



# History

Sample



Student name:

Centre name:

ASDAN tutor:



Developed in Association with the Historical Association, with grateful thanks to them for authoring and providing content expertise.

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# History Short Course

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**Summary of Achievement**

**Yellow pull-out pages**



# Introduction

## Welcome to the History Short Course!

This Short Course accredits up to 60 hours of your History activities. It provides opportunities for you to develop History knowledge and skills and how to use them effectively.

We hope you enjoy choosing and completing the challenges and, as a result, become more confident in your knowledge of History issues.

## The aims of the History Short Course are:

- to help you develop and demonstrate a range of skills through your History activities and studies
- to help you develop and demonstrate understanding of History issues
- to provide a way in which you can gain credit for what you have learnt from doing a wide variety of activities inside and outside formal education

## The History Short Course can:

- recognise and reward your personal achievements
- help you manage your own learning
- broaden your experience
- develop your employability skills and personal effectiveness
- help you build your Progress File





# Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of History activities. For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.  
The **History Short Course** can lead to:

**ASDAN Personal Development Programmes**  
(Bronze, Silver, Gold, Universities or FE)

**ASDAN Qualifications (Levels 1 and 2)**

AoPE (Award of Personal Effectiveness) Levels 1 and 2  
CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

**ASDAN Qualifications (Level 3)**  
CoPE (Certificate of Personal Effectiveness) Level 3

## What must I do?

**Read through** these introductory pages carefully.

**Look at the modules and challenges** and decide which challenges you wish to complete – your tutor will be able to help you decide.

**Create an evidence portfolio** to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

**Plan, organise and carry out** your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio

**Before asking your tutor to check your work** and claim your certificate make sure your portfolio contains the following:

1. A student book
2. Evidence for every challenge completed
3. The correct number of Short Course Skills Sheets (see pages 43-50)
4. A completed Summary of Achievement (yellow centre pages)
5. A completed Personal Statement (yellow centre pages)
6. A completed Record of Progress (page 5)

## What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence





# Module 1

## Local History



# Module 1

## Local History

### Section A: Complete at least FIVE challenges over 10 hours (1 credit)

**1** Find out about your local area. Compare recent website images and local news stories with ones from the past and discuss in a group what you have learned about your area and how it has changed over time. Display your findings.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**2** With a friend, write a series of questions to ask someone who has lived in your local community for a long time. Find out how the area and community has changed over the years. Record the conversation. Consider how you might check their answers to see if they remember things accurately.

History skills: Continuity and Change

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**3** What is 'the census'? Look at an old census return for your area – it might be the street you live in, or where your school is. Create a spider diagram to illustrate what it tells you about the people who lived in the area at that time.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**4** Investigate old Trade Directories and discover what they can tell you about your local area. Make a fact sheet about how your area has changed over time.

History skills: Continuity and Change

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

# Module 1

## Local History

**5** Explore the adverts for local firms in old newspapers and Trade Directories. Choose a couple of the adverts that tell you something that surprises you about life then. Photocopy the pages to use in a short, illustrated presentation to the rest of your class on your findings.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**6** Browse through old local newspapers, perhaps as far back as the 1930s, 1940s, 1950s or 1960s, to find a story that both interests you and tells you something you didn't already know about life in your area in the past. Write a letter to the newspaper's current editor to describe why you found your chosen story interesting.

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**7** Investigate how one or more streets where you live got their names. Some are obvious, e.g. Station Road, Castle Street; others are named after people, e.g. Kitchener Way, Nelson Mandela Road. Find out when the street was built, what or who it was named after, why. You could use maps and the Internet or contact the council or a local newspaper. Carry out a quick survey among your group about what you would choose as a name for a new street and why.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths



# Module 1

## Local History

**8** Visit your local war memorial. Decide from the inscriptions which war had the biggest impact on your area. Look at the lists of names of all the local soldiers, sailors and pilots who died fighting for their country, choose one and write it down carefully. Find out as much as you can about that person, including where they fought and died:

- Go to the website of The Commonwealth War Graves Commission, which has details of every soldier killed since 1914.
- Insert the details from the war memorial – the name, the year of their death, and the force they served in.

