

**How to  
be an  
excellent  
historian!**

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

# What is Chronology?

- o Historians always have stories to tell, and to understand a story you must know what order things happened in.
- o Chronology is the study of exactly when things happened. When historians put events in chronological order, they put them in the order in which they happened.
- o Chronology is important to historians; historians need to understand chronology in order to work out why things happened.



## TASK

- o 1. What is Chronology the study of?  
o **Chronology is the study of**  
\_\_\_\_\_.
- o 2. What does Chronological order mean?  
o **Chronological order means**  
\_\_\_\_\_.
- o 3. Why is chronology important to historians?  
o **Chronology is important to historians because**  
\_\_\_\_\_.

Put these dates into chronological order:

- 1658 \_\_\_\_\_
- 1066 \_\_\_\_\_
- 2002 \_\_\_\_\_
- 1897 \_\_\_\_\_
- 658 \_\_\_\_\_
- 1798 \_\_\_\_\_
- 459 \_\_\_\_\_
- 1980 \_\_\_\_\_

### TASK

In the 9<sup>th</sup> century, the Vikings nearly conquered England. The years 876-7 were very important in this fight against the Vikings. Put the story into chronological order:

- Alfred, the King, only had 200 soldiers with him.
- After their defeat, the Viking leaders agreed to become Christians and not to attack England again.
- In the Winter of 876 the Vikings attacked Wessex.
- In May 877 Alfred left the marshes, raised an army and attacked the Vikings.
- Alfred defeated the Vikings at the Battle of Edington.
- Alfred could not fight and hid in the marshes.

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# How do we count years? (Part

1)



A **century** is one hundred years (100).

We say we live in the 21<sup>st</sup> century. This is because we live in the 21<sup>st</sup> set of 100 years since the birth of Christ. Years in the 21<sup>st</sup> century start with '20.' Years in the 20<sup>th</sup> century start with '19.'

A quick and easy way to work out what year a century is in is to follow this method:

We are trying to find out what century the year **2020** is in.

hundreds	tens	units
20	2	0

Add one to the hundreds column:

So the year 2020 is in the **21<sup>st</sup>** century.

## **TASK**

What centuries are the following years in?

1256

\_\_\_\_\_

876

\_\_\_\_\_

1987

\_\_\_\_\_

1644

\_\_\_\_\_

1333

\_\_\_\_\_

1199

\_\_\_\_\_

56

\_\_\_\_\_

14BC

\_\_\_\_\_

Give one year from the following centuries:

14<sup>th</sup> century \_\_\_\_\_

8<sup>th</sup> century \_\_\_\_\_

17<sup>th</sup> century \_\_\_\_\_

6<sup>th</sup> century \_\_\_\_\_

1<sup>st</sup> century \_\_\_\_\_

20<sup>th</sup> century \_\_\_\_\_

2<sup>nd</sup> century BC \_\_\_\_\_

18<sup>th</sup> century \_\_\_\_\_

## How do we count years? (Part

## 2)



Calendars in Britain divide time into days, months and years. To make it easier to use, the days and months have names and numbers. For example, Easter falls on Sunday 12<sup>th</sup> April 2020. But 2,020 years from when? When do we start counting years from? Christian countries all use a system of counting years from the birth of Christ. To show this we use **AD – Anno Domini** – Latin for **'In the Year of our Lord.'** So, we should say that Easter falls on Sunday 12<sup>th</sup> April 2020AD.

Of course, History didn't start when Christ was born, so we also count backwards from when Christ was born. Something which happened ten years before Christ was born is said to have happened in 10BC. **BC** means **Before Christ**. When it is BC, the bigger the number is, the earlier it happened.

Put these years into **Chronological Order**:

1435AD

\_\_\_\_\_

67BC

\_\_\_\_\_

1814BC

\_\_\_\_\_

1981AD

\_\_\_\_\_

25AD

\_\_\_\_\_

1066AD

\_\_\_\_\_

54BC

\_\_\_\_\_

876AD

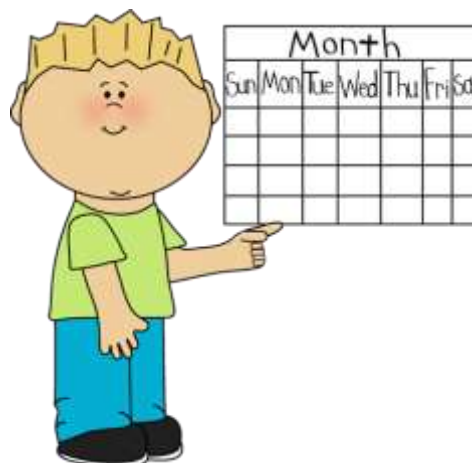
\_\_\_\_\_

1406BC

\_\_\_\_\_

1979AD

\_\_\_\_\_



# What evidence do historians use?

Historians have to find out what happened in the past. To do this they need to piece together things from the clues that survive. We call these clues **sources** and there are two main types.

