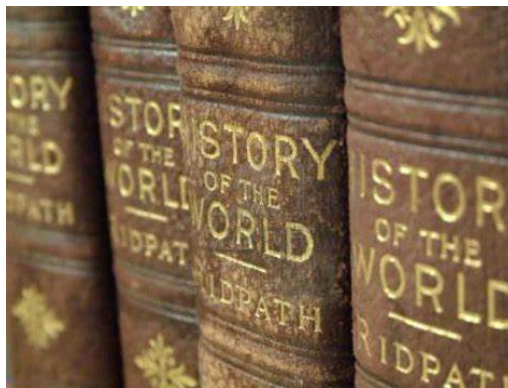


# Year 7

## OIEA History



## Becoming a Historian



Name: \_\_\_\_\_

Complete all tasks in this booklet and when you bring it back when you start at OIEA you will receive a prize!

# Dear future Historian,

I'm writing to you to say a big hello and welcome to you all on behalf of the History team at OIEA. We are really looking forward to meeting you.

Before you join us in September, we would like you to complete the activities in this booklet so it gives you an insight into some of the things we will be doing. These activities include a range of tasks that focus on key skills that you will be developing in History over your time here at OIEA.

During your time at OIEA, you will have the opportunity to study a diverse range of time periods of history and look at how our world has changed over time.

The History Department's motto is "**Learning from the past can help us shape the future**". You will have plenty of opportunities to be able to investigate the past; challenge and analyse it through the use of a variety of resources. We will develop your historical skills so you will be ready for the future.

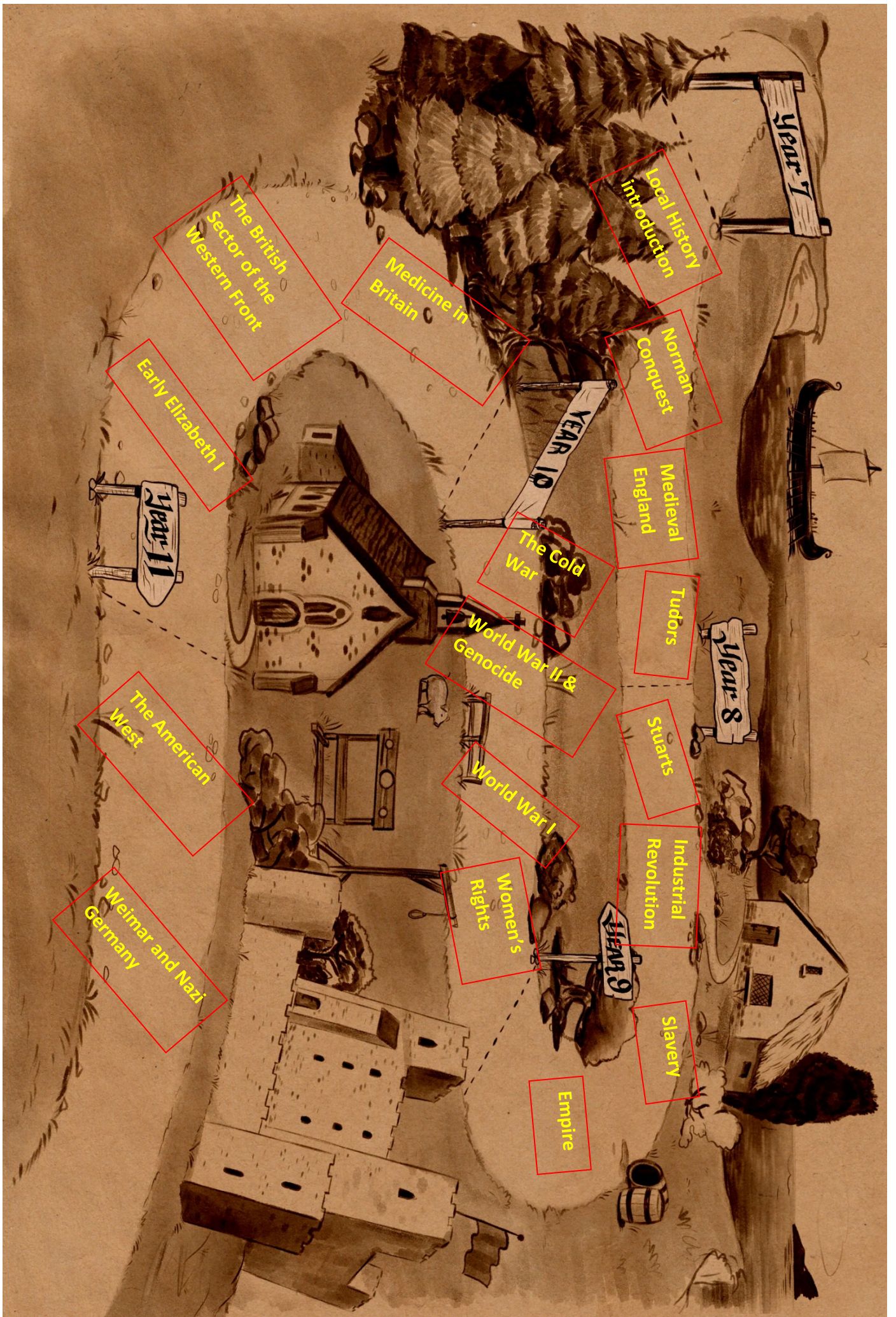
We look forward to meeting you in September,