Make a class map showing all the places where people from your area fought and died.

History skills: Evidence

**Skills I used:**

- Learning
- Teamwork
- Coping with Problems
- Use of ICT
- Use of English
- Use of Maths

**9** Visit your local cemetery with one or two family members or friends. You can discover a lot about an area from a cemetery:

- Who lived the longest?
- Who died the youngest?
- What is the most interesting gravestone and why?
- Can you find any interesting stories in the inscriptions?
- Are there any family names you recognise?
- Do they tell you anything about important families in the area?

Take photos of the gravestones and mount an exhibition in your classroom of everyone's work.

History skills: Evidence

**Skills I used:**

- Learning
- Teamwork
- Coping with Problems
- Use of ICT
- Use of English
- Use of Maths

**10** Other agreed challenge:

History skills:

**Skills I used:**

- Learning
- Teamwork
- Coping with Problems
- Use of ICT
- Use of English
- Use of Maths



# Module 1

## Local History

**Section B:** Complete ONE or TWO challenges over 10 hours (1 credit)

**1** How has your local area changed? Put together a collection of photographs of your area from long ago. Select some of them, and use a digital camera to take pictures of the same places, buildings, streets, etc today.

Mount an exhibition of your photographs, showing how your area has changed. Invite exhibition visitors to suggest what the biggest change has been.

History skills: Continuity and Change

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**2** Visit a local museum that has a display showing your area throughout history. With a partner, choose one aspect that particularly interests you, take some digital photographs and make notes about how well the information has been displayed.

Produce some advice for the museum, to help them better present their collections to people of your own age. Reflect on what your most important suggestion was and why.

History skills: Interpretation

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**3** Explore your local church, chapel or other place of worship to find out about its history and significance in your neighbourhood. Find out when it was built, how much it has been altered and when, and whether any important people were buried or commemorated there. Evaluate how important it has been to the life of your area.

Present your findings either to your own group, or to a group connected to this place of worship.

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

# Module 1

## Local History

**4** Use historical records and documents to chart how your school or college has changed over time. Investigate old log books, punishment books, records of teaching staff and pupils, and what is taught now compared to what was taught in different decades. Trade Directories, census reports, old newspapers and people who have lived in the area a long time will all be able to help. The local museum might have a 'Victorian Classroom' exhibition too. Interview older members of your community and record their stories.

Present the information for public viewing, either as a physical exhibition or online.

You could also hold a debate in your class to discuss whether going to school is better now than long ago.

History skills: Continuity and Change

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**5** Other agreed challenge:

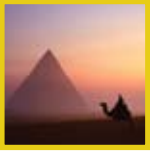
History skills:

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths



# Module 6

## History in the World



# Module 6

## History in the World

### Section A: Complete at least FIVE challenges over 10 hours (1 credit)

**1** In a small group, find out about one country/region that you would like to focus on in this module. Each group should give a short presentation about the country/region they have researched so the whole class can decide which one they would like to learn more about.

Create a mind map to show the most important reasons for making your choice.

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**2** Find out about a historical site that you would like to visit. Write a letter to persuade your headteacher to organise a group trip to the site. You should explain:

- what you would expect to see
- why it is important to see the site for yourself

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**3** Choose one region of the world that interests you and select five historical objects (artefacts) that come from that region or have connections with it. On a large world map, mark where each artefact was found and add labels and arrows to show how they are linked to other parts of the world. For example, the object might have been made somewhere else before being transported by traders or invaders. Summarise what you have learned about how that region is connected to others.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**4** Choose one region of the world that interests you and select five historical objects (artefacts) that come from that region or have connections with it. Mark on a timeline when each artefact was made. Discuss with a partner what the timeline reveals about how your chosen region changed and developed over time.

