

## KS3 HISTORY

# Personal History Project

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

Group: \_\_\_\_\_



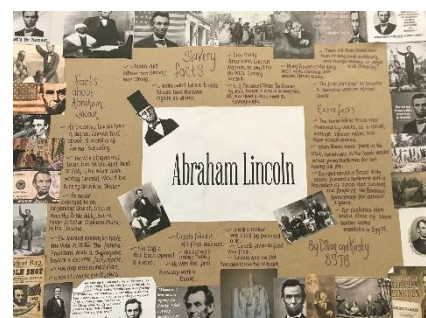
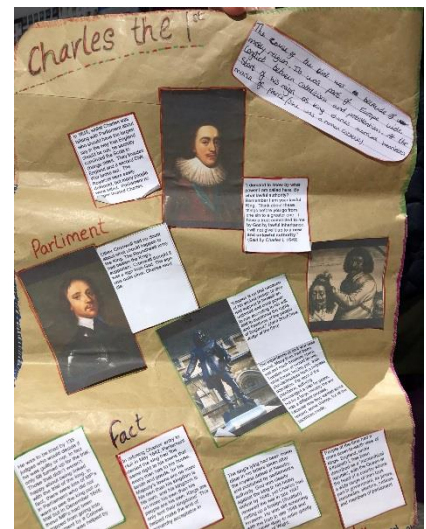
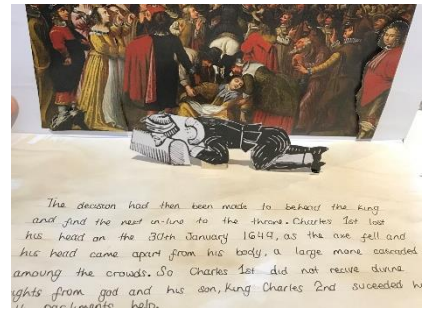
## What is the Personal History Project?

The Personal History Project is your opportunity to produce an individual project on a history topic of your choice. This can be anything – within reason!

You will research your topic in detail, before planning and creating a presentation about it. This could be in the form of a PowerPoint presentation, a display poster or an extended written piece. Presentations may be supported by a model (like the church on the right), but the main focus should be on the written content.

### WHAT ARE THE RULES?

- Your project must have a **specific focus**. In other words, it should be about a specific person, event or thing. For example, *'The Victorians'* would be too broad; you would need to narrow it down to a particular aspect of the Victorian period, e.g. *'Victorian Inventions'*.
- You need to come up with an **enquiry question**. This is a question about your topic, which you will investigate and answer in your project. For example:
  - *What was the most important invention in the Victorian period?*
  - *How did World War One affect our local area?*
  - *Who was the most significant person in the Civil Rights movement?*
- Your topic must be easily researchable. Although we encourage topics that are unique or haven't been done before, it mustn't be so obscure that it cannot be researched using books and the internet.
- Before you begin your project, you need to plan it using this booklet. You will have to think carefully about what topic you will choose, what your enquiry question will be, and what sources you will use to investigate it.
- Your project should follow the criteria on the next page. It will be marked out of 5 in four categories (planning, content, sources and presentation), giving an **overall mark out of 20**.



## Checklist - What to Include in Your Project

Below is a checklist of what you need to include in your project. As you work on your presentation, make sure you have included as many of these as you can:

<b>SUCCESS CRITERIA</b>	
I have based my project around an enquiry question.	
I have explained why I have chosen my topic, and why it is significant.	
I have included pictures.	
I have included information from at least 3 sources.	
I have used a mixture of both primary and secondary sources.	
I have included a bibliography (a list of the sources I have used).	
I have reached some kind of conclusion, which answers my enquiry question.	
<b>EXTRA CHALLENGE TASKS</b>	
I have evaluated one or more of my sources, explaining how useful or trustworthy it is.	
I have included at least one historian's interpretation about my topic.	
I have explained whether or not I agree with an historian's interpretation about my topic.	



## **STEP 1 – Choosing Your Topic**

Begin by brainstorming some initial ideas for your project. What History topics are you interested in? What have you studied before? What topics have you particularly enjoyed?

Now choose which of your ideas you would like to use for your project. Briefly say why you have chosen it - what is it about that topic that interests you? Why is your topic important?

**The topic for my project is:**

---

**I have chosen this topic because:**

---

---

---

---

---

---

---

---

---

## STEP 2 – Forming Your Enquiry

Write down what you know about your topic already. Don't worry if you don't know very much; the idea is to research it further!

