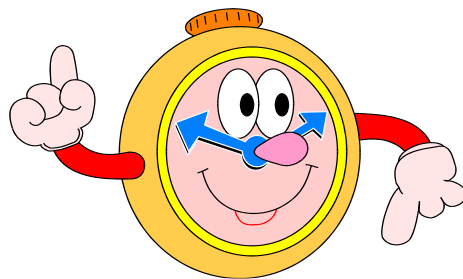




YEAR 7 HISTORY SKILLS BOOKLET

Name :



WHAT IS HISTORY?



WHY DO WE STUDY HISTORY?



HOW DO WE FIND OUT ABOUT THINGS THAT HAPPENED IN THE PAST?





HISTORY IS TO DO WITH PEOPLE WHO LIVED BEFORE OUR TIME



Vocabulary
A period in history - an amount of time which is given a name, e.g. 'The time of the Romans.'












In History we study **all kinds of people** from **all periods of time** and look at people from **all over of the world**. We look at the rich and poor, the ordinary and the famous and many different types of men and women.

Activity 1 - Below are some famous people from history. Write the name of each person next to their picture. Explain where they are from and why they're famous.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	Hint – the last Prince of Wales! <hr/> <hr/> <hr/>

What do you notice about all four people? Does this help to explain the name of the subject we are studying?

HISTORY IS TO DO WITH DIFFERENT GROUPS OF PEOPLE

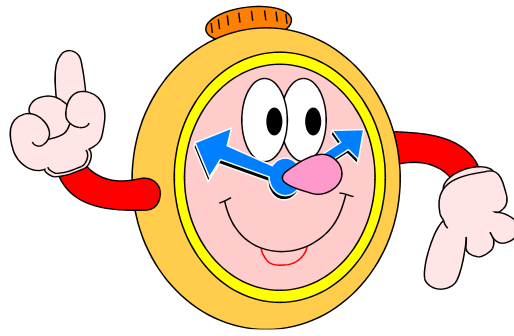
Palaeolithic (Stone Age)	Mesolithic & Neolithic	Bronze Age	Iron Age	Roman Period	Anglo-Saxons	Medieval (Middle Ages)	Tudor & Stuarts	Georgian Period	Victorian Period	Recent History
2 million – 10,000 BC	10,000 BC	2500 BC	800 BC	43 AD	400's	442c Kingdom of Gwynedd	1485 Henry VIII	1714 1770's – slate industry	1837 Queen Victoria	1900 WWI 1914-18 WWII 1939-45
										

Activity 2 - The pictures below show some of the groups we study in history. Look at the timeline above and write the name of each group in the space provided.

Challenge – Can you think of a group of people that are missing from the above timeline?

MEASURING TIME IN HISTORY

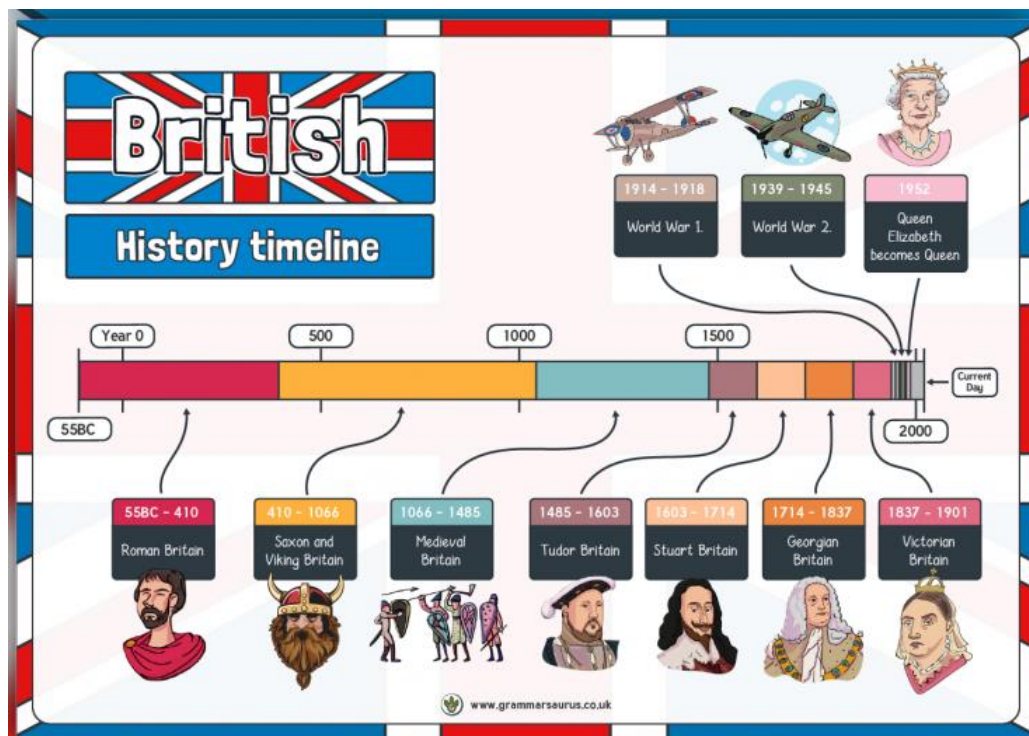


Below are some of the ways we measure **short** and **long** amounts of time.