History skills: Chronology

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

# Module 6

## History in the World

**5** Choose one historical object (artefact) from a particular region. Consider what you can learn about the lives and ideas of the people who made or used that object just by examining what it looks like.

Find out what archaeologists and historians have said about your artefact. Create a poster that shows:

- what they have learnt just from the artefact itself
- what they have learnt by comparing the artefact to others like it

What have you learned from making your poster about how historians use evidence?

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**6** Sometimes archaeologists or historians discover new evidence, e.g. a historical site or object, that makes them think in a new way about people in the past – such as how they lived, or what they thought.

Choose one object or historical site that led to historians thinking in a new way about a particular group of people. Write a magazine article that explains historians' original beliefs, and how the new discovery helped to change their mind.

History skills: Interpretation

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**7** Choose an object or historical site that has been changed in different ways over time. Select two or three pictures that clearly show the changes and create a wall display to explain why and how these changes occurred.

History skills: Change and Continuity

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

# Module 6

## History in the World

**8** Choose a historical object that illustrates a significant turning point in history – either for just one country/region, or for several parts of the world. The kinds of changes you could look at include new ideas (e.g. a religion) reaching a region, new trade links, new technologies or the impact of a new ruling power on everyday life.

Create 'before' and 'after' images that explain what the changes were and their impact on people's lives. Include information about how your chosen object is indicative of these changes.

History skills: Change and Continuity

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**9** Find out about the different kinds of people who would have visited, lived in or worked at an important historical site at a particular point in history. Choose two characters who had very different jobs or lifestyles but would have encountered each other at the site.

Work with a partner to create and perform a short role-play involving the two characters that describes what their lives would have been like. You should consider:

- when and where the conversation would have taken place
- the differences between the lives of the two characters
- how you can highlight these differences in your role-play

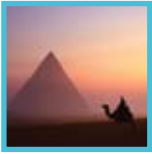
History skills: Diversity

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**10** Other agreed challenge:

History skills:

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths



# Module 6

## History in the World

### Section B: Complete ONE or TWO challenges over 10 hours (1 credit)

**1** Visit a museum near you or browse an online collection to choose an object that could be used to tell part of the history of the world. Produce a 5-10 minute radio documentary or podcast explaining what the object is and what it tells us about life in the past. You could include interviews with historians or other experts explaining what they have learned from the object.

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**2** Find out about two characters (either specific individuals or types of people) who once lived or worked at a particular historical site. Prepare a briefing pack for actors who could play these characters when guiding present-day visitors around the site. You should include information about the site and about what each person's life would have been like.

History skills: Evidence

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**3** Find an object or take pictures of a building that has played an important part in your life. Describe to a partner what the object/building demonstrates about your life as a young person in the 21st century. Repeat the task using a historical object or a picture of a heritage site, this time telling your partner about the life of someone in the past. Ask your partner to pick out the similarities and differences between the two lives.

Write and read aloud a story for a younger person that contrasts the life of a teenager in the present day with the life of somebody in the past.

History skills: Change and Continuity

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths



# Module 6

## History in the World

**4** Plan and produce an advertising campaign to explain to young people why a particular historical site is important and should be protected. You could create leaflets or make a storyboard for a TV or cinema advertisement. UNESCO has run competitions in the past to plan campaigns like this so you could get some ideas from previous winners.

History skills: Interpretations

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**5** Choose a historical site that you think should be included as a UNESCO World Heritage Site. Plan and present your case, putting forward reasons why your site is so important to the history of that part of the world that it should be protected and preserved.

History skills: Significance

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

**6** In a group, stage a short play to recreate one or more key moments from the history of a particular heritage site. Describe how the play could be performed for visitors to the site to help them understand how the site was used at particular times in the past and why it is still seen as important today.

