

YEAR 6 HISTORY TRANSITION BOOKLET

HISTORY SKILLS AND LOCAL HISTORY



Mr Dowson

MARICOURT CATHOLIC HIGH SCHOOL

Section 1: What is History?

In History, we study the past and the events that took place to understand our world today and how our societies were formed. You will have looked at some history in your primary school and we would like to know more about it. Fill in the questionnaire below ready to give to your history teacher when you start Maricourt.

Activity 1: Quick Quiz

YEAR 6 HISTORY SURVEY

1. What school did you previously go to? _____

2. How often did you study History in your last school?
 - a. At least once a week
 - b. At least once every two weeks
 - c. At least once a half term
 - d. At least once a term
 - e. We never studied History

3. Which of the following topics have you studied in your History lessons?
 - a. Ancient Egyptians
 - b. The Romans
 - c. The Vikings
 - d. The Anglo - Saxons
 - e. The Tudor's (Henry 8th etc.)
 - f. The English Civil War
 - g. World War One
 - h. World War Two
 - i. Any other topics? _____

_____.

4. Did you enjoy History in your last school?
 - Yes
 - No

Activity 2: What is History?

Complete the following questions.

1. What does History mean to you?

2. To make sense of the past, what must Historians do?

3. Why do you think History is important?

History is important to us because

4. What does the word chronology mean?

5. What do the following mean?

a) Millennium_____

b) Century_____

c) B.C._____

d) A.D._____

6. In which century are these years in? eg 1700s

a. 1980_____.

b. 1066_____.

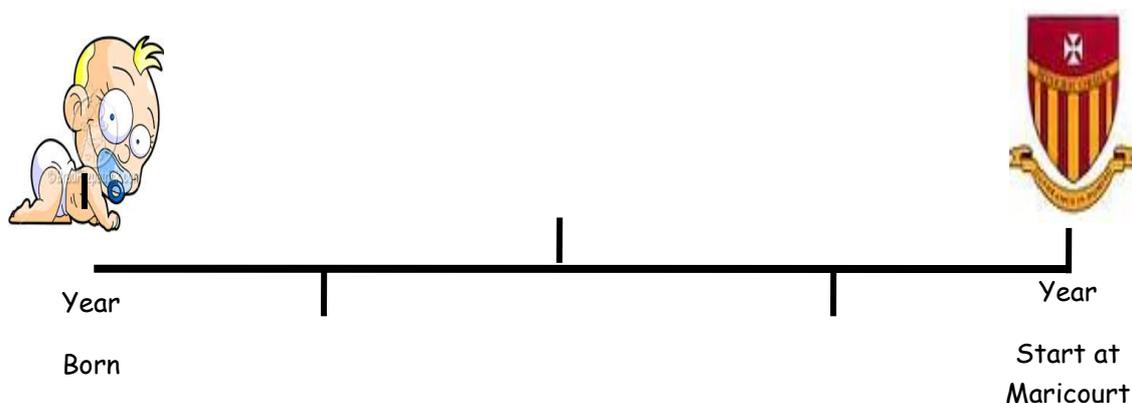
c. 635_____.

d. 87_____.

Activity 3: My Timeline

Create a timeline showing 5 of the key events of your life so far.

You need to start with the date you were born and finish on the date you started Maricourt. You can include 3 other important events from your life. Do not forget the dates and pictures. These can be drawn or taken from the internet to represent the important event.



Activity 4: Key terms

In History there are many key terms that we use, it important to gain an understanding of these words. Match up the words to the correct definitions.

Key word	Definition
Chronology	<i>A result or effect of an action</i>
Cause	<i>Things stay the same over a period of time</i>
Consequence	<i>The arrangement of events or dates in the order from earliest to most recent</i>
Change	<i>A person or thing that gives rise to an action</i>
Continuity	<i>Becomes different.</i>
Fact	<i>A piece of evidence that provides research or information</i>
Opinion	<i>Where a source comes from, who was it by, when was it made and where</i>
Source	<i>An idea that someone believes, not always based on fact or evidence</i>
Provenance	<i>A thing that is known or proven to be true</i>

Section 2: What are Sources?

