

SECTION B – USING SOURCES

5. Sources 1, 2 and 3 are about the Iron Age. Study them carefully and then answer the following questions. (6 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. Choose one of the sources and describe what we could learn about life in Britain during the Iron Age. (2 marks)

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

*Continue on another sheet of paper, if necessary

END OF SECTION B



History Tests For Year 7

Michael Rajnik



History Tests For Year 7:

Test Prep Level 5: Witness to History Comprehension and Critical Thinking Jamey Acosta, 2014-06-01 Fifth graders read a high interest nonfiction article strengthen comprehension skills by responding to follow up questions study a primary source document and demonstrate critical thinking skills through document based questions **Assessment Prep for Common Core Reading, Grade 7** Schyrlet Cameron, Suzanne Myers, 2015-01-05 Assessment Prep for Common Core Reading is designed to help students acquire the skills and practice the strategies needed to successfully perform on CCSS assessments Each 64 page book includes test taking tips instructional resources practice assessments using Literature Informational Text and paired passages The workbooks in this series are also aligned with Common Core State Standards for English Language Arts and Literacy in History Social Studies and Technical Subjects Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character *The Teaching of History and Civics for Grades, Kindergarten to Eighth* New Jersey. Department of Public Instruction, 1927 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 **Objective Tests** Jacob Samuel Orleans, Glenn A. Sealy, 1928 U.S. History, Grades 6 - 12 George R. Lee, 2017-01-03 The Mark Twain U S History People and Events 1865 Present social studies book explains the decisions and events of America's past This American history book for middle school features historic photos detailed timelines and profiles of the people who shaped history during that time U S History People and Events 1865 Present helps middle school students understand how America came to be This book encourages students to get involved in the learning process by providing research opportunities

discussion questions graphic organizers map analysis Mark Twain Media Publishing Company creates products to support success in science math language arts fine arts history social studies government and character Designed by educators for educators the Mark Twain Publishing product line specializes in providing excellent supplemental books and content rich d cor for middle grade and upper grade classrooms **History Teaching with Moodle 2** John Mannion,2011-06-14 Create a History course in Moodle packed with lessons and activities to make learning and teaching History interactive and fun

History Education and Historical Inquiry Bob Bain,Arthur Chapman,Alison Kitson,Tamara Shreiner,2024-04-01 Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world Inquiry is also much debated however and although it has prominent contemporary advocates around the world it also has prominent critics in education studies This volume in the International Review of History Education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions including the following What does historical inquiry mean in history classrooms What forms does classroom based historical inquiry take and to what extent is it understood in differing ways in different contexts What do we know about the affordances and constraints associated with inquiry based learning in history what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers curriculum designers and history education researchers seven papers from England three from the US two from Sweden and one each from Argentina Australia Belgium Canada and Singapore The volume adds to our knowledge about teachers thinking about inquiry and teachers inquiry practices It adds to our knowledge about the impact and value of inquiry in developing children s historical learning It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice **ENDORSEMENT** A wonderful overview of the global story of historical inquiry Canvassing everything from finding opportunities to teach history through all levels of education through to the complexities of navigating different views on the past inside and outside of the classroom History Education and Historical Inquiry provides a practical and empowering approach for educators around the world Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times Marnie Hughes Warrington University of South Australia History of Bilingual Education in the Northern Territory Brian Clive Devlin,Samantha Disbray,Nancy Regine Friedman Devlin,2017-03-07 This book provides the first detailed history of the Bilingual Education Program in the Northern Territory of Australia This ambitious and innovative program began in 1973 and at different times it operated in English and 19 Aboriginal languages in 29 very remote schools The book draws together the grassroots perspectives of Indigenous and non Indigenous practitioners and researchers Each chapter is based on rich practitioner experience capturing bottom up aspirations achievements and

reflections on this innovative yet largely undocumented language and education program The volume also makes use of a significant collection of grey literature documents to trace the history of the program An ethnographic approach has been used to integrate practitioner accounts into the contexts of broader social and political forces education policy decisions and on the ground actions Language in education policy is viewed at multiple intersecting levels from the interactions of individuals communities of practice and bureaucracy to national and global forces The book offers valuable insights as it examines in detail the policy settings that helped and hindered bilingual education in the context of minority language rights in Australia and elsewhere

Using ICT in History David Gardner, 1998 Covering the main areas of ICT that history teachers encounter from Internet to DTP and creating and using spreadsheets this book provides a matrix for teaching opportunities at Key Stage 3 and 4 GCSE It combines practical evaluation advice and instruction and includes a large selection of activity worksheets and exemplar sheets for specific applications that teachers can adapt and use in their own teaching

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History Tests For Year 7 Introduction

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