

Year 6

HISTORY - Apprentice Historian

Investigate a major event from history using a range of sources, analysing different interpretations and explaining the significance of the event.

Lesson 1 - THE ROLE OF THE HISTORIAN

WALT: Identify the role of an historian

EXPLAIN VOCABULARY

Ensure children understand:

- Role
- Historian

INTRODUCTION

Explain that for this unit of history we are going to take on the role of apprentice historian. We will need to know the role and purpose of an historian.

DISCUSSION: WHAT DOES AN HISTORIAN DO?

Ask children to discuss what they think the role of being an historian might involve. What do they know from previous history studies?

The historian informs the wider world about the past.

WHERE DOES AN HISTORIAN FIND THEIR INFORMATION?

Discuss sources: simple primary sources such as records and other primary sources; secondary sources, for reference.

All historians treat their sources with fidelity (they

Lesson 2 - CHOOSING AN EVENT TO STUDY

WALT: Decide how to choose a major event from the past to analyse

EXPLAIN VOCABULARY

Ensure children understand:

- Major event
- Analyse

CHOICE OF SUBJECT MATTER

Explain that as an historian, you might choose an event which interests you. Discuss what children would study if they had the choice of anything.

This might be:

- A particular period such as Tudors
- A particular country such as India
- An area of interest such as sport
- Major events such as wars
- Every day matters such as school

CHOOSING ONE EVENT

As an historian, you will then need to concentrate on one particular aspect of your interest, or on one major event that was connected to or influenced your area of interest.

Lesson 3 - RESEARCHING, USING A RANGE OF SOURCES

WALT: Collect information about a major event using a range of historical sources.

INVESTIGATING SOURCES

Ask children to recall the different types of primary and secondary sources used in historical enquiry. Have examples ready, including an interviewee, if possible (someone who went to the Festival of Britain).

There are numerous websites about the Festival of Britain, showing photos, newspapers and videos from the time, as well as articles about the festival.

Model how to use each resource and how to take relevant notes from what they are seeing.

Children then look through resources and make notes on points of interest.

do not pretend that the records say things they do not, and do not deliberately ignore records that contradict their argument).

WHAT PROBLEMS MIGHT AN HISTORIAN FIND WITH THE SOURCES?

Records may be incomplete. It may be difficult to find enough sources. An historian may have to search for something similar to gather relevant information.

HOW DOES AN HISTORIAN INTERPRET THEIR EVIDENCE?

Neutral analyst - merely arranging facts

Judge - assessing rights and wrongs

Political campaigner - showing how the past relates to the place of people today

Philosopher - if we can really know what happened in the past, as history is always written from a particular viewpoint or for a particular reason.

Synthesizer - bringing together a variety of evidence and finding a new deduction.

Story teller - beginning, middle, and end.

RECORDING

Children record the different roles an historian might take and note which one they would prefer.

You should be curious about the events you do not know about and not just the ones of which you are familiar (although you may want to study these in more depth). Model how to search for an event linked to one of the areas put forward by the children.

(For example, an internet search for Indian history brings up 1947 - End of British rule in India and 1948 - assassination of Ghandi)

Children then practise finding major events around their area of interest.

RECORDING

Children record the steps for finding a successful major event to study. They should have several options to choose from, looking into how many sources are available and selecting the event with more sources to draw upon.

NEXT LESSON

However, as an apprentice, you would be working for a client (someone who is paying you) who would want you to study a particular event that they may have selected.

Because of this, while we are training in the next three weeks, we shall be

	investigating 'The Festival of Britain' in 1951.	
--	--	--

Year 6

HISTORY - Apprentice Historian

Investigate a major event from history using a range of sources, analysing different interpretations and explaining the significance of the event.

Lesson 4 - ANALYSING AND INTERPRETATING DIFFERENT SOURCES
WALT: Analyse and interpret the different sources we have collected.

ANALYSING SOURCES

Look back on notes taken from previous lesson.

Model how to organise notes into:

- Type of resource (e.g. newspaper, film, artefact, oral history)
- Author of the resource (e.g. eyewitness, film maker, historian, journalist)
- Facts about the event
- Opinions about the event
- When the resource was made (e.g. at the time, later, memories of the event taken later, reports about primary sources from other historians)

INTERPRETING RESOURCES

Then model how to begin to interpret the resources.

What was their purpose?

- Factual

Lesson 5 - CHOOSING A VIEWPOINT FROM WHICH TO WRITE AN HISTORICAL REPORT
WALT: Decide which historian hat to use when writing our report

EXPLAIN VOCABULARY

Ensure children understand:

- Viewpoint

CHOOSING A VIEWPOINT

Look at analysis and interpretation from previous lesson. Revisit the types of roles a historian might take when reporting on an event from the past. Briefly discuss roles and how these could be related to a report about the Festival of Britain.

Neutral analyst - telling what happened and why it happened

Judge - was the money well spent or was it just propaganda to keep people happy?

Political campaigner - how might this relate to Brexit and keeping Britain great?

Philosopher - was it as great as the films of the time say, and are people's recollections flawed?

Lesson 6 - PRODUCING A REPORT ABOUT AN HISTORICAL EVENT.
WALT: Present a report about the significance of an historical event.

EXPLAIN VOCABULARY

Ensure children understand:

- Significance

PRODUCING A REPORT

Children should now have planned their report. In this session they will write up their report.

Ensure children are using all their English skills, and give feedback throughout.

SHARING REPORTS

Share the different reports and discuss if the role taken is obvious to the reader.

- Political
- Propaganda
- Celebration
- Encouragement
- Debate
- Dissent

Take a resource and discuss.

Children then analyse and interpret their own notes.

Synthesizer - making your own deduction about the purpose and success of the festival based on evidence.
Story teller - relating the event from start to finish.

PLANNING A REPORT

Model how to use information to write a report about the event, remembering to keep to the role you have decided to adopt and to base your writing on the evidence.

Start with an overview of the event, three main points to discuss or relate and then a conclusion based on evidence.

Children plan their report.

Application of Skill

Task Sheet

Investigate a major event from history using a range of sources, analysing different interpretations and explaining the significance of the event.

1. Choose an event to study.
2. Use a range of sources to gain evidence.
3. Analyse and interpret evidence.
4. Choose a role to focus on for your report.
5. Write up report.

Resources: A range of resources about 'The Festival of Britain'.