SECTION B - USING SOURCES

Sources 1, 2 and 3 are about the Suffragettes. Study them carefully and then answer the following questions.

Source 1

The hunger-strike was the greatest weapon we possessed against the Government... before long all Suffragette prisoners were on hunger-strike, so the threat to pass long sentences on us had failed. Sentences grew shorter.

Annie Kenney writing in 'Memories of a Militant', 1924

Source 2

What good did all this violent campaigning do us? For one our campaign made women's suffrage a matter of news – it had never been that before. Now the newspapers are full of us.

Written by Emmeline Pankhurst in 'My Own Story', 1914

Source 3 A poster by the National Women's Social and Political Union, 1909, showing forced feeding of women who went on hunger strike.



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Use the sources and marks)	d your own knowle	dge of actions b	y the Suffragette:	s to get women the vo

*Continue on another sheet of paper if necessary

History Exam Papers Ks3 Year 7

Richard Selfridge

History Exam Papers Ks3 Year 7:

Teaching History Ian Phillips, 2008-05-19 Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University What is History Teaching, Now? A practical handbook for all history teachers and educators Alex Fairlamb, Rachel Ball, 2023-06-16 What is History Teaching Now is a research informed handbook designed to provide practical guidance for history teachers and educators with differing levels of experience Drawing upon the classroom practice and experience of a range of practitioners the book focuses upon key areas such as curriculum and assessment pedagogy communicating history and resources that support effective teaching and learning This book also provides practical ways to approach teaching topics such as diverse histories the British Empire world history and environmental history Practical strategies are woven within the book alongside questions for reflection and suggestions for further research and reading The Online Tutor's Toolkit Molly Bolding, 2022-10-12 This book contains everything you need to know to get started as an online tutor It covers the essentials of tutoring choosing your tech and software managing homework and getting set up alongside detailed guidance focusing on each level of tuition With techniques developed through research and first hand experience the author explains exactly how to turn existing subject knowledge into effective tutoring for students of all ages in a variety of subjects Divided into two parts the first answers the logistical guestions facing every new tutor such as what equipment do I need Where can I apply How much should I charge The second half focuses on how to tutor different age groups effectively and subject specific areas including English Maths and Science as well as the author's tried and tested 5 step process for choosing a subject assessing a student and planning their first lessons. There is also information on how to support students writing personal statements and applying to university as well as teaching English as a Second Language Alongside tailored up to date information on available software hardware exam specifications and the online tutoring

marketplace the book contains a 10 week timetable of adaptable lesson plans so new tutors can get started immediately Finally there are two additional downloadable chapters which expand on less common subjects and another which includes a digital download of every resource from the book With suggestions for resources homework and timings to support you at every stage this is an essential read for anyone wanting to succeed as an online tutor **Contemporary Public Debates** Over History Education Isabel Barca, Irene Nakou, 2010-10-01 The 6th book of the International Review of History Education Series Contemporary public debates over history education presents public debates on history education as they appear in 14 different areas of the world in Asia Europe North and South America In alphabetical order in Brazil by Maria Auxiliadora Schmidt and T nia Braga Garcia in Canada by Peter Seixas in England by Rosalyn Ashby and Christopher Edwards in Greece by Irene Nakou and Eleni Apostolidou in Israel by Eyal Naveh in Japan and South Korea by Yonghee Suh and Makito Yurita in Northern Ireland by Alan McCully in Portugal by Isabel Barca in Quebec Canada by Jean Francois Cardin in Singapore by Suhaimi Afandi and Mark Baildon in Spain by Lis Cercadillo in Turkey by Dursun Dilek and G lcin Yapici Dilek and in the United States by Peter Stearns By illuminating common trends national peculiarities and differences this collective book further enriches our knowledge about crucial issues concerning public perspectives over history education in diverse parts of the world It opens new questions and issues to be further investigated by all who are interested in this field in terms of its historical educational global national ethnic cultural social and political dimensions in the current transitional and multicultural environment This international dialogue therefore addresses historians history education researchers university professors school teachers policy makers publishers parents and all those who insist that history education is very important especially if it enables young people to orientate in the present and the future in historical terms

KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) Aaron Wilkes, James Ball, 2009-04 This gripping and intriguing Student Book combines an enquiry led approach with factual narrative Written by experienced Head of History Aaron Wilkes in an approachable and understandable style including relevant and fascinating facts interesting and motivating activities and specific sections to extend or reinforce learning Content has been thoroughly researched and revised in this popular 2nd ediiton Testing KS3 English Skills and Practice Year 9 Ray Barker, Christine Moorcroft, 2003 This is a series of three books directly focused on teaching the skills and providing practice for the English end of year tests throughout Key Stage 3 Each book is divided into units of three sections allowing for differentiation and progression It is a complete supplementary course building on Key Stage 2 models for raising standards It adopts a keep it simple approach covering both skills and practice aiding both specialist and non specialists Each textbook has an accompanying teacher resource to provide complete coverage History Christopher Lane, 2004 This revision guide for Key Stage 3 history contains in depth course coverage and advice on how to get the best results in the national test It has progress check questions and exam practice questions English Kath Jordan, 2002 This revision guide for Key Stage 3

English contains in depth course coverage and advice on how to get the best results in the Year 9 National Test It has progress check questions and exam practice questions Secondary History in Action Catherine Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history s disciplinary distinctiveness and a vision for its purpose in students education The authors of Secondary History in Action articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments **Academic Framework for 21st-Century** Schooling: Promoting Global Peace and Harmony Mukhopadhyay, Marmar, Kundu, Arnab, 2023-10-16 In an era fraught with existential threats Academic Framework for 21st Century Schooling Promoting Global Peace and Harmony answers the urgent call for a new path forward The UN Secretary General's recent address echoing decades of warnings from UNESCO has underscored the dire state of our world Global warming pollution terrorism unchecked population growth discrimination refugee migration consumerism and the ominous specter of weapons of mass destruction loom large in an age marked by nationalism and imperialism The very fabric of human existence is unraveling and even the UN s well intentioned MDG and SDG initiatives are in jeopardy This book authored by esteemed scholars proposes a transformation of global education as the antidote to this crisis It champions the cultivation of a fresh generation with essential attributes like critical thinking empathy respect for diversity and a profound sense of global responsibility Schools are envisioned as the crucible for shaping these future citizens At its core this book offers a well founded academic framework for global peace and harmony education addressing the intricacies of 21st century schooling curriculum transformation global best practices and the vision of happy schooling It is a clarion call to scholars and educators to lead the way toward a world where peace and harmony are not just ideals but the very foundation upon which humanity thrives Our world and future generations depend on this transformative journey one we must embark upon without delay Mentoring History Teachers in the Secondary School Victoria Crooks, Laura London, Terry Haydn, 2023-12-07 Mentoring History Teachers in the Secondary School supports mentors to develop the knowledge skills and understanding essential to the successful mentoring of beginning history teachers who are undertaking their initial teacher training or being inducted into the profession as early career teachers. The authors critically explore models of mentoring and place subject specificity at the heart of every chapter offering practical mentoring strategies rooted in the best evidence and research from the history teaching community. This book is a vital source of encouragement and inspiration for all those involved in developing the next generation of history teachers providing

accessible summaries of history specific thinking on a range of topics alongside mentoring support Key topics include Understanding what being a subject specific mentor of beginning history teachers involves Establishing a dialogic mentor mentee relationship Supporting beginning teachers to develop the substantive and disciplinary knowledge they need to become excellent history teachers Guiding beginning history teachers through the lesson planning process Conducting subject specific lesson observations and pre and post lesson discussions Supporting beginning history teachers to consider the purpose of history education and how they can navigate this in relation to values education the use of ICT and the teaching of controversial and sensitive issues Mentoring History Teachers in the Secondary School offers an accessible and practical guide to mentoring beginning history teachers with ready to use strategies to support and inspire both mentors and beginning teachers alike Passing the Literacy Skills Test Jim Johnson, Bruce Bond, 2018-01-15 This popular and widely recommended book outlines all of the requirements of the Literacy Skills Test explaining the essential subject knowledge candidates need to know This fifth edition also includes a full practice test more practice questions and more question and Modern History James Dixon, 2002 This is a learning revision guide intended to help history GCSE answer commentary students to remember key information Each topic has a double page spread with diagrams It also has GCSE style questions for exam practice that have progress indicators to show degree of difficulty Ouasi-static Cyclic Tests on Three Hybrid Fibre Concrete Structural Walls Davide Buzzini, Alessandro Dazio, Martin Trüb, 2006 Succeeding as a History Teacher Emily Folorunsho, Laura Gladwin, 2024-07-04 This must have guide supports you on your journey teaching history from trainee to head of department and everything in between Find a wealth of practical advice and ideas for delivering effective history lessons developing a coherent and diverse curriculum building your subject knowledge and becoming a head of department Succeeding as a History Teacher is packed full of real life examples invaluable advice and top tips for making every history lesson count It advises on how history teachers can integrate research informed practices such as retrieval practice direct instruction modelling metacognition feedback and reading and comprehension strategies into the unique discipline of history It also covers sequencing assessment and feedback and a model for a great history lesson and is suitable for use at Key Stages 3 4 and 5 The Succeeding As series offers practical no nonsense guidance to help you excel in a specific role in a secondary school Including everything you need to be successful in your teaching career the books are ideal for those just starting out as well as more experienced practitioners looking to develop their skill sets **Teaching and Time** Poverty Greg Thompson, Anna Hogan, 2024-12-04 As teacher shortages reach a global crisis point this book explores how time poverty has become a critical factor in the working lives of teachers and school leaders Arguing that we need to move away from framing the problem of teachers work as simply workload this book suggests that understanding time poverty is the first step in moving toward more manageable working lives The book brings together international perspectives on teacher time poverty drawing on theoretical and empirical work to underscore the growing complexity of teachers work and

