

What is

**HISTORY** ?



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# Introduction


This teaching unit is a collection of ideas and student resources (all of which were specifically commissioned for the unit) on history's conceptual framework. It was planned to support the transition of Y7 students into secondary history. It includes suggestions for developing the vocabulary needed to help students get the most out of their history lessons. Each lesson stands alone. They could be taught in a block at the beginning of the year or each concept could be taught separately across Y7, or later into KS3 as refreshers.

Each of the eight lessons includes a selection of:

- starter activities
- development tasks
- plenary activities
- suggestions for differentiation, extension and homework.

The resources are all adaptable, making it easy to further differentiate the tasks should this be necessary for your teaching groups.

Our thanks go to our contributor Phoebe Mallion who has written the resources for this unit of work.

We hope you enjoy using this unit. If you have any questions, please get in touch: email [support@teachithistory.co.uk](mailto:support@teachithistory.co.uk) or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit History members — you can do this by adding a 'love heart'  and commenting on the relevant page of the resource on Teachit History (please log in to access).





# Resource listing

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# What is a historical enquiry?

## Learning objectives

- To know what a historical enquiry is.
- To develop your own historical enquiry questions.

## Resources

- Resource 2: Enquiry (PowerPoint)
- Resource 4: Question words in history (p.16)

## Starter

'Think/pair/share' activity. Students consider the question:

If you want to find out about a past person or event, how might you go about it?

Students feedback their suggestions to the class. These can be recorded on the board or in books if you choose. There are ideas on slide 3 to assist if needed.

Discuss the information on slide 4. This gives students an idea of what the historical enquiry process is. It is adapted from Ian Dawson's 'Thinking History' site.

## Development task

1. As a class or in pairs/groups, use slide 5 to discuss the different example questions about the sky. Here you are looking to highlight to students that different question words elicit different types of information, e.g. facts, explanations, opinions etc.
2. Slide 6 can then be used to further develop and consolidate the ideas discussed above, this time with examples of more historical questions.
3. Using slides 7–9 and Resource 2: Question words in history (p.14), students should highlight the question words in the 12 questions.
4. They should then identify what type of information (facts, explanations, opinions) each question is looking for.
5. Working in pairs or groups they should then choose one question from the grid of 12 to work with more closely. Using slide 10 for prompts they should discuss:
  - Is your question a good historical enquiry question?
  - What kind of information would you get from your question?
  - What are the strengths of your question?
  - What are the possible problems with your question?

**Extension task:**

Which is the worst enquiry question and why?

Which is the best enquiry question and why?

**Plenary**

Discuss the ideas on slide 11 about what makes a good enquiry question.

Refer to slide 12. Students attempt to write their own enquiry question/s based on the ideas discussed in the lesson about what makes a good enquiry question. This could be about any period of History that the students choose.

**Homework/extension activities**

Students could:

- Write a glossary of enquiry words, including: question, enquiry, specific, researchable, leading, open/closed questions.
- Consider and write about: 'What types of historical sources would you need access to in order to investigate your question?'
- Carry out some research on their chosen enquiry question. After their research, does it still seem to be a good enquiry question? Why?





# What are causes and consequences in history?

## Learning objectives

- To know what 'causes' and 'consequences' are in the subject of history.
- To identify and use causes and consequences in an historical explanation.

## Resources

- Resource 7. Cause and consequence (PowerPoint)
- Resource 8: Causes of Murray's win (p.27)
- Resource 9: Types of causes (p.28)
- Resource 10: Causes of the Spanish Armada (p.29)

## Starter

Either individually, as pairs, in groups or as a class, read through the story 'Why did Murray beat Federer?' on slide 2.

This can lead into discussion around the following questions:

- Why did Murray win the match?
- Were there any consequences of Murray winning the match?
- What is a cause?
- What is a consequence?

Depending on the needs of your group, this could be written down or simply discussed.

## Development task 1

Use slide 4 and the paper equivalent Resource 4: Causes of Murray's win (p.25).

Depending on your group, tiles can be cut up into a card sort, colour coded or coded using letters. They should:

- Put the causes into chronological order (in time order from first to last)
- Put the causes into order of importance (it's a matter of opinion!)
- Sort the causes into short-term and long-term. (This may require explanation of the difference between short-term and long-term. This can be a very simple explanation such as 'long-term means it happened a long time before the event, possibly months or years. Short-term means it happened a short time before the events, maybe days or hours.')

Lead feedback discussions after each arrangement to allow students to make their suggestions and justify their reasoning.

## Development task 2

Use slide 5 and the paper equivalent Resource 5: Types of causes (p.26).

Complete the 'Which of your causes for Murray's victory might fit here?' column of the table.

This activity will help develop students' vocabulary and understanding around different types of causes. Remember to be very tentative ... there are no right or wrong answers here, just suggestions!

