**TOK IN HISTORY**

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| **A picture containing drawing, food  Description automatically generated** | **Scope/Applications** | **Concepts/Language** | **Methodology** | **Historical Development** | **Links to personal knowledge** |
| **Who should decide upon what history should be taught in schools? What are the criteria they should use when designing a curriculum?** | **Do you agree that good historical writing should adopt either a scientific or an artistic approach, but not try to mix both?** | **In what ways do the techniques of historians differ from academics in other disciplines?**  | **How has the purpose and methodology of History changes over time?** | **To what extent should the study of history be aimed at acquiring personal self-knowledge?** |
| *The study of the recorded past. Helps make sense of the present, creates a shared heritage, provides possible lessons for the future.* | *Artistic style needed to bring the past alive and encourage empathy, but a scientific one needed to ensure these interpretations are based on empirical data* | *The location, selection, interpretation, evaluation and deployment of source material to answer a central question is an ongoing challenge.* | *A move from narrative ‘great man’ theories to a Marxist view on economic drivers and the Annales view that geography itself shapes economics creates a three-layered approach to a full understanding of the past.* | *Historians thrive on debate and dialectics rather than in the more collaborative spirit of the sciences. They are particularly concerned with drawing ethical and moral lessons and debates from situations.* |
| **F**aith | Who should be trusted with framing a school history curriculum? | Discuss the view that the language of sin and virtue have no meaningful place in the language of history. | “The more evidence historians have, the less certain we become. Therefore, ignorance is the surest path to true knowledge” - Discuss | Analyse the ways in which religious beliefs have influenced our perception and presentation of the past. | Examine how a study of the historical development of world religions is likely to affect one’s personal spirituality. |
| **L**anguage | Consider the ways in which changes in language and acceptable terminology (e.g. for racial groups) have created, or reflected, changes in society. | To what degree is the terminology and taxonomies used by historians a straitjacket rather than a helpful framework? | In what ways can historians analyse language to determine the reliability of sources? | Does the postmodernist view that language is a barrier to understanding mean that knowledge in history is unattainable? | To what extent does a study of history prove that the pen is mightier than the sword? |
| **I**magination | “History is best summarised as the flawed attempt to predict the past” – discuss. | What is the role of imagination in the writing of history? | Is imagination more important than reason for an understanding the sources of the past? | What are the advantages and disadvantages of obtain knowledge of the past is now through historical fiction and feature films? | How far would you agree that the study of history limits the potential to use your personal imagination? |
| **M**emory | “Although history provides society with a shared memory, this can sometimes be more of a burden than a blessing” – discuss | “The best history is written by those who lived through the events they describe” - discuss | What are the strengths and weaknesses of oral testimony? | How have technological developments impacted upon the study of history? | Examine the claim that a study of history provides the best way of understanding the world in which we live. |
| **S**ense perception | What are the strengths and weaknesses of historical field trips as a way of gaining knowledge of the past? | Assess how taste and smell can be used to improve our understanding of the past. | Does the existence of audio-visual material make modern history more or less easy to understand than earlier periods? | Account for the recent popularity of ‘heritage museums’ and consider their efficacy in our pursuit of historical knowledge. | Does the fact that we can never directly experience the past through sense perception mean that history is essentially unknowable? |
| **I**ntuition | “Using history to predict the future is reliant on intuition, and therefore pointless”. Discuss. | Assess the view that intuition has no valid place in historical writing. | Is it the case that historians use historical sources to obtain answers, or to merely reinforce their preconceptions? | Should the main purpose of historical feature films be to inform, or to entertain? | Does the study and practice of history suggest that “gut feelings” should never play in a role in how you react to situations and individuals? |
| **E**motion | Consider the ways in which politicians use history to mobilise their voting base. What does this suggest about the value or otherwise of history as an academic discipline? | “Historians must write about the things they feel most strongly about; so objective history is neither possible nor desirable” - Discuss | How important and attainable is empathy for historians seeking to understand the past? | Account for the growth of the “nostalgia industry” and assess its impact on our understanding of the past. | “Until the study of history has moved you to tears, you have not truly experienced it” - Discuss |
| **R**eason/Logic | “Hindsight is always 20:20”. Discuss this quote in terms of what it suggests about the value in studying history. | Is it possible (or even desirable) for historical writing to be based purely on logic and reason? | Consider the ways in which Maths and Science can advance our understanding of History. | To what extent does a study of dialectics suggest a scientific approach to history is both possible and desirable? | Assess the view that a logical approach to history is incompatible with drawing moral lessons from the past. |

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