Think of something that you'd like to find out about your topic. What don't you know about it? What would you like to investigate further?

Now come up with your enquiry question. What is it that you are specifically interested in finding out?

**My enquiry question is:**

---

---

## STEP 3 – Researching Your Project

In order to research your project, you will need to use **historical sources**. There are two types of source:

- **Primary** sources: a document or artefact from the time, e.g. a war poster, a diary, a newspaper
- **Secondary** sources: information produced by someone who was not there at the time, e.g. a book or article written by an historian



As you research your project, use the table below to keep a record of the sources that you use to find your information. At the end of your project, these should be listed in a **bibliography**.

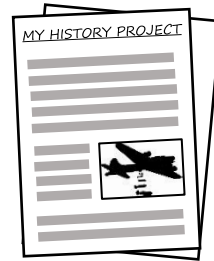
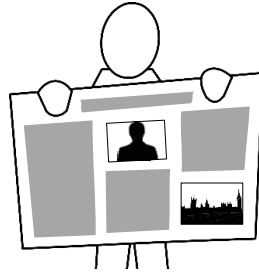
SOURCE	TYPE OF SOURCE	WHAT I FOUND OUT
<i>'Medicine Through Time c.1250-present' by Sally Thorne and Hilary Stark, chapter 1</i>	<i>Textbook (secondary source)</i> <b>EXAMPLE</b>	<i>What medical treatments were like in medieval times, and how these were different to modern treatments</i>

SOURCE	TYPE OF SOURCE	WHAT I FOUND OUT

## STEP 4 – Presenting Your Project

Finally, you need to think about how you will present your project. There are 3 options:

- **Feeling good:** A PowerPoint presentation (this should be printed to be marked)
- **Feeling great:** A large poster display
- **Feeling amazing:** An extended piece of writing



Your project may be supported by a model of some kind, but this should not be the main focus - the most important part is the written content. It is therefore worth bearing in mind that, whichever format you choose, you will be expected to include lots of writing. The purpose of this project is to produce a piece of work that is detailed and well researched; there is no 'easy' option!

Use the space below to briefly plan what your project will look like. In particular, it will be helpful to think about how your information should be organised (e.g. divided into sections?) and what kind of images you will use.



## Feedback & Mark Scheme

Teacher comments:

Planning	/5
Content	/5
Sources	/5
Presentation	/5
<b>OVERALL MARK</b>	<b>/20</b>

	<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<b>PLANNING</b>	Project is thoroughly thought out, with clear evidence of planning process and research undertaken. There is a solid explanation of why the topic was chosen.	Planning is good, but perhaps vague or lacking in detail in some places. Student has offered some explanation for their choice of topic, but it may be brief or generic.	There is little evidence of planning or research. Planning booklet is largely incomplete or filled in very briefly. There is little or no explanation of why the topic has been chosen.
<b>CONTENT</b>	Project contains a large amount of information and displays good depth of knowledge. Has clearly been well researched. Student has formulated a suitable enquiry question, focus on which is maintained throughout.	Student has included lots of information, and level of knowledge is generally good. Could include more detail. Student has come up with an enquiry question, although focus on this may be inconsistent.	Information is brief and/or poorly detailed. Basic level of knowledge shown. Enquiry question is either missing or not answered.
<b>SOURCES</b>	Project draws on a wide range of sources, both primary and secondary. Sources are listed in a bibliography. At least one extra challenge task is attempted; one or more source has been evaluated, or student has included and discussed an historical interpretation.	A good range of sources has been used, both primary and secondary. Sources are listed in a bibliography. Some attempt may have been made at extra challenge tasks (e.g. historical interpretation), but explanation/evaluation could be longer or more detailed.	Few sources have been used, and/or there is little variety in the types of sources used. Bibliography is missing or incomplete.
<b>PRESENTATION</b>	Presentation is excellent. Project is presented in a suitable format, with information presented in a clear, aesthetic way and lots of relevant images used. Project has 'wow factor'. Student has clearly put in a lot of time and effort.	Presentation is good. Student has chosen a suitable format in which to display his/her project. Information is presented clearly, and pictures are used effectively.	Little effort has been put into presentation. Information is poorly presented or difficult to read, and few or no images are used. Project may be incomplete or displayed in an unsuitable format.