History skills: Interpretations

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

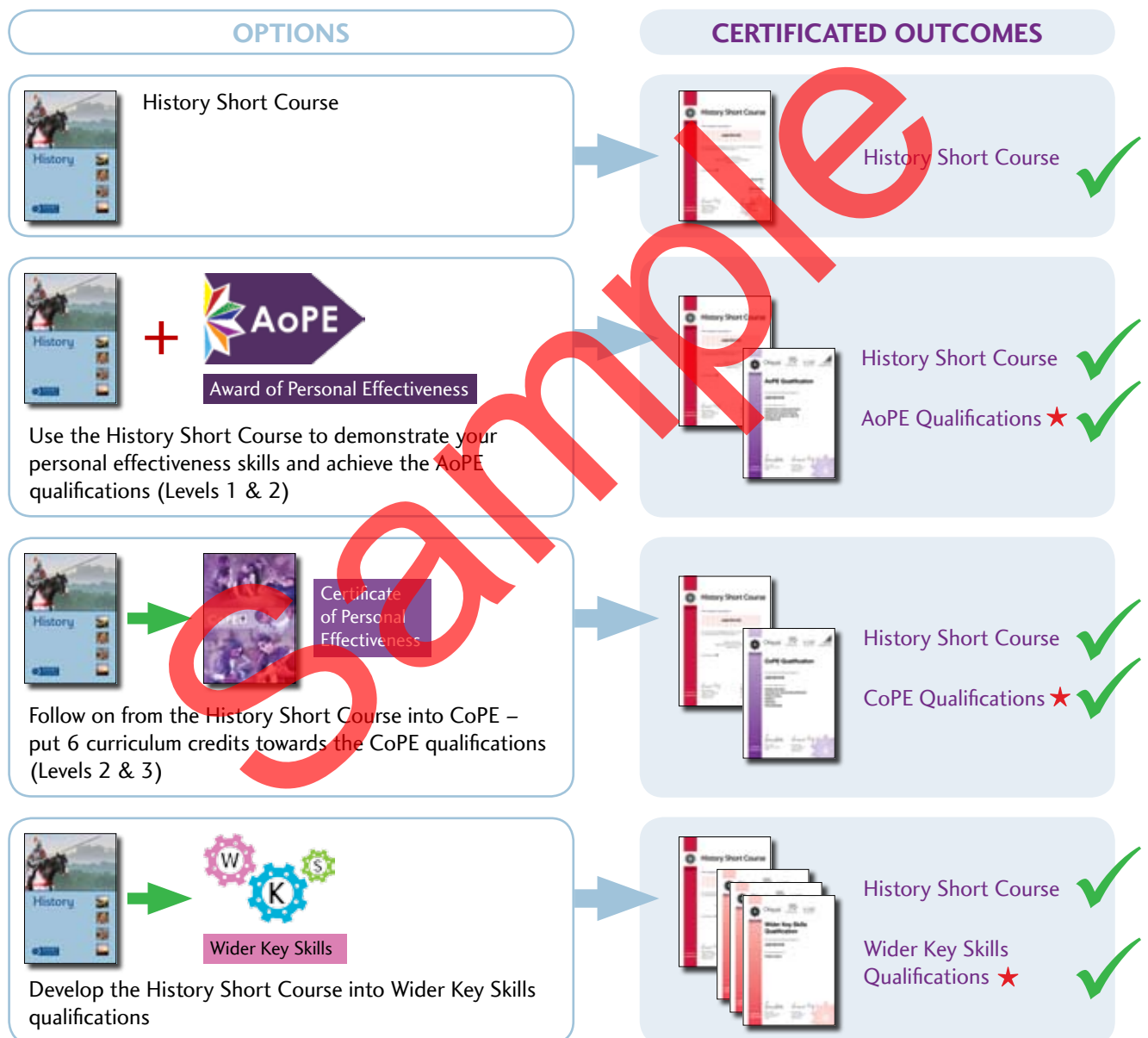
**7** Other agreed challenge:

History skills:

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of ICT
  - Use of English
  - Use of Maths

# Adding Value

Your History Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent. The History Short Course can also be linked in to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your History Short Course.

Sample



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