityEarthCaptain James CookExplorerVoyage 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 timesTo develop an awareness of the past |
| Autumn 2 What events have caused change? | Attainment targetsThey 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 fictionI can understand a basic timeline showing me when events took placeI can use a wide range of vocabulary of historical termsI ca answer and ask relevant questions based on the key features of eventsI know about ways in which we find out about the past | PlotHouses of parliament Cellar Arrested Bonfire NightGunpowderBeforePastA long time ago | I understand a basic timeline I know what the timeline shows meI know what fiction and non-fiction isI know how to look at photographs and what it is showing me I can ask questions based on the gunpowder plotI know I can retrieve information from the past from a range of sourcesI know historical terms and can use these when writing and speaking.  |
| Spring 1What 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 memoriesI can sequence events in my life I can begin to match objects to people of different ages I can sequence photos from different periodsIn significant people’s livesI 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 pastI know how I fit into a timeline of events I have previously learnt I can compare my life with someone from the pastI 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**How do we change the world around us? Why should we care for our world? | 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 targetsPupils should develop an awareness of the past. | I can use a range of sources to find out about significant people and events from the pastI can recount information about people and events inother timesI can suggest why people did things in thePastI can use as wide a range of sources as possible.I can use the question stems why, what, how, | Continent Voyage OceanCaptainExplorerEndeavourEarth  | I know the key events involving Captain James CookI 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 fictionI can compare adults talking about the past – discus how reliable are memoriesI can Compare two versions of a past eventI can compare pictures or photographs of people or events in the pastI can discuss reliability of photos/ accountsI can use evidence to support my ideas. | LondonRiver ThamesFlammableEscape Samuel Pepys Tomas Farriner King Charles IIFirePudding LaneDiary  | 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 betweenSourcesI can sequence a collection of artefactsI can use a source by handling it, making observations, asking questions and sketchingcan sort artefacts ‘then’ and ‘now’I can sequence collections from different periods – similarities and differencesI can sequence 3 or 4 artefacts from distinctlydifferent periods of timeI can Sequence artefacts closer together intime |  |  |
|  | Summer N/A  |  |  |  |  |
| **Year 3** How has the world around us shaped us as communities? | 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 livesTo compare the hunter gather to the farmer and understand the development of small communitiesTo use a time line to sequence eventsLook at the lineI can sequence several events To use artefacts to explain historical eventsI can record information relevant to the StudyTo make comparisons between images of different time periodsTo know/recognise the major events of Prehistoric Britain.To use evidence to reconstruct an historical eventTo know/understand the impact of climate and weather on the way people lived – daily livesTo retrieve information from images, artefacts and historical textTo know/understand the impact of climate and weather on the way people lived – daily livesTo find facts about everyday live and compare with our life todayTo compare the hunter gather to the farmer and understand the development of small communitiesTo use a variety of sources to collect evidenceTo compare the hunter gather to the farmer and understand the development of small communitiesI can use dates and terms related to the study unitTo use a variety of sources to collect evidenceOrganise notes under subheadingsTo compare the hunter gather to the farmer and understand the development of small communitiesI 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 linesI 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 climateI can discuss how the changes in climate changed communities. |
|  | Spring 1 Time to Settle downHow 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 worshippedTo 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 periodI 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 timesI can retrieve information from different sources to explain the importance of historical sites such as StonehengeI 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 MetalHow 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 hillfortsTo 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 evidenceTo label historical diagrams and use keywords to explain featuresI can observe small details of artefacts and picturesI can begin to use the library for Research | Conflict Celt miningLand usecountryTown/citylandscapeDirectionBronzeRich poorWeapons | I can discuss the Neolithic periods development of mining to create toolsI can use a time line to order events from 1 million years ago to the Bronze AgeI can discuss how life changed after the discovering of Bronze and the beginning of a divide in social standing or statusI 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 AgeI can discuss the development of hillforts and tribal communities and how this led to war and disease.   |
|  | Summer Hail CaesarHow did the Roman invasion change Britain after the Bronze age? | I can use a range of sources to find out about a shortPeriod of time.I can start to identify and give reasons for ways in which the past is representedI can compare different versions of the same storyI can use evidence to build up a picture of a small case studyI 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 RomeTo 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 KingsTo 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 BritainExplain/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 CallevaClaudiusinvasionRoman Julius CaesarsBoudiccaConflictConquerorsHadrian’s wallCoin 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 RomeI can explain/know how the actions of the Picts and others led to specific lifestyle choices for both Roman and Britain |
