



Y7 INTRODUCTION.....WHY STUDY HISTORY?

A. Studying History helps us understand the BIG PICTURE!!

GOD IS IN CHARGE!

Psalm 24:1 -

This is true even in very difficult times.

e.g.: -

-

GOD HAS A MASTER PLAN!

Ephesians 1:10 – ‘...’

This plan has been unfolding since the world began.

GOD PLACES MEN AND WOMEN IN PARTICULAR PLACES AT PARTICULAR TIMES.

Acts 17:26 (b)

Why? **Acts 17:27**

This helps fulfil his master plan.

We have all been ‘set’ in Britain at this particular time. Therefore, we must learn about British history first of all.

B. Studying History helps us live EFFECTIVE LIVES.

1. SOME FAMOUS PEOPLE ARE WORTH TRYING TO COPY.

Hebrews 11:39 (a)-

Make a list of some famous people whose lives have had a good effect on others:

2. WE CAN LEARN FROM THE WISE AND FOOLISH DECISIONS OF THE PAST.

e.g.: -

3. KNOWLEDGE OF THE PAST HELPS US UNDERSTAND THE TIMES WE LIVE IN TODAY.

e.g.

A BIBLICAL VIEW OF EMPIRES -

Heart concept: Man-made empires are always founded on greed and pride and so always fall, despite the fact that God uses them for His purposes. The Kingdom of God, however, is founded on service and sacrifice, and will never end. (Read Daniel 2 esp v 44)

Copy out Daniel 2 v 44

EMPIRES IN THE PAST

1) Ancient World

Identification
of the Four Kingdoms

Chronology of Major Empires in Daniel

* See next page for 'Identification of the Four Kingdoms'

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2) a) Other Empires

Make a list of other Empires through history (eg Holy Roman Empire). Try to find out the dates of each.

b) Modern Empires

3) God's use of Empires

The establishment of Empires cannot be the best way of governing people because it involves the domination of subject nations. However, God still uses them and even permits them to be established.

- a) As instruments of JUDGEMENT, e.g.
- b) As a means of SPREADING THE GOSPEL, e.g.
- c) As a means of BLESSING NATIONS where the Empire has Godly leaders, e.g.

Remember: **GOD IS ALWAYS**

4) The fall of Empires

They always fall because they contain within them the seeds of their own destruction, especially..... and

LOYALTY — Given or demanded?

Definition: being faithful in allegiance to your country, an institution or a leader.

Loyalty can be inspired, forced or manipulated by a leader.

Let's look at David and Jesus and then see how William 1 compares with them.

Jesus

- What inspires you to follow Jesus?
- How did he show courage?
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 -
 -
- How did he serve? –
 -
 -
 -

David

1 Chronicles 11:15-19 shows that David's men would do anything for him.

- Why?
- When they had nowhere to go, he
- When they had to fight, he
- When they had lost their families, he
- When ruled by a bad king, he

William I

Having defeated the Anglo-Saxons how did he ensure his barons would be loyal to him, and the people would not rebel?

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-
-
-

What were his three means of enforced loyalty?

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-
-

William did not lack courage, but was he a servant king?

Jesus, David and William in death

The manner of their deaths was very different and is very revealing about the degree of loyalty each received:

Jesus 'And being found in appearance as a man, He humbled Himself and became obedient to death, even death on a cross. Therefore, God exalted Him to the highest place and gave Him the name that is above every name that at the name of Jesus every name should bow...'

(Philippians 2: 8-10)

David 'Then David rested with his fathers and was buried in the city of David.'

(1 Kings 2:10)

'He died at a good old age, having enjoyed long life, wealth and honour.'

(1 Chronicles 29:28)

William He died afraid to appoint an heir, and no-one bothered to bury him. Jesus died as a servant, to be given back His life and honoured in heaven and on earth; David died loved and honoured; William died hated and alone.

Real loyalty is always earned, even by Jesus; it can never be forcibly taken.

HISTORY

Truth to Teach

God has good purposes and plans to fulfil for His world from the international to the personal level, and He uses individuals to fulfil these purposes. The good and evil, wise and foolish actions of men all ultimately serve His purposes.

Way to Work

1. A chronological overview of our nation's history from a Godly perspective.
2. In-depth studies of certain individuals, topics and periods of history.
3. The use of a variety of methods and materials (narratives, primary and secondary sources, videos, visits to historical sites etc.) to stimulate students' interest.

Learning for Life

1. To possess increased faith in God's sovereignty over world, national, local and personal affairs.
2. To learn wisdom:
 - by perceiving that all sound judgements are based on biblical principles (whether the one making the judgement recognizes the foundations or not).
 - by avoiding the repetition of the errors of the past.
 - by utilising the sound judgements of previous generations in order to make wise decisions in their own lifetime and so become those who positively shape history.
3. To perceive how Christians in the past have responded to, and have sought to influence, the world around them.

The Aims of History Teaching in Christian Schools

'The basic faith commitment of every historian determines the way he looks at man's past. For the Christian the Bible provides a broad perspective on man's origin, nature, task and destiny. The central focus of that perspective is God's redemptive work through Christ, His covenantal relationship to His people through the ages. That story provides historical studies with certain basic premises.'

(Louis J Voskuil. Quoted by Steensman and Van Brunimelen, 1977.)

Below is a suggested set of aims which will, hopefully, help Christian teachers of History deliver their subject in a manner consistent with their faith.

Summary of Aims

1. To present History as a linear unfolding of God's purposes on earth.
2. To encourage children to look for signs of God's providence in History.
3. To help students make judgements on events and individuals on the basis of the truth of God's Word and on the consequences of men's actions.
4. To emphasise the importance of cause and effect in the study of History, and how men's decisions always affect others.
5. To study the actions of individuals (both Christian and non-Christian) against the background of their historical setting.
6. To inspire students to correctly respond to, and seek to change, their own culture for the Kingdom's sake.
7. To encourage the children to have a concern for the truth through the thorough investigation of primary and secondary source material.

8. To affirm that men and women learn from the past.
9. To stimulate interest in, and enthusiasm for, the study of the past, and to provide a sound basis for further study on the basis of personal interest.
10. To make the study of History a well-integrated part of an overall Christian education.
11. To promote the acquisition of knowledge and understanding concerning human activity in the past.