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Year 9 pupils studied a ' What is history' course which involved a number of units, including: Mark Pullen: In this unit pupils were asked to use clues to work out what happened to a student called Mark Pullen. The objective was for the pupils to reach conclusions based on evidence in a similar way to an historian.

SHP and 'What is history?' / Historical Association

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provides a course for Y9 concluding the big stories of Empire, Movement and settlement, Conflict, Power and Everyday Life that have run throughout the course, and providing in depth enquiries on the key aspects of twentieth century history including the two world wars and the Holocaust, decolonisation, human rights plus an overview of the century through the story of the Olympics.

Develop your students' understanding and skills step by step with Schools History Project's carefully planned approach to Key Stage 3. Part of the dynamic and coherent book-per-year course, this textbook combines expertise in course planning with features that reflect the possibilities and requirements of the National Curriculum. It has everything you would expect from the Schools History Project, including intriguing content, in-depth historical investigation, meaningful tasks and a wealth of source material. This second book in the series - a course for Year 8 - both continues the big stories of empire, movement and settlement, conflict, power and everyday life and provides in-depth enquiries on the key aspects of early modern England, industrialisation, popular protest, the Spanish Empires in the New World, the French Revolution and the Napoleonic Wars. - Help students develop their skills and improve their own performance with 'How to...' activities and the 'Doing History' feature. - Suit all abilities and interests with stimulating and worthwhile activities which cater to a wide range of learning styles. - Build the big pictures across Key Stage 3 with overviews and big stories which link the course together and develop students' conceptual frameworks. This Student's Book is supported by a Teacher's Resource Book and a Dynamic Learning resource which offers dozens of activities, presentations, ICT-based lesson sequences and hundreds of audio clips.

Exam board: OCR Level: GCSE Subject: History First teaching: September 2016
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This brand new edition of the leading History text for the Bahamas has been revised and updated to cover recent curriculum development.

Fascist Italy investigates the history of Italy from 1900 to the end of World War II. This text offers students exam preparation and insights into the reasons for the rise of fascism in Italy, as well as an appreciation of the nature, achievements and failures of Mussolini's regime.

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throughout the course, and providing in depth enquiries on key aspects of medieval England. This is the teacher's book to support the Y7 Pupil's Book providing: a) advice on implementing the new curriculum including advice on assessment b) lesson plans for all topics c) worksheets to support all main tasks Lesson plans and worksheets are also available on the CD included with the book

Think more deeply and work more independently at A level History through a carefully thought-out enquiry approach from SHP. Enquiring History: It makes you think! The OFSTED report on school history suggests that the current generation of A Level students have been poorly served by exam-based textbooks which spoon-feed students while failing to enthuse them or develop deeper understandings of studying History The Schools History Project has risen to this challenge with a new series for the next generation. Enquiring History is SHP's fresh approach to Advanced Level History that aims: - To motivate and engage readers - To help readers think and gain independence as learners - To encourage enquiry, and deeper understanding of periods and the people of the past - To engage with current scholarship - To prepare A Level students for university Key features of each Student book - Clear compelling narrative - books are designed to be read cover to cover - Structured enquiries - that explore the core content and issues of each period - 'Insight' panels between enquiries provide context, overview, and extension - Full colour illustrations throughout Web-based support includes - lesson planning tools and activities for teachers - Dynamic eBooks for whole class teaching or individual student reading - Exam advice for each specification The French Revolution This title covers the turbulent history of France from 1774 to 1802 and the revolutionary events and larger than life individuals whose ideas and actions sent shock waves around Europe. Each enquiry tackles a discrete topic which together build a rounded and balanced picture of the causes, the course, the consequences, and the historiography of the revolution. As William Doyle puts it: 'There are few periods in history when so many benevolent intentions led to such unintended chaos and destruction, ...'How and why did this happen? What can we learn from it? What has the French Revolution got to say to us today? Web-based support includes - lesson planning tools and guidance for teachers available from the SHP website <http://www.schoolshistoryproject.org.uk/Publishing/BooksSHP>- eBooks for whole class teaching or individual student reading available from eBook retailers

The Discovering the Past series is an integrated series of colour textbooks that offer enquiry-based tasks. This book is suitable for students in Year 8/age 12 of all abilities. It focuses on different kinds of change - political, social and religious - demonstrating how they are linked and also drawing comparisons.

The SEND Code of Practice (2015) has reinforced the requirement that all teachers must meet the needs of all learners. This topical book provides practical, tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils, including those with special needs. The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning. Offering strategies that are specific to the context of history teaching, this fully revised edition will enable teachers to: Make history education accessible and engaging to pupils of all abilities Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture

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of learning Develop inclusive practical demonstration and role play techniques to aid conceptual understanding Set assessment objectives Deploy in-class support effectively An invaluable tool for continuing professional development, this text will be essential for teachers (and their teaching assistants) seeking guidance specific to teaching history to all pupils, regardless of their individual needs. This book will also be of interest to SENDCOs, senior management teams and ITT providers. In addition to practical activities and supporting material contained in the book, there are also free online resources for readers to download and use in the preparation of successful, inclusive lessons for all pupils.

"Understanding History Teaching is an enjoyable read with a logical and flowing structure. It lives up to its goal of appealing to both academic and professional readers with both academic depth and real insights and opportunities for the professional teacher to draw from. It presents its data and interpretations in a manner which does not avoid the issues revealed within the research but has an uplifting effect on the reader and leaves them feeling optimistic about the quality of History teaching in UK secondary schools." Robert Wyness, Student, De Montfort University, Leicester, UK * Why do we teach and learn about the past? * How is history taught in schools? * What are the influences on the way teachers teach and pupils learn about the past? History is one of the most ideologically disputed of school subjects. Over the past generation, the subject has experienced fundamental changes in content, pedagogy and approach. This book is the first detailed account of the way history is taught in schools to be published for 30 years. Drawing on fieldwork in comprehensive schools, and on research studies worldwide, the authors pose fundamental questions about the way teachers teach and learners learn. They consider its purposes on teaching about the past in a world of accelerating change. The book sets out to explore the realities of classroom history teaching and to offer pointers for the development on the subject in a new century.

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