how this impacts job satisfaction stress and feeling that there is never enough time to accomplish all that needs to be done Many policy solutions misdiagnose the problems of teachers work simply suggesting it is an issue of workload The chapters investigate issues of work intensification finding that teachers are not only working longer but also working harder as they manage more complex classrooms and policy mandates This book is essential reading for those interested in understanding how current education policy both produces time poverty and could better identify and respond to the complexities of teachers work

Testing KS3 English Ray Barker, Christine Moorcroft, 2003 Designed to provide skills development and tests practice together in an easy to use format this supplementary coursebook series supports end of year tests in English at Key Stage 3

Improving Secondary Science Teaching John Parkinson, 2004 John Parkinson encourages teachers to reflect on their current teaching practice and guides them to improving their teaching and consequently their pupils learning

The Colonial Past in History Textbooks Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This book examines the evolving representations of the colonial past from the mid 19th century up to decolonization in the 1960s and 70s the so called era of Modern Imperialism in post war history textbooks from across the world The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different former colonizer and colonized countries to be found in collective memory popular historical culture social representations identity building processes and the state of historical knowledge within academia The approach of the book is novel and innovative in different ways First of all given the complexity of the research an original interdisciplinary approach has been implemented which brings together historians history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks Secondly given the interest in the interplay between collective memory popular historical culture social representations and the state of historical knowledge within academia a diachronic approach is implemented examining the evolving representations of the colonial past and connecting them to developments within society at large and academia This will allow for a deeper understanding of the processes under examination Thirdly studies from various corners of the world are included in the book More specifically the project includes research from three categories of countries former colonizer countries including England Spain Italy France Portugal and Belgium countries having been both colonized and colonizer Chile and former colonized countries including Zimbabwe Malta and Mozambique This selection allows pairing up the countries under review as former colonizing colonized ones for instance Portugal Mozambique United Kingdom Malta allowing for an in depth comparison between the countries involved Before reaching the research core three introductory chapters outline three general issues The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold In a second chapter evolutions within international academic colonial historiography are analyzed with a special focus on the recent development of New Imperial History A

third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book in which evolving representations of colonial history from mid 19th century until decolonization in the 1960s and 1970s are examined explained and reflected upon for the above mentioned countries This is done through a history textbook analysis in a diachronic perspective For some countries the analysis dates back to textbooks published after the Second World War for other countries the focus will be more limited in time The research presented is done by historians and history educators as well as by social psychologists In a concluding chapter an overall overview is presented in which similarities and differences throughout the case studies are identified interpreted and reflected upon <u>Databusting for Schools</u> Richard Selfridge, 2018-06-18 In the increasingly data swamped world of education data literacy is no longer a desirable skill it is essential Databusting for Schools is part guide through the complexities uses and limitations of data and part challenge to those who too readily make assumptions and draw conclusions This is an important book James Pembroke independent data analyst Data rules schools and ignorance is far from bliss From assessment results to questioning educational claims there is a growing need to understand the numbers used in education Education data blogger and teacher Richard Selfridge aka Jack Marwood unravels the complexities of dealing with educational data and explains statistics in an understandable everyday way relevant to your classroom and your school He will take you through all you need to know about data and statistics in education including Where does education data come from The what why and how of numbers Understanding different types of graphs and how to use them How to play around with data to see the bigger picture How to interpret data does one thing really lead to another Using data to inform school policy A must read for all teachers school leaders data managers school governors and anyone in education who has ever looked at statistical data and broken out into a cold sweat Richard Selfridge is a primary school teacher and writer on education He is author of the popular datablog Icing on the Cake and tweets under the sometime pseudonym Jack Marwood

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