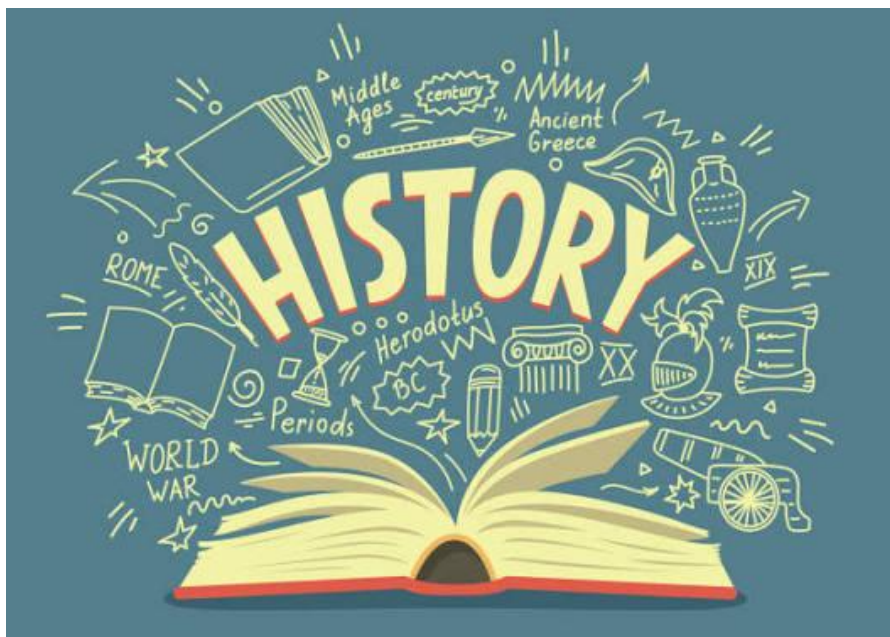


Name:

Class:

Teacher:



Be guided by your teacher/note deadlines in booklet

- **Homework is set EVERY 2 WEEKS – bring your completed booklet to class to be self/peer assessed and be used in feedback**
- **Term 1 knowledge organiser is included for revision**

Contents

Tick off each section as you have completed it

- ☐ **Week 1/2 - What is History? (p1-3)**
- ☐ **Week 3/4 – What is Chronology? (p4-6)**
- ☐ **Week 5/6 – What is Evidence? (p7-8)**

What is History? (1)

The word history means ‘the study of the past’. It is the story of people and how they have lived and developed through time. History is a story, but historians use many key skills in the study of it, skills which you will develop in secondary school. History is a very exciting and unique subject to study as it transports you to the past and through it you can understand why events happen today and how to best learn from them.

“If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it is part of a tree.”

Michael Crichton, author of ‘Jurassic Park’

What do you study in History?

In primary school, you will have studied many different topics and time periods. You may have visited museums or special historical places with your class or family or had special days in school where you dressed up and had visitors come in and tell you about people and events in the past. Maybe you made some special historical artefacts in your lessons or read exciting stories about the past that you remember.

Thinking back on what you’ve learned.

- **Look at each picture.**
- **Write the correct name or event next to the picture.**
- **Tick them if you studied them in primary school.**



What is History? (2)

What was your favourite topic in History at primary school? Explain what you liked about it.

History Acrostic Poem

Create an acrostic poem that explains what History means. Complete below or on a separate sheet of paper.

You can include examples of History you find interesting or have liked studying, or the names of historical people and places. Illustrate your poem with drawings and key words.

H
I
S
T
O
R
Y

Challenge - Do you think it is important to study History at school? Explain why.

What is History? (3 - extra challenge)

What Is my History?

Everybody has a story and everyone's history is unique and special. If someone was researching your life in 200 years, they might record your information on a timeline.

Timelines are a clear way of recording historical information and should always be clearly marked in equal units of time and accurately recorded.

Create a timeline of your life so far.

Your timeline will be measured in years, and you should try to record at least ten different events in your life on your timeline.