Best wishes,

Mr Fotheringham

Head of History





Year 7

Local History Introduction

Norman Conquest

Medieval England

Tudors

Stuarts

Industrial Revolution

Slavery

Empire

The Cold War

World War II & Genocide

World War I

Women's Rights

Medicine in Britain

The British Sector of the Western Front

Early Elizabeth I

Year 11

The American West

Weimar and Nazi Germany

Year 8

Year 9

Year 10



## Lesson 1 - Key Skills: Chronology

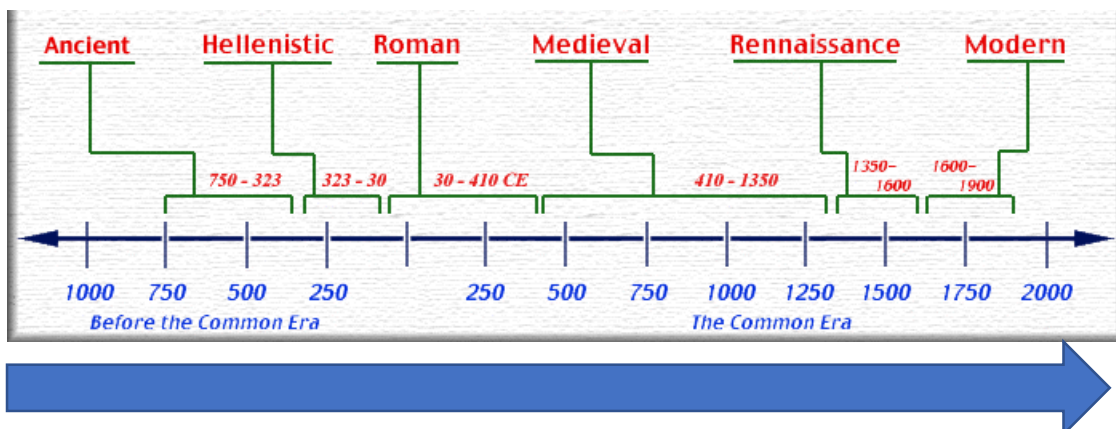
- Chronology is the order in which things happened.
- Events are put in date order and the best way to show this is to put them into a timeline.
- Historians often label chunks of time as different periods such as: The Middle Ages, The Iron Age, Tudor times.



### Key terms:

- AD (Anno Domini – the year of our Lord)
- BC (Before Christ)
- BCE (Before the common era)
- CE (Common era)

In the modern calendar, we label all years with B.C. (**before Christ**) or A.D. (*anno domini*, or "in the year of our lord"). There is no "zero" year -- in this system, the year Christ was born is 1 A.D., and the year preceding it is 1 B.C.



**Activity 1:** Use the timeline to put these events in chronological order, starting with the earliest first.

Date	Order (1=earliest, 5= most recent event)
34 B.C	
1000 B.C	
2020 A.D	
1914 A.D	
5 A.D	

## Key Skills: Using Sources

Being able to analyse historical sources is very useful in History. Historical sources can tell us about the past but we have to be careful when using them. We need to think about who made the source,? When did they make it? Why did they make it? By being able to analyse a source, we can then determine how useful it is and whether we can trust it or not.



### **Activity 2: Analyse this source.**

**Source 1:** Artist impression of Medieval life.



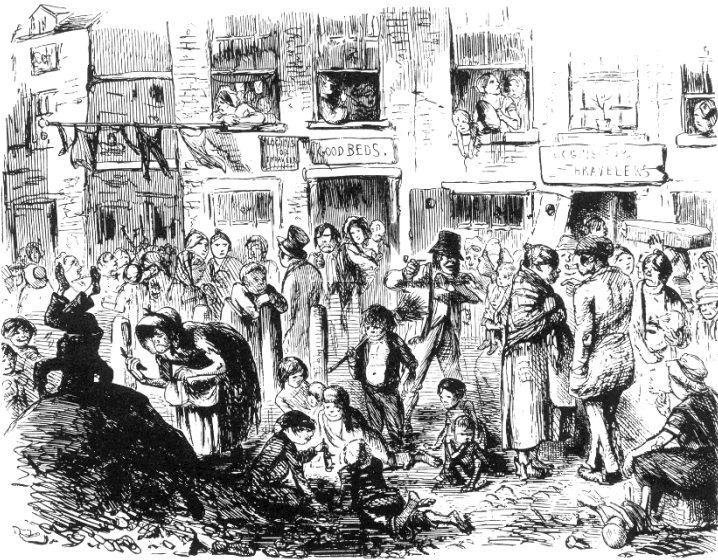
- What can you see in the picture?
- What do you think life was like for people in Medieval England?
- Can you trust this source? To find out if this source is accurate, what other information would you need to know?

