**History Department: Year 1**

**Possible tasks:**

* 1. Construct two timelines of your life; one with singular key events labelled, the other with sections/blocks of time shown. Answer questions 5-6, page 5.
  2. Answer questions 1-5, page 6 and questions 1-3, page 8.
  3. Orally answer questions 1-4, page 9. Students write 3 examples each for aspects of progress, regress and continuity in their lives.
  4. Answer questions 1-7, page 11.
  5. Group work/discussion on source A, page 13. Individual work on what could be learned of life in Ur 4,000 years ago from source B. (8 statements using the standard of Ur as evidence).
  6. Pizarro and the Inca: Write 4 causes of Pizarro’s success and 4 consequences of Atahualpa’s visit to Pizarro’s camp. Use a colour code key to identify long term, short term and immediate factors in the statements given. Add one motive colour code for Pizarro’s success.

**Assessment Task** 1:

**To construct a timeline of your family history over a period of 50-100 years, including interesting details and ensuring that the timeline is presented in a clear, accurate and well labelled manner.**

**Topic 1: ‘What is History?’**

**Key facts**

* Chronology is important so as to ensure that key points in history are in the correct order of time.
* A timeline is an effective way in which to represent key events of the past.
* As time has evolved historians can assess the extent to which life has changed or remained continuous and whether or not progress or regress has occurred.
* Historians use evidence to try and explain the past. This comes in many forms: primary sources and secondary sources, all of which can be sub-divided further into written, pictorial, oral, physical artefacts etc…
* Evidence needs to be assessed for usefulness and reliability before it can be used effectively for a picture of the past to be created.
* Events are linked together through causes and consequences.

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| **Sub-topics** | |
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| 1.1 | Chronology; timelines |
| 1.2 | Time maps; anachronisms |
| 1.3 | Change and continuity |
| 1.4 | Primary & secondary sources |
| 1.5 | Reliability of sources; use of evidence |
| 1.6 | Cause and consequence |

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| **Key terms and vocabulary** | |
| Chronology | A study of when things happened in time. |
| Calendars | Systems for measuring time. |
| Anno Domini | A Latin phrase meaning ‘in the year of Our Lord’. |
| Anachronism | Something which has been placed in the wrong time period. |
| Progress | When things are improving. |
| Regress | When things are getting worse. |
| Continuity | When things remain the same. |
| Motive | A personal reason for doing something. |

**Stretch and Challenge/ Wider reading/independent research**

Research into family history is integral to the assessment task.