1. Divide the line into the number of years you will need. For example, if you were born in 2010 you will need 11 cm as there are 11 years to cover to 2021.
2. Note down the years on the timeline in equal measurements.
3. Add ten different events that have occurred during your lifetime.
4. Optional - Research important events that have happened in the world during your lifetime and add them to your timeline in a different colour

Example Timeline



My timeline

A large, empty rectangular box with a thin orange border, occupying the majority of the page below the title. It is intended for a user to draw or write their timeline.

What is Chronology? (4)

Chronology is the arrangement of events or dates in the order of their occurrence. History is measured from the first recorded written word about 6,000 years ago and so historians need to have an easy way to place events into order. Anything that happened prior to written records is called ‘prehistory’. To place events into chronological order means to put them in the order in which they happened, with the earliest event at the start and the latest (or most recent) event at the end.

Place these events from your morning into chronological order:

Travelled to school 	Cleaned teeth 	Had breakfast 
Got dressed 	Woke up 	Washed my face 

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How do we measure time? There are many ways historians measure time and there are special terms for it.

Match the correct chronological term with its meaning.

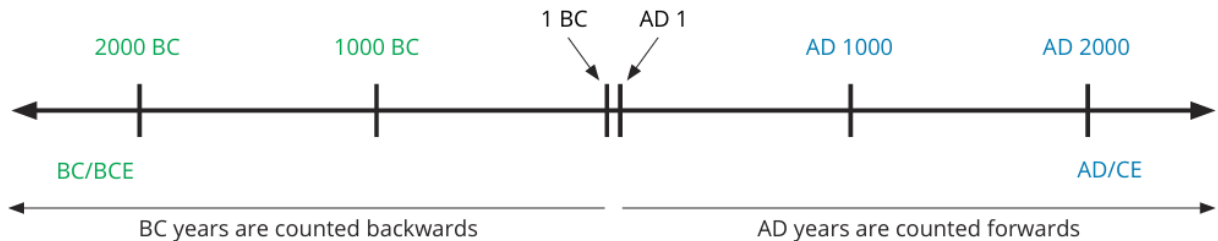
week
year
decade
century
millennium

1000 years
10 years
365 days
7 days
100 years

What is Chronology? (5)

What do BC and AD mean?

Today, we use the Gregorian calendar that was introduced by Pope Gregory XIII in 1582. When historians look at time, the centuries are divided between BC and AD. AD 1 is the year Jesus Christ was born and marks the start of AD ('Anno Domini' – meaning 'In the year of our Lord'). Before AD 1 is BC (meaning 'Before Christ') and is counted backwards. The longer ago the period is, the higher the year number is. There is no year 0 separating them; 1 BC is the final year of BC before changing to AD, the first year of which is AD 1. BC and AD may also be called BCE and CE. These stand for 'Before Common Era' and 'Common Era' and are used as fewer religious alternatives. The numbers for the years remain the same



How do we count centuries?

History is counted in centuries. We are now in the 21st century AD because it is the 21st set of 100 years since the year AD 1. For example:

0 – 100 = 1st century AD	1 – 100 BC = 1st century BC
101 – 200 = 2nd century AD	101 – 200 BC = 2nd century BC
901 – 1000 = 10th century AD	901 – 1000 BC = 10th century BC
1701 – 1800 = 18th century AD	1701 – 1800 BC = 18th century BC

Write down the correct century for these years:

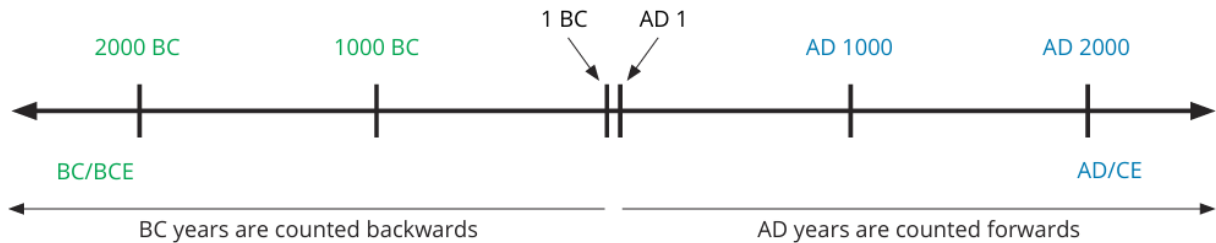
- a) 809 AD
- b) 1067 AD
- c) 67 AD
- d) 1485 AD
- e) 1789 AD
- f) 1999AD
- g) 2001 AD
- h) 82 BC
- i) 730 BC
- j) 1799 BC
- k) 2020 BC

