

St Ambrose College History Department First Year Learning Programme Unit One : What is History

Topic/Content	Objectives/Skills	Suggested Homework/Activities	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
Chronology	<p>What is chronology and why is it important?</p> <p>How do students and historians use timelines to help them to understand the past?</p> <p>How do we measure time?</p> <p>Students will understand key terms such as chronology, AD, BC, century and anachronism.</p>	<p>Students construct a small timeline to scale of their life.</p> <p>Students research into their family history over the last fifty to one hundred years.</p> <p>Students should identify significant events when they happened and why they happened and the consequence of these events. This research and timeline homework takes the whole unit.</p> <p>Where does my family come from?</p>	<p>First Year History: Assessment One TASK</p> <p>Research your family history over the last fifty to one hundred years. Use the information collated to construct a timeline which is to scale and chronologically accurate.</p> <ul style="list-style-type: none"> • KNOWLEDGE : Family History; Paternal & Maternal. • SKILLS/STRANDS: Change and Continuity : Historical Perspectives, Chronology; Communication; Research; Organisation ; Scale; Key construction; 	<p><u>75% EXCELLENT:</u></p> <ul style="list-style-type: none"> • Provides a wide range of evidence over four generations of family history on maternal and paternal sides. Key events in lives: birth, marriage, deaths; migration, education highlights. • Constructs a well-structured timeline, chronologically accurate, clear scale and key. • Effective use of space, both blocks of time and individual 	<p><i>You tube clips 'What is History?'</i></p> <p><i>Short clips from the series Who do you think you are?</i></p> <p>Discussion of the origins of the Christian and Muslim calendar.</p> <p>Extend family research to cover 200 years.</p> <p>Provide a small booklet of artefacts, photographs, press cuttings, birth & death certificates (photocopied) of one relative.</p>
Change and Continuity	<p><i>Students understand that over time changes occur but not all change may be progress. They also understand that some things can stay the same.</i></p>	<p>Identify examples of change, continuity, progression and regression by using the exercises and sources on p9.</p> <p>Identify examples of change and continuity in their own family lives (this could be from their research) and decide whether the change is progression or regression</p>			

Interpretation	<i>Students will understand how to use source content and origin to come to conclusions about the past. Students will also understand why there can be different interpretations about the past.</i>	Analyse the Greek wine jar in class. Homework: Similar analysis of the 'Standard of Ur' as evidence of life in Iraq 4,000 years ago.	Comprehension; Sequencing; Synthesis; Neatness.	events catered for.	
Causation	<i>Students understand that there are always a wide range of causes and consequences, some students will be able to identify different types of causes and consequences e.g. long, medium and short term causes</i>	Use the activities on p16 -17 to understand causation and consequence Students to identify causes and consequences of events in their own lives.		<u>65% SECURE:</u> <ul style="list-style-type: none"> • Provides a reasonable level of evidence of family history. Both maternal and paternal, yet a little uneven. Some interesting details included, yet largely reliant on births, marriage, deaths. 	
Diversity	<i>Students understand that within or community we come from a wide range of backgrounds and religions and celebrate the diversity</i>	Students interview each other about their families. Questions to take the form of: Where did your family come from? When did they move? Why did they move? Student feed back to the class and identify countries, areas and towns that class members have come from. Areas are identified on a map with stickers (students identify places themselves)		<ul style="list-style-type: none"> • Well constructed timeline with a clear scale and key provided; chronologically accurate. • Neatly presented with title and labelling being clearly portrayed. 	
				<u>50% DEVELOPING:</u>	

				<ul style="list-style-type: none">• Provides some evidence of family history, but this is fairly limited: maybe only one/two generations referenced; paternal or maternal; limited to births and deaths with little range of coverage.• Timeline provided, yet scale maybe unclear, chronology intact, yet accuracy of plotting a little clumsy.• Use of space could be improved upon. Key used in need of development.• Presentation may be a little untidy, with labelling haphazard.	
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