## Development task 3

As a class, read through the background information about the Spanish Armada on slide 6.

Use slide 7 and the paper equivalent Resource 6: Causes of the Spanish Armada (p.27).

Depending on your group, tiles can be cut up into a card sort, colour coded or coded using letters. Ask students to:

- Sort these causes into short-term and long-term categories.
- Organise these causes of the failure of the Spanish Armada into an importance line (most important on the left, least important on the right).

Lead feedback discussions after each arrangement to allow students to make their suggestions and justify their reasoning.

## Plenary

Refer to slide 8.

Students match the cause and consequence key words to their definitions. This could be noted in books to create a small glossary for future lessons based on cause and consequence.

### Homework/extension activities

Some possibilities:

1. Think of an event in your own life and write about the causes and consequences.
2. Choose a historical event that you are interested in. Write about the causes and consequences of this event.







# Cause and consequence

## Power Points



### What are causes and consequences in history?

#### Learning objectives

- To know what causes and consequences are in the subject of history.
- To identify and use causes and consequences in an historical explanation.

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### Why did Murray beat Federer?

In a recent tennis match, Andy Murray beat Roger Federer. Murray went into the match looking like the underdog as he had been plagued by injury for many months. At the start of the match, it looked as if Federer would win as he had all the superior shots. Murray soon realised that it was time to take advice from his new coach and after a brief conversation he changed his tactics and took the second set. It was at this stage that Murray also changed to a new, improved racket which seemed to improve his accuracy and power. Due to an organisational error, Federer realised that he had run out of energy drinks during the third set and began to flag. At this point, Federer started to seriously doubt his ability to win the match. The crowd gave awesome support to Murray, the underdog, as he finally reached match point. Serving a huge ace, he eventually won the match. The crowd went wild when Murray received his trophy. He was also very happy to receive the prize money, most of which he donated to a children's charity.

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### Why did Murray beat Federer? Questions:

- Why did Murray win the match? See how many reasons (causes) you can list?
- Were there any consequences of Murray winning the match?
- What is a cause?
- What is a consequence?

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### Causes of Murray's win

- Put the causes into chronological order (in time order from first to last).
- Put the causes into order of importance (it's a matter of opinion!).
- Sort the causes into short-term and long-term categories.

1. Murray used a new racket which seemed to improve his accuracy and power.	2. The crowd gave Murray support.	3. Murray took advice from his new coach.	4. Federer lost confidence in his ability.
5. Federer ran out of energy drinks and got tired.	6. Murray had been injured for many months before the match.	7. Murray served a huge ace at match point.	8. Murray changed tactics.

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### Causes of Murray's win

Type	Explanation	Which of your causes for Murray's victory might fit here?	Which of your causes for the failure of the Spanish Armada might fit here?
The underlying reason	The longest-term reason		
The most influential reason	The reason with the MOST links to other factors		
The watershed reason	A reason/event that marks a decisive turning point		
The trigger reason	The reason that is closest in time to the actual event		
The key or unique reason	The reason that is unique to this collection of causes		

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### Why did the Spanish Armada fail?

In May 1588 a huge fleet of ships, also known as an 'Armada', set sail from the port of Lisbon which, at the time, was part of Spain. There were 130 ships carrying two and a half thousand guns. On board were 30,000 soldiers and sailors. This great war fleet was heading for England, which it planned to invade. The Spanish King, Philip II, was angry that Queen Elizabeth had not punished sailors such as Sir Francis Drake for stealing from Spanish ships. Philip was a Catholic, England was Protestant. He felt it was his duty to conquer England in order to bring the country back under the control of the Church of Rome.

He failed. **Why?**

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### Causes of the Spanish Armada

- Sort these causes into short-term and long-term categories.
- Organise these causes of the failure of the Spanish Armada into an importance line (most important on the left, least important on the right).

1. The Spanish admiral was inexperienced and suffered from sea sickness!	2. The Spanish ships were slow to move.	3. The English used a clever beacon system to warn of the Armada's arrival so the Spanish lost the element of surprise.	4. The English used fireships to break the formation of the Spanish ships.
5. Spanish guns were badly designed.	6. Spanish ships ran into poor weather.	7. English ships were easier to move quickly.	8. English guns were quicker to reload.

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### Plenary

Match the keywords with their definitions

Cause and consequence keywords	Definitions
Cause	Happened just before the event.
Consequence	A reason for an event.
Short-term	Happened a long time before the event.
Long-term	A reason that existed for the longest time before the event.
Trigger	The way causes and consequences can relate to each other.
Underlying	The reason nearest to the event which 'sparks' the action.
Links	The result of an event.

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### Extensions/homework

- Think of an event in your own life and write about the causes and consequences.
- Choose a historical event that you are interested in. Write about the causes and consequences of this event.

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