Extra Challenge: Write down a year in these centuries

- a) 12th century AD
- b) 15th century AD
- c) 9th century AD
- d) 20th century AD
- e) 2nd century BC
- f) 19th century BC

What is Chronology? (5)

What do BC and AD mean? Today, we use the Gregorian calendar that was introduced by Pope Gregory XIII in 1582. When historians look at time, the centuries are divided between BC and AD. AD 1 is the year Jesus Christ was born and marks the start of AD ('Anno Domini' – meaning 'In the year of our Lord'). Before AD 1 is BC (meaning 'Before Christ') and is counted backwards. The longer ago the period is, the higher the year number is. There is no year 0 separating them; 1 BC is the final year of BC before changing to AD, the first year of which is AD 1. BC and AD may also be called BCE and CE. These stand for 'Before Common Era' and 'Common Era' and are used as fewer religious alternatives. The numbers for the years remain the same



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Write down the correct century for these years:

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- b) 1067 AD
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What is Chronology? (6- extra challenge)

What Is an Anachronism?

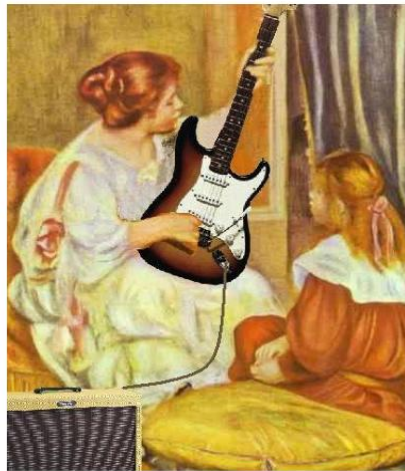
An anachronism is something, like an object or person, that is not in its correct time. An example might be an Ancient Egyptian talking on a smart phone or Queen Victoria nipping to France on an airplane.

The Egyptians did not have electricity, and airplanes did not exist during Queen Victoria's life, so these are called anachronisms.

Identify the anachronisms in these pictures



Photo courtesy of notionscapital (@flickr.com) - granted under creative commons licence



This is a photograph of a primary school class in Victorian England. Can you identify five anachronisms in this picture?



1. _____
2. _____
3. _____
4. _____
5. _____

What is Evidence? (7)

- ✓ When we are studying history, we are trying to build an accurate picture of the past. In order to understand history properly, we need to gather and study the evidence that exists. There are **four main types of evidence** - written, visual, oral and artefacts that help us arrive at a true understanding of the people, places and events of the past.

Written

There is usually an enormous volume of **written material** that tells the story of things that happened over past centuries. This includes historical accounts in:

- *books*
- *newspaper articles*
- *official reports*
- *legal documents*
- *literature*
- *letters*
- *diaries*
- *Wills*

- ✓ All these written records tell the story in slightly different ways. However, it is important to remember that just because something has been published, or in other cases handwritten, and not intended for the public - it doesn't mean they can always be relied upon completely.
 - ✓ Whoever has decided to publish the document will have had their own reasons for doing so and will tell the story in the way that suits their purposes. For example, newspapers often have a political bias and government statements can often be presented in ways that justify or explain specific political actions. In medieval times only the rich and powerful could read and write, so the views of ordinary people went unrepresented.
 - ✓ Handwritten documents that people leave behind after they die, such as letters, diaries, personal recollections and wills are often reliable as the authors are less guarded about their opinions. However, **we still have to ask key questions**.
- *Who wrote it? Who read it?*
 - *When? Why?*

Asking these questions reveals more about the people and events than just the bare words in the documents themselves.