As a Historian, your job is to find out the truth about what happened in the past. This involves looking at pieces of information. These pieces of information are called

sources and it is your job to analyse these to find out what they are telling you about what happened. You have to infer what they mean. This means figuring out their message about the event. It involves a lot of researching.

You have to look at many different sources to find out the facts and put the pieces together like a jigsaw to explain what happened in an event. This means you have to consider how useful the sources are for you to find out the answers you need and whether they are trustworthy, reliable or one sided.

Therefore, a source is Information used by another to find out more about an event.

Historians use sources in order to discover more about the past.

A source can take many forms, including:

- Books
- Diaries
- Newspapers
- Videos
- Eyewitness Accounts.

Sources are divided into two general groups: Primary and Secondary

PRIMARY SOURCES: Sources that are produced at the time or directly afterwards by someone who was there.

SECONDARY SOURCES: Sources that are produced using primary sources, at a later date.

Activity 1 – What are sources

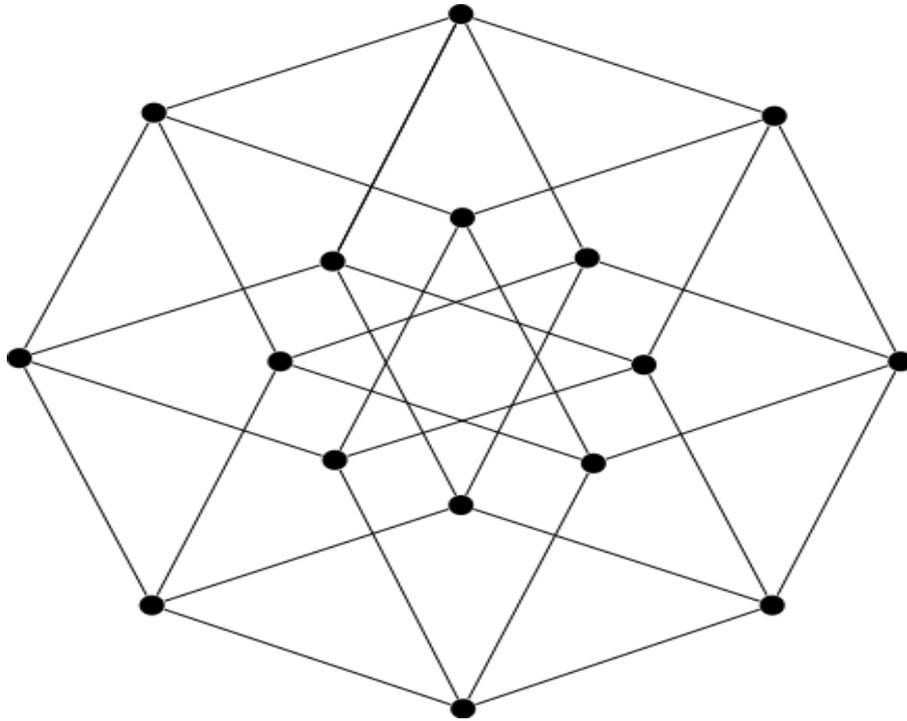
Now that you know what a source is, think about the last time you wanted to find out more information about a topic.

1. What did you use?

2. How did it help you find out more information?

Activity 2: Find the Pattern

Just like spotting different shapes in the same pattern, Historians can interpret the same source in different ways, depending on their viewpoint.



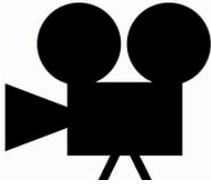
List the different shapes you can see:

Now ask someone else what they can see:

Did you both spot all of the same shapes?

Activity 3 - VIDEO CLIP

Using the link provided, consolidate your knowledge about primary and secondary sources.



<https://www.youtube.com/watch?v=SkEkzS4-m64>

Activity 4: Apply your knowledge!

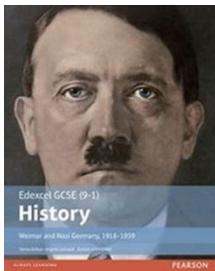
You have been provided with a list of different sources.

Label them Primary or Secondary and **explain why**.



The film Saving Private Ryan, from 1998, depicting events in World War Two.

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A History Textbook, about Adolf Hitler, published in 2016.

