

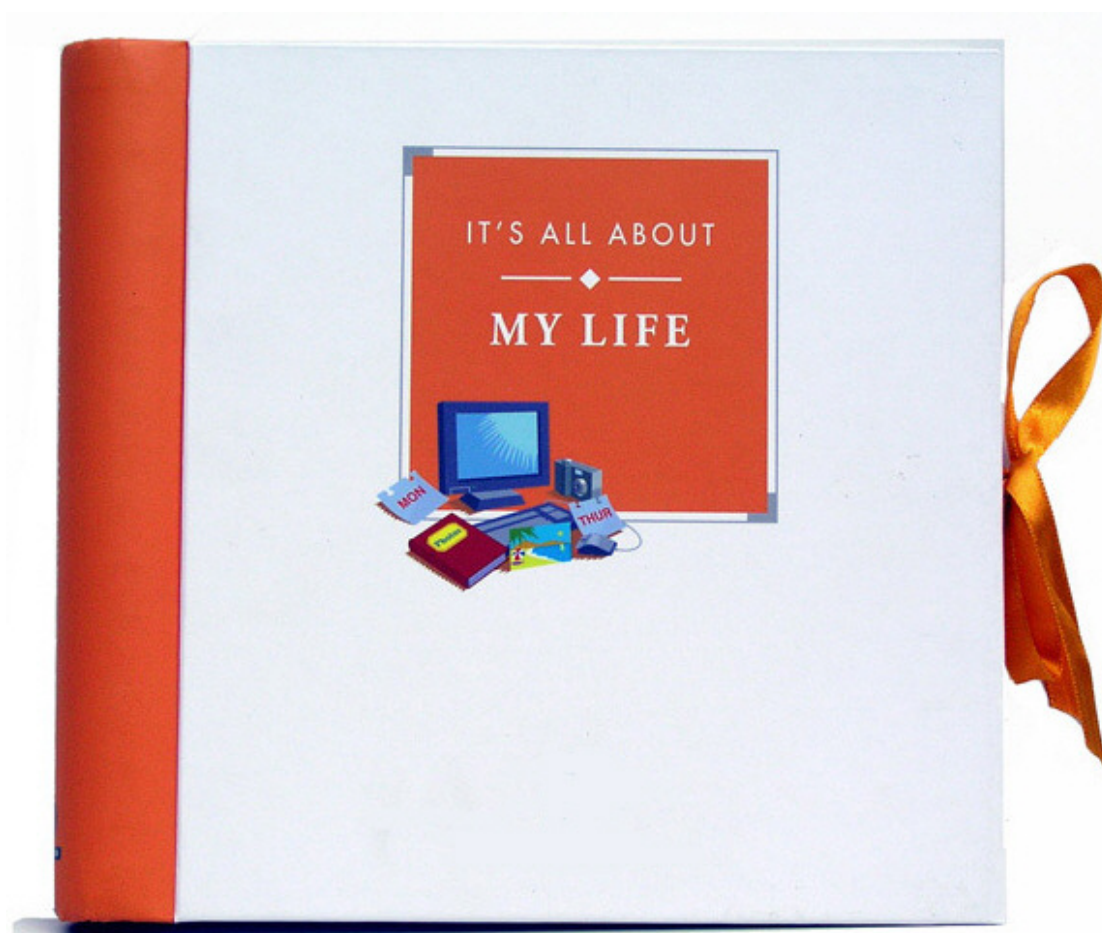
## Year 7 History Extended Learning Project : MY LIFE.

The object of this project, which has proved very successful over the years and seen the submission of many excellent pieces of work, is for students to utilise and reinforce various skills and presentation techniques being taught in class related to the study of History. The outcome will be the production of a booklet on their own life so far.

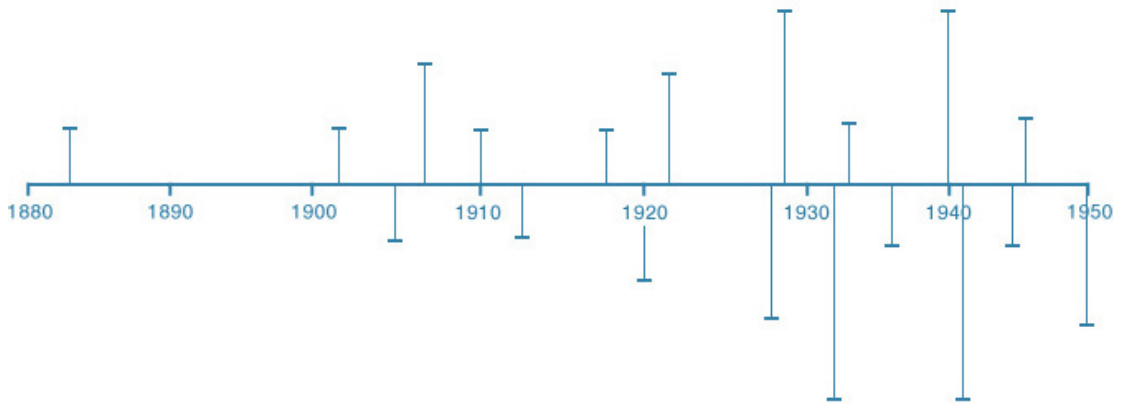
A double display board of some of the pieces of work from previous Year 7's is available for students to examine to gain ideas and also see the sort of standard they should be aiming at. Although not a requirement, students are encouraged to use IT in the production of their project.