Answer questions below:

- 1) **What are the four questions historians should ask when studying a written source?**
- 2) **Why might newspapers and government statements not always give a completely reliable account of events?**
- 3) **Why do historians study letters, diaries, and wills when trying to understand the past?**
- 4) **Challenge question: Why is it important for historians to look at different types of evidence rather than relying on just one document?**

What is Evidence? (8)

Visual

- Another type of evidence to consider is **visual**. This includes photographs, artworks and films that give us extra insight into the times we are studying. Photographs in particular can be deceptive as they are usually taken with a certain purpose in mind and can easily give a misleading or biased view of the subject matter.
- These days we all know how photos can be manipulated to try to prove things happened that didn't, but even in pre-digital days people were still able to deceive the public such as the two little girls in the 1910s and 1920s who faked pictures of fairies and fooled even Arthur Conan Doyle!
- Even if there is no intention to deceive, we still have to ask who took the photograph and why, to get a clear picture of what it really tells us. Visual evidence needs careful interpretation.

Answer questions below:

- 1) **Why do historians need to be careful when using photographs as evidence?**
- 2) **What does the text suggest we should ask about a photograph before trusting it?**
- 3) **Why might a person take a photograph that gives a biased view of events?**
- 4) **How can modern technology make photographs less reliable as evidence?**
- 5) **Challenge: What does the phrase "Visual evidence needs careful interpretation" mean?**

Week 1 & 2: Key Words

Key Term	Definition
Chronological Understanding	Understanding time and the way of life in the past.
Change and Continuity	Understanding how and why things change/stay the same. over time.
Cause and Consequence	Understanding why things happen.
Significance	Understanding why some things in the past were important.
Sources and Interpretation	Understanding how historians form opinions on what happened in the past.
Anachronism	A mistake in placing something in time order/period.
Anno Domini	Latin for 'in the year of the Lord' – means the number of years since the birth of Jesus Christ.
BC	Stands for 'Before Christ' – it means the number of years before the time of Jesus Christ.
Century	A period of 100 years.
Decade	A period of 10 years.
Chronology	The study of exactly when things happened.
Interpretation	The meaning of a source/piece of work and the reasons why it is different to other works.

Week 5: Self Quiz

Use look, cover, write, check, correct to self quiz on the key words from weeks 1 and 2

Week 3: Bubble Map

1. Migration to and from Britain (10,000 BC to present)
The British are a diverse nation! The nation is a mixture of immigrant groups who settled here long ago. Similarly, when Britain ruled a vast Empire, many people left these islands and spread British culture around the globe. This theme is the story of those 'comings and goings' and the reasons (push and pull factors) behind those great movements.

2. Immigrant groups coming to Britain:

Romans Imperial invaders imposing rule on Britain from 43 AD
Anglo-Saxons Invaders from Northern Europe, ancestors of the English
Vikings Viking raiders settled around Yorkshire from the eighth century
Normans William brings his Norman followers after 1066 conquest
Bangladeshis Muslim arrivals from Bangladesh (East Pakistan) in 1970s
West Indians Black migrants arrive to help re-build post-war Britain – 1948 +
Chinese Immigrants from China, Hong Kong, Malaysia & Singapore
Huguenots French Protestants fleeing persecution from 1500-1750
Indians Hindu & Sikh immigrants, post-independence, from 1960s
Irish Seeking work/fleeing famine during Industrial Revolution
Jews Waves of Jews during 1650s and late 1800s from Russia
Pakistanis Muslim immigrants, post-independence, from the 1960s
Europeans EU membership saw rising immigration from 1973-2016

Week 4: Flow Map

- 1) Roman Britain (43 AD - 410 AD):
- 2) Anglo-Saxon Period (410 AD - 1066 AD):
- 3) Medieval Period (1066 AD - 1485 AD):
- 4) Tudor Period (1485 AD - 1603 AD):
- 5) Stuart Period (1603 AD - 1714 AD):
- 6) Georgian Era (1714 AD - 1837 AD):
- 7) Victorian Era (1837 AD - 1901 AD):
- 8) Modern era (20th and 21st centuries)

Week 6: Thinking Toolkit

Learn all of the knowledge in your knowledge organiser. You could:

Make Cornell notes; Create flashcards; Self quiz; Make notes and complete work from Seneca

KS3 History - BBC Bitesize Migration - BBC Teach