## Lesson 2 - Key Skills: Interpreting sources

We all have different opinions about things. Some might think Derby FC is the best football club in the world and some might think Nottingham Forest are. Some might think they are both the worst and some might not even care at all. Historians also have different opinions when it comes to history. This might be because they have looked at different historical sources or used the same ones but arrived at different conclusions.

In History we look at different historical interpretations and investigate why.

Activity 3: Study the two pictures below...



A COURT FOR KING CHOLERA.

1. What can you see in the picture?

2. What do you think life was like for people in Victorian England based on this picture?

3. What can you see in the picture?

4. What do you think life was like for people in Victorian England based on this picture?

5. Can both these pictures give you an accurate picture about life in Victorian England?  
Explain your answer



### Lesson 3 - Investigation lesson:

#### What happened to the Mary Celeste?



On the afternoon of 5<sup>th</sup> December 1872, the sailing ship ***Dei Gratia*** was gliding calmly across the Atlantic towards Portugal.

The weather was fair, and *Dei Gratia*'s captain, David Morehouse, was surprised to lookout and see a ship he recognized as the ***Mary Celeste***.

For two hours, Morehouse watched the *Mary Celeste* sailing

west, all apparently fine except for its strange rocking from side to side.

Eventually, Morehouse could watch no more, and sent his chief mate, Oliver Deveau, across in a small rowing boat to the other ship.



Climbing aboard Deveau found the *Mary Celeste*...

#### **Absolutely empty!**

There was no sign of Captain Benjamin Spooner Briggs, his wife Sarah, their two-year-old daughter Sophia, or **any** of the *Mary Celeste*'s crew!

#### **Activity 1:** What do you think has happened?

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In order to find out more, we are going to use evidence and historian's interpretations to find out what might have happened.

#### Key words

**Hypothesis** – a **hypothesis** is an idea or **explanation** that you then test through investigation.





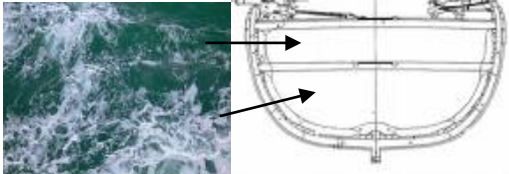



**Mutiny** - an open rebellion against the proper authorities, especially by soldiers or sailors against their officers.

**Activity2:** Link the different pieces of evidence (next page) to the different hypothesis.

<u>Hypothesis</u>	<u>Evidence that links to the hypothesis.</u>
<b>1. Mutiny</b> The crew became angry with Briggs' leadership and murdered him and his family, then escaped in the lifeboat.	
<b>2. Drunken Sailors</b> The crew murdered the captain and his family to get at the alcohol and then escaped in the lifeboat.	
<b>3. A rogue wave</b> The entire crew was swept overboard by the giant wave.	
<b>4. Sinking</b> The crew thought the ship was sinking so escaped in the lifeboat.	
<b>5. Poisoning</b> The crew were poisoned by the bread they were eating. This drove them insane and they left in the lifeboat.	
<b>6. Risk of explosion</b> Alcohol leaking from some of the barrels frightened the captain and the crew into abandoning the ship temporarily due to the risk of explosion (pure alcohol is very flammable). The crew in the lifeboat became separated from the ship in a storm which snapped the rope connecting the two.	



## Lesson 4 - Evidence

<p>✿ The last entry in the ship's log was about a week old.</p>	
<p>✿ On board, there was food to last six months.</p>	
<p>✿ The lifeboat was missing, leaving a frayed rope</p>	
<p>✿ Under the bed was the Captain's sword, with red stains.</p>	
<p>✿ The Captain's bed was sodden and there was water between the decks.</p>	
<p>✿ The sextant (instrument for navigation) and chronometer (shipping timepiece) were missing</p>	
<p>✿ The cargo of 1,700 barrels of pure alcohol was intact, except for nine empty barrels.</p>	
<p>✿ Two hatches were open on the side of the ship</p>	

## What happened to the Mary Celeste?



**Activity 3:** Overall, what do you think happened to the Mary Celeste?

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### Sentence Starters

Overall, I think... happened to the Mary Celeste.

Evidence to support this is...

This would explain what happened because... as a result... this led to...

