



Sample

History

Short Course

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

Contents

Introduction	2
Achieving Your Short Course	3-4
Record of Progress	5
Recording Your Skills	6
Module 1 Local History	7
Section A Challenges	8-10
Section B Challenges	11-12
Module 2 British History – Our Island Stories	13
Section A Challenges	14-16
Section B Challenges	17-18
Module 3 Britain, the Empire and the World	19
Section A Challenges	20-22
Section B Challenges	23-24
Module 4 History From Below	25
Section A Challenges	26-28
Section B Challenges	29-30
Module 5 European History	31
Section A Challenges	32-34
Section B Challenges	35-36
Module 6 History in the World	37
Section A Challenges	38-40
Section B Challenges	41-42
Recording Documents	43-50
Adding Value	51
Space for Notes	52
Summary of Achievement	Yellow centre pages



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 or Universities)

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

What will I need?

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

Information for tutors

To download guidance documents, go to:
members.asdan.org.uk/my-courses/short-courses

A Quick Guide to ASDAN Short Courses contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.

The History Short Course Tutor Notes provide challenge-by-challenge advice, lesson ideas and suggested resources.



Recording Your Skills

Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

History activities provide an excellent opportunity to develop the skills of:

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

The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



Module 1

Local History

Sample



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 IT
 - 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 IT
 - 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 IT
 - 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 IT
 - Use of English
 - Use of Maths



Module 3

Britain, the Empire and the World

Module 3

Britain, the Empire and the World

8 Imagine you have the opportunity to interview someone who has moved to Britain from another part of the British Empire or Commonwealth. Write down five good interview questions you would like to ask to find out about their experiences. Compare your questions with a partner's questions. As a pair come up with your **five** best and explain why you chose those particular questions.

History skills: Enquiry

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

9 Historians writing about the British Empire often disagree whether it was good or bad. Compare **two** opposing historians' accounts of the British Empire. Find **at least three** things that they disagree about.

Discuss with a partner why you think the two historians hold such different views.

History skills: Interpretations

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

10 Other agreed challenge:

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



Module 6

History in the World

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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 IT
 - 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 IT
 - 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 IT
 - Use of English
 - Use of Maths



Skills Sheets

On the following pages are three sets of Short Course Skills Sheets. They will help you to **Plan** your challenges and then **Review** your work when you've completed them.

You do not have to complete a Skills Sheet for every challenge. The number of Skills Sheets required depends on the length of the Short Course you are working towards.

Length of Short Course	Credits	Number of sets of Skills Sheets required
10 to 20 hours	1 or 2	1 (Skills Sheet 1)
30 to 40 hours	3 or 4	2 (Skills Sheets 1 & 2)
50 to 60 hours	5 or 6	3 (Skills Sheets 1, 2 & 3)

Your Short Course tutor will help you decide which challenges would be the most suitable to attach your Skills Sheets to.

When completing Skills Sheets:

- Ask your tutor to check and sign your **Plan** sheet before starting the challenge.
- Carry out the challenge and collect evidence along the way.
- Complete the **Review** sheet and ask your tutor to sign it.



Sample



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