Activity 3

The tail is incorrect. Try to match the heads to the correct tails: -

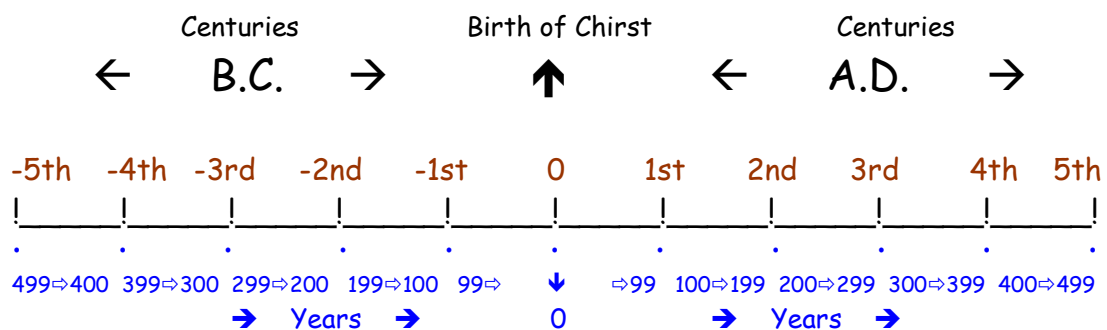
Head	Tail
24 hours	Month
7 days	Decade
4 weeks	Millennium
12 months	Week
10 years	B.C.
100 years	Century
1000 years	A.D. (<i>Anno Domini</i>)
Time before Christ was born	Day
Time after Christ was born	Year





- Early civilisations, such as the Egyptians, worked out ways of measuring time.
- We call these systems calendars and they divide into days, weeks, months, years, decades and centuries.
- We usually talk about centuries in History, that is, periods of a hundred years.
- We count centuries from the birth of Jesus Christ and we mark that year as the year 0. The 99 years from year 0 are called the first century A.D.
- The years 100-199 are known as the second century and 200-299 as the third century, and so on.
- This means that 1931 would be in the twentieth century and that we are now all living in the twenty-first century.

Activity 4 - Study the following timeline: -



Using the above timeline to help you, write the correct centuries opposite the years in the table below (*one has already been done for you*):

86	
102	
244	
864	
1066	
1282	
1458	Fifteenth Century
1832	
377 B.C.	
627 B.C.	

CENTURY AND CENTURIES

The centuries - learn them!

100 years	Years	Centuries
1 st one	1 - 100	First century
2 nd two	101 - 200	Second century
3 rd three	201 - 300	Third century
4 th four	301 - 400	Fourth century
5 th five	401 - 500	Fifth century
6 th six	501 - 600	Sixth century
7 th seven	601 - 700	Seventh century
8 th eight	701 - 800	Eighth century
9 th nine	801 - 900	Ninth century
10 th ten	901 - 1000	Tenth century
11 th eleven	1001 - 1100	Eleventh century
12 th twelve	1101 - 1200	Twelfth century
13 th thirteen	1201 - 1300	Thirteenth century
14 th fourteen	1301 - 1400	Fourteenth century
15 th fifteen	1401 - 1500	Fifteenth century
16 th sixteen	1501 - 1600	Sixteenth century
17 th seventeen	1601 - 1700	Seventeenth century
18 th eighteen	1701 - 1800	Eighteenth century
19 th nineteen	1801 - 1900	Nineteenth century
20 th twenty	1901 - 2000	Twentieth century
21 st Twenty one	2001 - 2100	Twenty first century

HISTORY IS ABOUT CHRONOLOGY







Vocabulary

Chronology means 'in the order of time that it occurs'.

Often in your History lessons, you may be asked to place events, ideas or inventions in the correct chronological order (the order in which they happened in time).

Activity 5 - Try to place the forms of transport below in the correct chronological order. **Write 1 to 4 besides each picture with the number 1 showing the earliest form of transport.**

Picture (a) Number _____	 <small>AUSTIN 1922 AUSTIN 7</small>
Picture (b) Number _____	
Picture (c) Number _____	
Picture (d) Number _____	

Why do you think it's very important to have the events in a story placed in the correct chronological order?

