#### SECTION B - USING SOURCES

Sources 1, 2 and 3 are about the Iron Age. Study them carefully and then answer the following questions. (10 marks)



Source 1 A broch in Lewis, Scotland



Source 2 A gold coin from the 5th to the 1st century BCE in Gaul (covered mainland Western Europe), found in England

a. What could we learn from each source about life in Britain? (6 marks)



Source 3 An Iron Age chariot found buried with a person in Yorkshire, England

ource 2	19 306 19			
ource 3				
iouracono.				
Which of the sources do yo ritain? (4 marks)	ou think would b	e most useful to	someone studyin	g about Iron Age
			2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
	0 10 0			

\*Continue on another sheet of paper if necessary

# **Ks3 History Year 9 Past Papers**

**Benjamin Armstrong** 

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Hodder GCSE (9-1) History for Pearson Edexcel: Migrants in Britain, c800-present and Notting Hill c1948-c1970 Robin Whitburn, Abdul Mohamud, 2022-03-31 Exam board Pearson Edexcel Level GCSE 9 1 Subject History First teaching September 2021 First exam Summer 2022 Endorsed for Pearson Edexcel qualifications Let Justice to History one of the most respected organisations in the teaching community guide you through the themes events and stories within this hugely important topic Every page of this book is informed by meticulous research motivated by a deep commitment to representative history and inspired by years of transformative work with students and teachers b Understand changes over time b Follow an enquiry based approach b Build historical skills and knowledge b Bring the historic environment to life b Prepare for exam success bA dedicated chapter on Writing Better History provides step by step guidance for answering each question type effectively Testing KS3 English Skills & Practice 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 Engaging with Pearson Edexcel GCSE (9-1) History: Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900 Jemma Tappenden, 2025-03-24 Trust the power of cognitive science to help students to understand more remember more and feel more confident about their exams This textbook is guaranteed to make learning more effective The approach was created by author and teacher Dale Banham who has amazing knowledge of the best teaching methods and over 30 years classroom experience b Simplify each topic bThe text is broken down into bullet points and boxes Tasks are structured around the steps to success teaching students how to Connect Engage Research Record Summarise Apply and Review their learningbrbrb Make learning stick bCognitive science techniques such as interleaving retrieval practice and spaced practice support students with processing and remembering the course contentbrbrb Strengthen memory through dual coding bThe book contains memory aids that visually summarise key knowledge Research proves that we remember something better if it s presented through text and imagesbrbrb Improve exam results bThe exam skills required to answer each question type successfully are carefully explained Practice questions revision tips and quidance based on the examiners reports are also included **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

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visually summarise key knowledge Research proves that we remember something better if it's presented through text and imagesbrbrb Improve exam results bThe exam skills required to answer each question type successfully are carefully explained Practice questions revision tips and guidance based on the examiners reports are also included br Classics Arlene Holmes-Henderson, 2023-04-18 This volume explores innovative ways of expanding classical languages and cultures to educational and museum audiences It shows that classical subjects have an important role to play within society and can enrich individuals lives in many different and perhaps surprising ways Chapters present projects covering literacy and engagement with reading empowering students to understand and use new types of vocabulary discovering the personal relevance of ancient history and the resonance of ancient material culture and stories Contributors demonstrate that classical subjects can be taught cost effectively and inclusively by non specialist teachers and in non traditional settings In their various ways they highlight the need to rethink the role of Classics in twenty first century classrooms and communities Recommendations are made for further development including ways to improve research policy and practice in the field of Classics education Expanding Classics presents an important series of case studies on classical learning of interest to museum educators teacher trainers school leaders and curriculum designers as well as those teaching in primary secondary and further education settings in the UK and worldwide What Should Schools Teach? Alka Sehgal Cuthbert ,Alex Standis, 2021-01-07 The design of school curriculums involves deep thought about the nature of knowledge and its value to learners and society It is a serious responsibility that raises a number of questions What is knowledge for What knowledge is important for children to learn How do we decide what knowledge matters in each school subject And how far should the knowledge we teach in school be related to academic disciplinary knowledge These and many other questions are taken up in What Should Schools Teach The blurring of distinctions between pedagogy and curriculum and between experience and knowledge has served up a confusing message for teachers about the part that each plays in the education of children Schools teach through subjects but there is little consensus about what constitutes a subject and what they are for This book aims to dispel confusion through a robust rationale for what schools should teach that offers key understanding to teachers of the relationship between knowledge what to teach and their own pedagogy how to teach and how both need to be informed by values of intellectual freedom and autonomy This second edition includes new chapters on Chemistry Drama Music and Religious Education and an updated chapter on Biology A revised introduction reflects on emerging discourse around decolonizing the curriculum and on the relationship between the knowledge that children encounter at school and in The Colonial Past in History Textbooks Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This their homes 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 Contemporary Public Debates Over History Education Isabel Barca, Irene identified interpreted and reflected upon 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 François 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 **Thinking History 4-14** Dr Grant Bage, Grant Bage, 2014-01-21 In this book the author looks at the past present and the future of history teaching in primary schools in an attempt to provide a practical framework for teachers Section one reviews relevant literature with an aim to clarify the dilemmas and advance present thinking and practice in history teaching in primary schools Section two offers case studies curriculum materials and designs teaching ideas and methods teacher development and curriculum development materials at the same time as tying it in to the existing knowledge base Section three considers the perennial dilemmas for school history in the 21st century including how can history survive in an increasingly over crowded and competitive school curriculum How can history be harnessed to improvements in literacy and numeracy What should the primary history curriculum contain How can IT secure easier access to historical information and evidence **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 questions 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 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 Reframing Education: Radically rethinking perspectives on education in the light of research Mike Murray, 2019-11-29 Mike Murray s excellent new book attacks the narrow high stakes accountability and marketized vision which has distorted our education system the fragmentation of education thinking into warring camps and silos and offers a radical optimistic vision of how we can emerge from the current impasse Perfect for teachers or school leaders who want to engage with research and move the education system in a radical future direction Why History Matters John Tosh, 2019-03-19 Does history matter Is it anything more than entertainment And if so what practical relevance does it have In this fully revised second edition of a seminal text John Tosh persuasively argues that history is central to an informed and critical understanding of topical issues in the present Including a range of contemporary examples from Brexit to child sexual abuse to the impact of the internet this is an important and practical introduction for all students of history Inspiring and empowering this book provides both students and general readers with a stimulating and practical rationale for the study of history It is essential reading for all undergraduate students of history who require an engaging introduction to the subject New to this Edition Illustrative examples and case studies are fully updated Features a postscript on British historians and Brexit Bibliography is heavily revised The Diverse Curriculum Bennie Kara, 2024-12-20 Positioning diversity in the curriculum is a complex task and knowing where to start is one of the biggest challenges teachers face This book is a dynamic guide for educators Blending both theoretical insights and practical strategies teachers are empowered to create curricula that celebrate the rich tapestry of global cultures and recognize the value of diverse sources of knowledge Moreover it delves into inspiring ways to ignite deep curiosity about the world spanning the past present and future Drawing on her 20 years experience in UK schools Bennie Kara asks us to reflect on what we choose to teach and why French (inc. Audio CD) Julie Adams, 2010-10 Containing activities as well as a host of useful features this book intends to aid understanding and an appreciation of the French language and culture It is accompanied by an audio CD that provides listening activities and helps students with their pronunciation It includes progress checks practice questions and a mock Key Stage 3 exam This is a revised updated and reformatted edition of our long standing French Study Guide to be brought in line with other revised editions in the Study Guide series The book is pumped full of activities as well as a host of useful features

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