

1A3

Explore an old census return

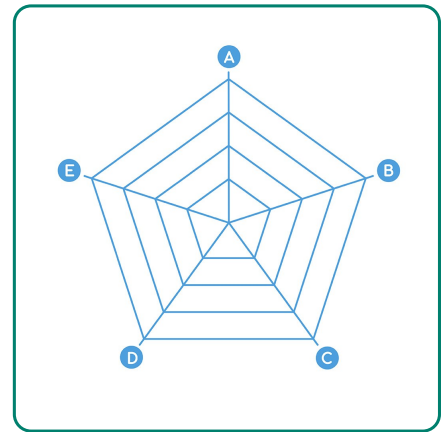
What can old census data tell us about how people used to live?







This challenge explores what census data can reveal about life in the past. Learners will analyse census returns for their street or town and compare this with modern information.

What you'll do







To complete this challenge, learners will:

- access a historical census return for a local street or area
- record information about who lived there and their jobs
- compare this with today using public data or school surveys
- create a simple diagram or poster showing two key differences



✓ Skills I used:	
 Learning	<input type="checkbox"/>
 Decision-making	<input type="checkbox"/>
 Communicating	<input type="checkbox"/>
 Team working	<input type="checkbox"/>
 Thinking	<input type="checkbox"/>
 Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	Finds census data for a named location. Writes down at least two key facts about past residents. Lists two comparisons with present-day data.
 Decision-making	Chooses which features to compare (e.g., jobs, ages, household size). Ranks the most significant changes. Provides reasons for these rankings.
 Communicating	Creates a diagram or poster with at least two past-present comparisons. Describes the differences clearly to others. Includes relevant facts in the presentation.
 Team working	Shares census findings with a peer or group. Works with others to create a visual summary. Combines different sources into one product.
 Thinking	Identifies patterns in census data. Compares the past and present using evidence. Explains one conclusion based on data.
 Self-awareness	Reflects on how the past is different from their own experience. Presents personal interest in one finding. States what they found surprising or difficult.

2B4

Historical timeline creation

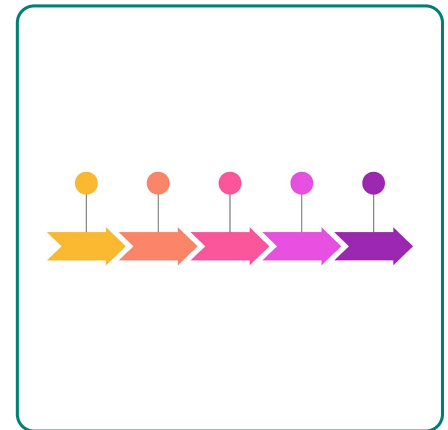
How can a timeline help us understand the bigger picture of the past?







This challenge will result in you creating a chronological timeline that connects key events, people and developments across time. You'll decide what to include, how to group or organise it, and explain the relationships between different events.

What you'll do







To complete this challenge, you will:

- choose a theme, place, or big idea to explore over time (eg history of protest, medicine, women's rights, technology, migration, justice, war and peace, communication)
- research at least eight events from different time periods that relate to your chosen theme
- organise the events into a timeline, showing change, continuity and cause and effect
- add brief explanations for each entry and highlight turning points or patterns
- present your timeline as a physical scroll, classroom display, digital animation, zine strip, or interactive map



✓ Skills I used:	
 Learning	<input type="checkbox"/>
 Decision-making	<input type="checkbox"/>
 Communicating	<input type="checkbox"/>
 Team working	<input type="checkbox"/>
 Thinking	<input type="checkbox"/>
 Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	Researches at least eight events related to a chosen theme. Identifies key facts, dates and outcomes. Explains how each event connects to the overall topic.
 Decision-making	Chooses a meaningful theme and selects the most relevant events. Explains why certain events were included or left out. Justifies the ordering and structure of the timeline.
 Communicating	Creates a clear and engaging timeline. Labels events with brief but accurate summaries. Uses timeline terms like era, decade or turning point.
 Team working	Shares ideas and sources with others. Works with a partner or group to design and present the timeline. Supports editing and feedback stages.
 Thinking	Identifies patterns of change and continuity. Explores causes and consequences across different time periods. Reflects on what makes some events more significant than others.
 Self-awareness	Reflects on what they learned about long-term change. Describes one event that felt personally important. Presents a personal insight about how history connects across time.

3A7

Historical influencers of the empire

Who were the most influential people during the British Empire and how were they promoted to the public?

This challenge explores interpretation, representation and historical influence. You'll choose someone from the time of the British Empire who became well-known or widely celebrated, for example, a political leader, explorer, reformer, activist, royal figure, or someone linked to colonisation.







You'll explore how this person was presented at the time – in paintings, newspapers, statues or coins – and why their image or story became so influential. Then, you'll create a modern-day "influencer profile" to show how they shaped public opinion and whether you think that influence was positive, negative, or complex.

