

SECTION B – USING SOURCES

5. 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



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

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

Source 1

Source 2

Source 3

b. Which of the sources do you think would be most useful to someone studying about Iron Age Britain? (4 marks)

*Continue on another sheet of paper if necessary

END OF SECTION B



History Exam Papers Ks3 Year 9

Julia Schneider



History Exam Papers Ks3 Year 9:

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

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 b A dedicated chapter on Writing Better History provides step by step guidance for answering each question type effectively 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 b The 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 learning b r b r b Make learning stick b Cognitive science techniques such as interleaving retrieval practice and spaced practice support students with processing and remembering the course content b r b r b Strengthen memory through dual coding b The book contains memory aids that visually summarise key knowledge Research proves that we remember something better if it is presented through text and images b r b r b Improve exam results b The 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 Engaging with Pearson Edexcel GCSE (9-1) History: Weimar and Nazi Germany, 1918-39 Peter Jackson, 2024-09-27 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 b Make learning stick b Cognitive science

techniques such as interleaving retrieval practice and spaced practice support students with processing and remembering the course content
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bStrengthen memory through dual coding The 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
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bStrengthen memory through dual coding bImprove 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
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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 *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

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

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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

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