**Primary sources** come from the time that the historian is studying. It is made by someone who was there at the time.

**Secondary sources** do not come from the time that the historian is studying. They are made by someone who was not there at the time.

Put the following pieces of evidence under the correct heading in the table:

1. A Norman helmet – you are studying the Norman Conquest
2. Anglesey Castle – you are studying medieval castles
3. Stories from History (a textbook written in 2000)
4. A letter from Sir Francis Drake to Queen Elizabeth I – you are studying Queen Elizabeth I
5. A photograph of Victorian children – you are studying the Victorian period.
6. A Roman coin – you are studying the Roman period
7. A model of a Tudor sailing ship made in 1970 – you are studying Tudor ships.
8. An article about Queen Victoria from a newspaper written in 2002 – you are studying the Victorian period.
9. A newspaper from the day war broke out in 1914 – you are studying the First World War.
10. An exercise book from a pupil writing about Roman Britain – you are studying Roman Britain.

Primary sources	Secondary sources

**Challenge: Can you add some more primary and secondary sources? Think about evidence you might have used at Primary school.**





# Can you talk like a historian?

To study the past

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In order of time

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A piece of evidence from  
the time it happened

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Evidence made after  
the time it happened

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Why something happened

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The result of an event

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When things become different

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When things stay the same

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How people see things  
differently

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To find out about something

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100 years

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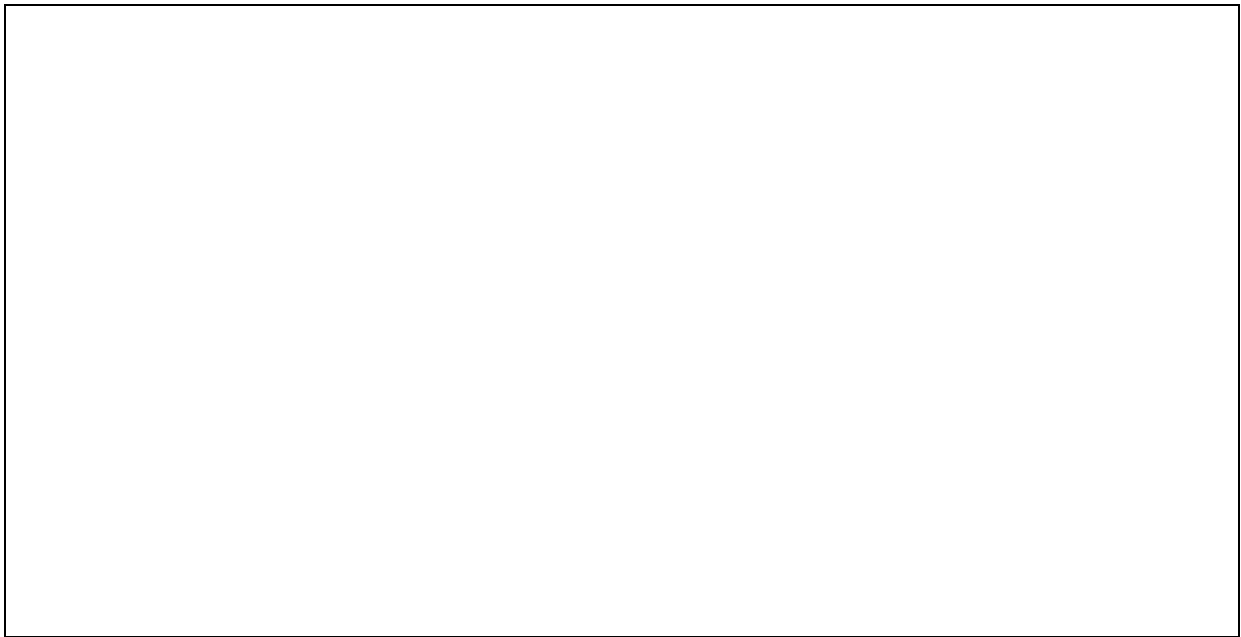
10 years

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Cause	Decade	Change	History	Continuity
Century	Secondary Source	Chronology		Enquiry
Primary Source		Interpretation		Consequence

# What does a historian study?

In short, absolutely anything! Write down all the History topics that you have studied in Primary School.



Now choose **two** of these topics that you would like to find out more about.

Create a small presentation, showing that you have completed additional research on these two topics.

This could be presented as a PowerPoint, as a poster, a leaflet, a Fact File – the possibilities are endless.

The History Department cannot wait to see the topics that you have researched – hopefully you will be able to teach us a few things!

*Have Fun!!*