This is a major enterprise with a number of components and is expected to take **about four weeks**. There are **FIVE** tasks for the **LOWER** project, **SEVEN** tasks that go to make up the **FOUNDATION** booklet, and **TEN** for the extended **HIGHER** project (your teacher will inform you which you are expected to do), as follows :

- 1) **FRONT COVER.** The front cover of any publication is important as it sets the tone for what the reader expects to find inside, good or bad. This one should include the following: the title – **MY LIFE**; your dates so far – **199X-2011**; some form of illustrations – photographs, clip-art and drawings have proved popular in the past; the name of the author (that's **your** name).



- 2) **INDEX PAGE.** This will be done **last** and lists the contents of your booklet.
  
- 3) **TIMELINE OF MY LIFE.** A year by year sequence of things related to you. You will have learnt how to draw up a timeline in class.



Timelines are a useful way for historians to display information. The one above could be used to display information about Franklin Roosevelt for example, the only person to be elected President of the United States **four** times, with things that happened during his life written at the top and bottom of the vertical lines.

Your time line will cover a much shorter period as you have not lived as long (so far) and can therefore be broken down into years rather than decades, like so:

1998    1999    2000    2001 ..... and so on up to 2011.....  
 |\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_| and so on.

Lots of examples of history timelines can be seen here:

<http://www.historyworld.net/timelines/existing.asp>

and here:

<http://www.history-timelines.org.uk/events-timelines/>

This first timeline will cover things about yourself, such as when you were born, perhaps the birth of younger brothers or sisters, a first pet, starting school, a holiday, being picked for a sports team or as a bridesmaid, ending up in hospital.....whatever has been important to you and stayed in your memory. You

will often not remember which year it was. Parents/carers are good to ask to work this out.

- 4) **TIMELINE OF MAJOR EVENTS DURING MY LIFE.** In the same format as above, but with the additional requirement of wide research. You will need to find out important things that have happened in the World during your life. There are many internet sites with this sort of information. This one has all the major headlines during this (21<sup>st</sup>) century :

<http://www.mapreport.com/subtopics/i.html>

This one, from the BBC, allows you to enter any date and month and will produce a random series of events that happened on that same day since 1950 :

<http://news.bbc.co.uk/onthisday/default.stm>

- 5) **A HAPPY AND A SAD TIME IN MY LIFE.** Opportunity for empathy work and extended writing.

You should think of and write about two events in your life that hold strong memories for you, one good, one bad. However, **ONLY WRITE ABOUT THINGS YOU DON'T MIND OTHER PEOPLE KNOWING.** Remember, your booklet will be read by your teacher and parts of it may also end up on display where anyone might see it.

- 6) **FAMILY TREE.** You will have learned how to draw up a genealogical table (family tree) in class. It is up to you how few or how many people from your family you include. (Each year some students really get into this and produce **HUGE** family trees, but you don't **have** to go to those lengths.)

There are plenty of **free** pieces of software on-line to draw family trees which can be downloaded. Just two examples are :

<http://www.xy-family-tree.com/>

<http://www.freegenealogyuk.co.uk/free-family-tree-charts/>

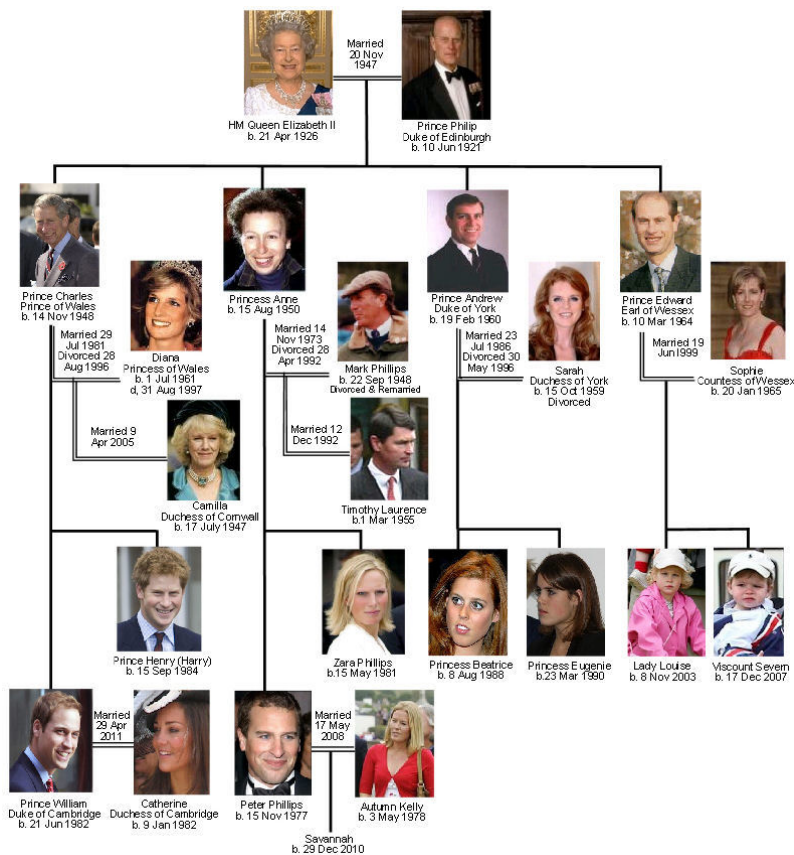
(Note that for some reason most of the family tree sites are classified as 'social networking sites' on the school system and thus blocked, so if you want to use one of the better known ones it will have to be at home.)