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A Photograph of a World War One Trench, taken in 1917.

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Anne Frank's Diary 1940.



A Conversation.

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Activity 5: Working with Sources



This a photograph taken on September 11th 2001 (9/11), when a terror attack took place on the Twin Towers in New York. This is one of the key events in human History and is one you might be familiar with. You will have ideas about what happened and took place.

- a) What type of source is it? Primary or Secondary?
- b) Think Carefully - List two facts from the source, not the event?
- c) Can you express two opinions from the source?

Remember - A FACT= Something that can be proven and an OPINION= What someone thinks.

What happened on 9/11?

Watch the following video clip to learn more about what happened on 9/11.



<https://www.youtube.com/watch?v=GmedslmeiUc>

Activity 6: 9/11 Fact or Opinion?

Label each of these statements either Fact or Opinion.

Remember facts are true and can be proven, opinions are what people think.

- The attack took place on September 11th 2001.
- Some people thought that the US Government were involved.
- 2996 people died in the attack.
- The North Tower was hit at 8.46 a.m.
- One theory is that Al-Qaeda (the terrorist group responsible) wanted to attack US Nuclear Bases.
- Many people thought that a car bomb was detonated outside the US State Department Buildings.
- The South Tower burned for 56 minutes and collapsed at 9.59 a.m.

Activity 7: 9/11 Source work

Read the diary entry from someone who was there on 9/11.

Identify examples of facts and opinions in it.

"Today was a horrible day, the worst in my life. Early this morning, two planes crashed into the Twin Towers in New York City. There were huge fires, people were trapped and had to jump from high up windows to try and escape. The buildings collapsed: The South Tower then the North Tower. Many people are thought to have died, my next-door neighbour thinks 10,000 people have been killed.

This is all so scary, I don't know what will happen next. Terrorists from Afghanistan are being blamed on the news, but my friend texted me saying he thinks the planes were flying too low by accident."

- a) What type of source is this (Primary or Secondary)?
- b) Why might someone write this (purpose)?
- c) How useful is it? Consider whether it is reliable, one sided, etc

Challenge Activity

Write your own diary account of what happened during the 9/11 attack using facts and opinions about the event.

Section 3: Local History

In this section, you will be focusing on local history. Liverpool today is a major city with a population of 467,000 people, with the surrounding areas on Merseyside making for a total population of around 2 million.



This has not always been the case. So, we will firstly look at how Liverpool formed and developed

Activity 1: Timeline

Below is a list of key events in the development of Liverpool. Place them in the correct chronological (time) order on a timeline.

1089- West Derby is recorded in the Domesday Book.

1349-Liverpool suffers from the Black Death epidemic.

1830- Manchester and Liverpool Railway opened.

1644- Liverpool is involved in the English Civil War and is attacked by Prince Rupert.

1911- Liver Building constructed.

1940- World War Two Blitz starts.

1207-King John gives Liverpool a Town Charter.

2008- Liverpool celebrated European Capital of Culture status.

Activity 2: Spot the Difference

Spot 4 differences between the sources



Liverpool 1600



Liverpool 1800

Challenge Question:

Why do you think the city changed so much over 200 years?

Section 4: Assessment

Now is your chance to put the skills developed during this unit to the test.

Research a key aspect of the history of Liverpool. Write a detailed report covering the following points:

- The key events of the topic you are researching.
- The key people of the topic you are researching.
- Facts about the topic.
- Opinions, including why the topic you are studying is significant (important).
- Examples of sources you have used to find out about the topic.

Some examples of the topics you could research include:

- How Liverpool was formed.
- The Siege of Liverpool in the English Civil War.
- Liverpool and the Slave Trade.
- Doctor Duncan and 19th Century Public Health in Liverpool.
- Liverpool Pals Battalion in World War One.

- The Blitz on Liverpool in World War Two.
- The Beatles and Merseybeat: Liverpool Music in the 1960s.
- Key female historical figures from Liverpool's past

DO NOT write a report on the History of Everton FC or Liverpool FC!

Please save this work and keep it for when you start in Maricourt. Your ICT teacher will show you how to upload it to your school electronic files. Then you can print it out and submit it to your History teacher.

If you have requested a paper copy then bring this to school when you begin.