| **Year 4** Are we stronger if we are together? | 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 artefactsI can use dates and terms related to the study unit and the passing of timeI can use terms related to the period and begin to date eventsI can understand more complex terms e.g. BC ADI can research the everyday lives of people in times studied and compare with our life todayI can Identify key features and eventsI can look for links and effects in time studiedI can offer a reasonable explanation for some events. | Celts/ Celtic Tribes Iron Age Taxes Government ArchaeologistAD (Anno Domini) BC (Before Christ) EmperorHillfort 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 ADI 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 eventsI can look for links and effects in time studiedI 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 artefactsI can use dates and terms related to the study unit and the passing of timeI can use terms related to the period and begin to date eventsI can understand more complex terms e.g. BC ADI can research the everyday lives of people in times studied and compare with our life todayI can Identify key features and eventsI can look for links and effects in time studiedI can offer a reasonable explanation for some events. | Viking Slave Horn Thatched house Invasion Wessex Christian MonasteriesJorvikNorse  | 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 DanegeldI know Athelstan – first king of EnglandI can explain the effect of Edward the confessor.  |
| **Year 5** How can people come together to shape the world around them? | 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 labelsI can make comparisons between different times inthe pastI can discuss the different aspects of lives of differentPeopleI can compare beliefs and behaviour with anothertime studiedI can remember most key dates, characters and events of time studiedI can begin to identify primary and secondarySourcesI can use evidence to build up a picture of life in time studiedI can use a range of sources to find out about an aspect of past times. I can bring knowledge gathered from severalsources together in a fluent account | GreekDemocracyPhilosophers MythologySourcesEmpireEquality | 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 timeStudiedI can use relevant dates and termsI can discuss the different aspects of lives of differentPeopleI can examine causes and results of great eventsand the impact on peopleI 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 secondarySourcesI can use a range of sources to find out about an aspect of past times. I can bring knowledge gathered from severalsources together in a fluent account | Magna CartaMonarchyRevoltEqualityFeudal DomesdayMonarchyTyrantCharterParliamentLiberty | Can sequence events leading up to Magna CartaCan understand and discuss the lives of the different classesCan 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 differentpeople e.g. differences between men andwomenI can examine causes and results of great eventsand the impact on peopleI can compare life in early and late times studiedI can compare beliefs and behaviour with anothertime studiedI 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 studiedI can compare accounts of events from differentsourcesI can offer some reasons for different versions of eventsI can consider ways of checking the accuracy ofinterpretations – fact or fiction and opinionI can discuss the effect of different evidence on the Conclusions | ReformRightsPetitionSpeechCrusadeSlaverySuffragetteFreedomVoting | Non chronological report- How has the suffrage movement shaped our country since 1066? |
| **Year 6** How can individual people shape the world around them? | Autumn DarwinHow did Charles Darwin shape the world around him? | A local history study – IkleyA study of an aspect or theme in British history that extends pupils’ chronologicalknowledge 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 InfrastructureTropic of CancerTropic of CapricornPrimary sourceSecondary sourceEvolutionNatural selectionInheritance | Who was Darwin and what was his theory of Evolution? |
|  | Spring Egyptians and MayansHow 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 firstcivilizations appeared and a depth study of one of the following: Ancient Sumer; TheIndus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China. A non-European society that provides contrasts with British history – one study chosenfrom: 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 studiesI can sequence up to 10 events on a timeline I can remember key dates, characters and events of time studiedI can select relevant sections of information and organise my notesI 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 outThey 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 itI am aware that different evidence will lead to different conclusionsThey should note connections, contrasts and trends over time and develop the appropriate use of historical termsPupils 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 beltBiomesRainforestNatural resourcesDesertArchaeologistTombPharaoh | An explanation text: ‘Discoveries that changed the world’. Include Tutankhamen’s tomb and the Maya ruins. |
|  | Summer Equality through the yearsHow 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 studiesI can sequence up to 10 events on a timelineI can relate current studies to previous studiesI 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 notesI 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 outI 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 ofinterpretations – 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. |