Personally, it's one of the things I still prefer to put together by hand, but the choice is yours.

The standard way of making a family tree has :

- | vertical lines connecting parents to children;
- horizontal lines connecting brothers and sisters;
- = showing who is married to / the partner of who;
- b. for the date born. The year is usually enough, you normally would not include the day and month;
- d. for the year the person died, if relevant.

The example below is of our current royal family. You are not expected to include pictures of your family, just the names.



- 7) **MY HOPES AND AMBITIONS FOR THE FUTURE.** Looks at the idea of short term, medium term and long term, which is important in both our lives and in History, as you produce three sections: things you hope for and are aiming at in the next few years, as you become an adult and to have achieved by the end of your life. These should be produced as extended writing with a paragraph structure, and should be around an A4 page in total.

You should cover:

the **short term** - things you hope to achieve in and out of school in the next few years, say by the time you are 16 in Year 11.


the **medium term** – things you hope to achieve when you are a young adult, for example maybe the job you'd like to do, whether you want a family.

the **long term** – (this is quite difficult at your age) but try to imagine you are looking back on your life from the age of perhaps seventy. What sort of things would you hope to have done, what places seen, people met?

## HIGHER LEVEL DEVELOPMENT

- 8) **DOCUMENTS.** As we go through our lives all sorts of official documents containing information about us appear. You will already have a birth certificate and school reports.

DC 964933

CERTIFIED COPY of an  ENTRY OF BIRTH  
Pursuant to the Births and Deaths Registration Acts, 1836 to 1929.

(Printed by Authority of the Registrar-General)  
B. Cert.  
R.B.D.

Registration District WESTON-SUPER-MARE in the COUNTY OF SOMERSET.

No.	When and Where Born	Place, if any	Sex	Name and Surname at Birth	Name and Surname of Mother	Rank or Profession of Father	Signature, Description and Residence of Informant	When Registered	Signature of Registrar	Signature of Registrar
362	19th April 1915 Harrod Street Nursing Home High Street Weston-super-Mare	Anthony John	Boy	Sidney Walter Collingford	Rosothy Collingford formerly Bulbutt	Baker manager Broad Street Bristolton, near Robyke	Rosothy Collingford mother Broad Street Hengton, near Robyke 1011 High Street Weston-super-Mare	19th May 1915	John Registrar	John Registrar

Witness my Hand this 11th day of May 1915

CAUTION.—Any person who (1) falsifies any of the particulars on this Certificate, or (2) uses it as true, knowing it to be falsified, is liable to Prosecution.

You may have vaccination records, a passport, certificates related to sporting, musical or artistic achievements, membership cards for clubs, examination certificates for example. In this section you will identify **one or more** of the documents that exists about you, and analyse what information someone researching your life could find out from this document. Set out details of what information is revealed about you.

If you wish you **may** include a **copy** of part or all of the chosen document within the project. You don't have to.

**DO NOT INCLUDE THE ORIGINAL DOCUMENT.**

- 9) **BELIEFS.** A less obvious part of what makes an individual who he or she is, but is also part of their ‘history’, is what they think is important, things they believe in strongly.

Think of an issue you believe in strongly.

Outline what the issue is.

Describe what your opinions and beliefs are about this issue.

Consider and try to explain: what has influenced you and led you to hold the opinions and beliefs you do on this issue. (This is the most difficult part, as it requires a high level of self-analysis.)

- 10) **BIBLIOGRAPHY.** A bibliography is a list of all the sources you have used to produce a piece of work. You therefore should keep note of them **as you go along**. It will include things like the titles and names of the authors of any books used; the url (address) of all websites used; the names and relationship to any people who have provided information (e.g. you may have asked different relatives for information when producing your family tree); the name of any documents you may have used.

Best of luck, and enjoy – most students do enjoy producing this booklet about themselves.