Place the following years into the correct chronological order: -

2000AD	356 B.C.	1826 A.D.	50 A.D.	45 B.C.	78 A.D.
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HISTORY IS ABOUT EVIDENCE

Vocabulary

Evidence means 'anything that you see, hear, or read that causes you to believe that something is true or has really happened'.

TYPES OF EVIDENCE

There are four main types of evidence.

ORAL



People tell their family and friends and the news is passed on to the next generation.

VISUAL



In the past people painted pictures to record events. Modern history can be recorded with photographs or film.

WRITTEN



Some people keep records of events, such as legal documents, others keep personal diaries.

PHYSICAL



Some people leave things behind. Ornaments and jewels were often placed in tombs with the deceased.

PHYSICAL EVIDENCE

ARCHAEOLOGY



Archaeology helps us understand our distant ancestors.

BUILDINGS



Buildings tell us about the lives of their former occupants.

MONUMENTS



Monuments record important local and national events.

TOMBSTONES



Tombstones contain valuable information, especially dates of birth and death.

POTTERY



Household objects help us picture what life was like years ago.

IMPLEMENTS



The tools people used tell us about their working lives.

Remember : How accurately can you date your evidence, within 1, 5, 10 or 100 years?

All evidence can be divided up into two types – **primary evidence** and **secondary evidence**.

- **Primary evidence** – this is **contemporary** evidence. **Contemporary** is something that was made or written in the time you are studying e.g. a rationing book that was used by someone during the Second World War.
- **Secondary evidence** – this is second hand evidence. This is something that is made or written after the time you are studying e.g. a documentary on the TV today about a famous battle which happened in 1066.

Activity 6 - Alongside each piece of evidence below write whether it is an example of **primary evidence** or **secondary evidence**: -

Evidence	Primary or Secondary?
A World War Two ration book	
A shield used during a battle in 1066	
A photograph of a birthday party.	
Samuel Pepys' 1666 diary describing the Great Fire of London	
A documentary telling the story of Henry VIII who lived in the sixteenth century	
A poster from World War One used to persuade people to join the army	

Evidence can be divided up even further.

Primary evidence can be divided up into two categories (types). These are called Relics and **Records**.







Vocabulary

Relics are objects that were made to be used at the time you are studying.

Records are pieces of information that were made to be used at the time you are studying. They can be pieces of writing or visual images.

For example, a tankard made in 1545 is a **relic** because it is an object that was made to be used by someone from the past. A diary written in 1666 is an example of a **record** because it contains information that tells us about life in the seventeenth century. Remember a record is usually a piece of writing or a picture.

Alongside each piece of evidence below, write whether it is an example of a **relic** or **record**.

Primary Evidence	Relic or Record?
 Diary	
 Sword	
 Letter	
 Soldier's uniform	
 Photograph	
 Toy	

HISORY IS ABOUT INTERPRETATION



← Two-faced Dai

Can you think why Dai needs to be two-faced when he looks at history?

Vocabulary

Interpretation means 'how people in later times have presented or represented the past.'

One person's view or opinion of an event may be very different to another person's view of the same event.



For example, one person who watches a rugby match may describe it in a very different way to another person who supports the other team: When England is playing Wales at rugby, a fan of the English team may think that members of his team played really well and were unlucky to lose the game against Wales. However, a supporter of the Welsh team, watching that same game, may believe that Wales played brilliantly, and easily defeated England.



If a person either supports or really dislikes an event, team or person we could describe that person as being **biased**, showing **bias**, or being one-sided. This means that they may not give an accurate account of events or a totally honest description of a person. Sometimes the person is deliberately biased and at other times they can show bias without even thinking about it and be unable to help it.

Vocabulary

Biased means 'favouring one person or side over another'.



Activity 8 - Can you think of times when a person may be biased as they are describing an event or person? Try to think of about five examples e.g. a Celt describing the Roman invasion of Britain.

1. _____

2. _____

3. _____

4. _____

5. _____

Vocabulary

Propaganda means 'information, especially of a biased or misleading nature, used to promote a political cause or point of view'.

World War I Propaganda Posters



Sometimes people will use propaganda to persuade other people that their point of view is the right one. For example, politicians sometimes only give one side of a story to try to persuade people to support them. During wartime governments can sometimes exaggerate or make up stories about how horrible the enemy are.