What you'll do






To complete this challenge, you will:

- choose one historical figure from the Empire era who was widely seen or known
- research how they were shown in public (eg portraits, newspaper articles, monuments, coins, books)
- identify what message was being sent about them, and who created or supported that message
- think about whether they would be called an "influencer" today – and what their impact was
- create a profile, poster or social media-style page (paper or digital) that shows their influence and how you would present them now



✓ Skills I used:	
 Learning	<input type="checkbox"/>
 Decision-making	<input type="checkbox"/>
 Communicating	<input type="checkbox"/>
 Team working	<input type="checkbox"/>
 Thinking	<input type="checkbox"/>
 Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	Researches a well-known figure from the Empire era. Identifies different types of public portrayal. Records facts and media examples clearly.
 Decision-making	Chooses a figure with strong historical influence. Selects key examples of how they were promoted. Judges whether their influence was positive, negative or mixed.
 Communicating	Presents their chosen figure using visual and written formats. Explains how influence was created and spread. Designs a profile or creative piece that is clear and relevant.
 Team working	Works with a partner or group to co-research and co-create a final product. Shares tasks and gives feedback. Discusses impact and legacy respectfully.
 Thinking	Analyses how people gained fame or power. Explores the purpose behind how they were represented. Compares historical and modern ideas of "influence".



Self-awareness

Reflects on what makes someone influential today. Considers how public images shape opinions. Presents their own view on the historical figure fairly and clearly.

Sample

4A10

Understanding democracy in Britain

How did Britain become a democracy, and who still struggles to be heard?







This challenge explores how democracy developed in Britain and who has been included or excluded from political power. You will investigate key milestones in voting rights and political reform, then reflect on current barriers to democratic participation. Your final task will be to create an informative guide or visual timeline.









What you'll do

To complete this challenge, you will:

- research at least three key events in the history of British democracy (eg 1832 Reform Act, women's suffrage, 1969 voting age change)
- identify who gained rights, who was left out, and what forms of protest or reform were involved
- create a guide, poster or timeline showing how democracy changed and who still faces challenges in being heard today

✓ Skills I used:	
 Learning	<input type="checkbox"/>
 Decision-making	<input type="checkbox"/>
 Communicating	<input type="checkbox"/>
 Team working	<input type="checkbox"/>
 Thinking	<input type="checkbox"/>
 Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	Identifies key events in the development of democracy. Records when and how voting rights changed. Links protests or reforms to changes in law.
 Decision-making	Chooses three or more events to include. Justifies why they are significant. Selects the best format to present their work.
 Communicating	Creates a guide, poster or timeline using clear language. Explains how each event shaped democracy. Includes relevant dates, facts and examples.
 Team working	Discusses findings with others. Shares ideas for the guide or timeline. Combines individual research into a group resource if working collaboratively.
 Thinking	Compares who had power before and after reforms. Explains the causes and consequences of change. Identifies ongoing barriers to political participation.
 Self-awareness	Reflects on their own understanding of democracy. Describes who they feel is still underrepresented today. Considers what democracy means in their life.

5B4

Explore the legacy of empire or migration

How do the movements of people and power in the past still affect life today?

This challenge helps you explore how the British Empire or migration has shaped people, places and identities. You will investigate how empire or migration has affected life in the UK and how those stories are remembered, celebrated, or debated today.









What you'll do






To complete this challenge, you will:

- choose either:
 - a region formerly under British rule (eg India, Jamaica, Kenya), or
 - a migration movement to or from the UK (eg Windrush, Irish migration, Syrian refugees, EU free movement)
- research the reasons people moved or power expanded — and what happened as a result
- explore how this history is seen or felt in the UK today (eg street names, food, festivals, family stories, racism, resistance, identity)
- create a reflective or informative output (eg visual journal, photo essay, podcast script, map display or creative nonfiction piece)

✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	Researches an empire or migration movement using a variety of sources. Identifies causes and long-term consequences. Explains key terms such as empire, diaspora or legacy in context.
 Decision-making	Chooses a case study with clear links to the present day. Selects evidence that shows continuity or change. Justifies why the story is historically significant.
 Communicating	Creates a product that explains how historical migration or empire has shaped lives. Uses visual or written elements to describe past and present. Includes terms like colonial or identity accurately and appropriately.
 Team working	Shares findings with others in a respectful and inclusive way. Supports group discussions about identity and heritage. Contributes to a joint product or feedback session.
 Thinking	Connects past movements of people and power to modern culture, politics or social issues. Explores similarities and differences in impact. Reflects on what has stayed the same and what has changed.



Self-awareness

Reflects on how migration or empire connects to their own experience or surroundings. Presents one personal response to what they learned. Explains how their thinking was challenged or expanded.

Sample

6B5

UNESCO site presentation

Make the case for a UNESCO Heritage Site

Choose a historical site that you think should be included as a UNESCO World Heritage Site. Plan and present your case, putting forward reasons why your site is so important to the history of that part of the world that it should be protected and preserved.







What you'll do

This challenge involves researching and advocating for the inclusion of a historical site in the UNESCO World Heritage list. You will:







- select a site that has historic significance
- research its importance thoroughly
- prepare a presentation that argues for its UNESCO status
- present your case to your peers, utilising various media



✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

How I might show the skills

Skills	Examples
 Learning	
 Decision-making	
 Communicating	
 Team working	
 Thinking	
 Self-awareness	