Activity 9 - The following is an example of propaganda taken from a newspaper article written during the First World War – the events it described never actually happened! Read it carefully and answer the questions that follow: -

'German troops are monsters! Shocking stories have reached Britain today of platoons of German troops using Belgian babies as bayonet practice. Eye-witnesses even claim to have seen German soldiers roasting babies over open fires. Surely now it's time for us to act to save poor Belgium?'

(a) Why do you think the government encouraged people to believe this story?

(b) Can you think of another time when the British government may have used propaganda to persuade the people of Britain to behave in a certain way? Explain your answer.

Vocabulary

Anachronism means 'something or someone that is not in its correct historical time, especially a thing or person that belongs to an earlier time e.g. the sword in an anachronism in modern warfare'.

Activity 10 - Research and write the meaning of the following words in the spaces provided: -

Word	Meaning
Relic	
Record	
Evidence	
Primary	
Battle	
Medieval	
Contemporary	
Bias	
Secondary	
Interpretation	

Activity 11 - An **anachronism** is an object from the present that has been placed in a picture from the past, by accident. One example would be a satellite dish embroidered onto the Bayeux Tapestry. Another example would be Henry VIII riding a motorcycle!

In the space below, draw a picture of an **anachronism**: -



Vocabulary

Mnemonics

- Some words can be quite difficult to spell. To help make remembering how to spell words correctly a little easier some people use **mnemonics**.
- A mnemonic is a sentence which helps you to remember how to spell a word correctly by creating a vivid picture in your mind. One example is HISTORY – ‘HAGGIS IS SUPER TASTY OR RATHER YUCK’.

Activity 11 - Write your own mnemonics for the words below: -

Word	Mnemonic
Relic	
Record	
Evidence	
Primary	
Battle	
Medieval	
Contemporary	
Bias	
Secondary	
Interpretation	

Activity 12 - Look at the dates below. Use the internet to find out what happened in each year. Here is an example to help you: 1066 – TBOHWF – the Battle of Hastings was fought.

1. 1282 – PLWKAC

2. 1605 – GFTTBUP

3. 1901 – QVD

4. 1914 – SOWWO

5. 1939 – SOWWT

6. 1969 – NAITFMOTM

7. 2012 – OGHIL

HISTORY IS ABOUT KNOWING HOW YOU LEARN BEST

- Read the statements below.
- Give each statement a score -
 - 0 = not like me at all,
 - 1 = I am like this very rarely,
 - 2 = I am like this occasionally,
 - 3 = I am like this sometimes,
 - 4 = I am like this most days
 - 5 = this sounds just like me!

Score	Statement
	1. I am good at making models.
	2. I have a good sense of direction.
	3. Friends find it easy to ask me for help.
	4. I find it easy to remember the words of songs.
	5. I can explain difficult topics to people.
	6. I do things one step at a time.
	7. I find it easy to explain why I behave the way I do.
	8. I like being with groups of people.
	9. When the teacher talks to the class, I learn a lot.
	10. Music makes me feel happy or sad.
	11. I like doing crosswords and puzzles.
	12. I learn well from pictures, videos and posters.
	13. I can tell when people around me are happy or sad.
	14. I look forward to lessons where we move around and do things.
	15. Before I learn something, I like to know why I need to know it.
	16. I like peace and quiet when I'm working.
	17. I can pick out different instruments when I listen to music.
	18. I can remember things that happened in lots of detail.
	19. I like using the right words to express what I mean.
	20. I learn easily from written notes.
	21. I have a good sense of balance.
	22. I like to set out my work in a logical way.
	23. I am good at working in a team.
	24. I see things other people miss.
	25. I can't sit still for very long.
	26. I prefer learning on my own to learning in a group.
	27. I like playing musical instruments.
	28. I can work out maths questions in my head.
	29. I like reading.
	30. I am lively and enjoy being the centre of attention.
	31. When I read something, I imagine it in my mind.
	32. I am my own best company.
	33. I can remember things that I've done more easily than things I've said.
	34. I can remember rhymes easily.
	35. I am good at games like chess and Cluedo.

- Look at the table on the previous page.
- Add up your score for each statement.
- Colour the statement for which you had the highest score.

Learning style	Statements	Total score
Linguistic	5, 9, 19, 20, 29.	
Mathematical/ Logical	6, 11, 22, 28, 35.	
Visual	2, 12, 18, 24, 31.	
Musical	4, 10, 17, 27, 34.	
Interpersonal (others)	3, 8, 13, 23, 30.	
Intrapersonal (alone)	7, 15, 16, 26, 32.	
Physical	1, 14, 21, 25, 33.	

Complete the sentences below.

My preferred learning style is _____

This means that I learn best when _____

Some other people I know who learn in the same way as me include:
