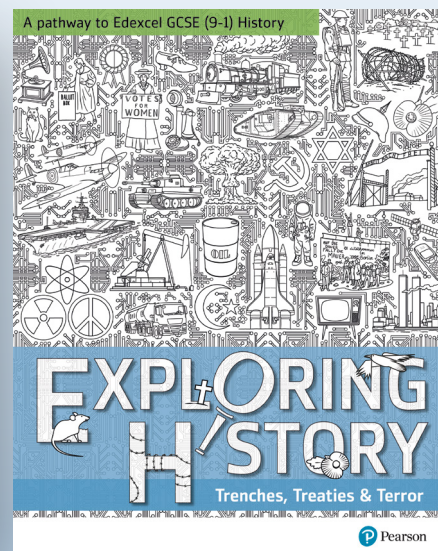
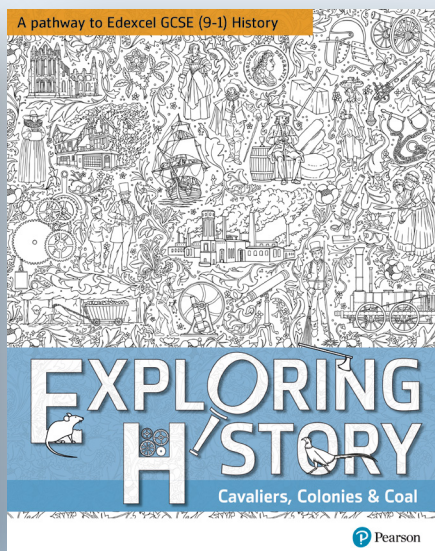
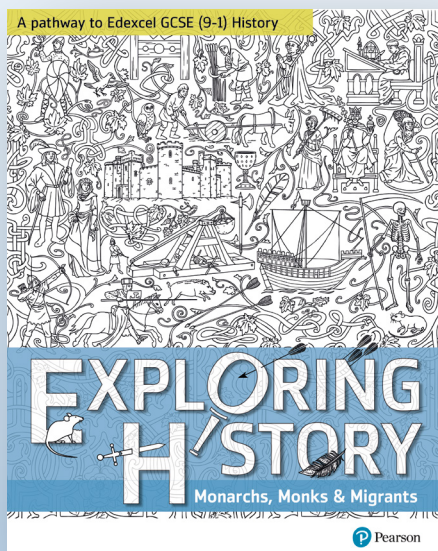


A pathway to Edexcel GCSE (9–1) History

EXPLORING HISTORY

Helping you inspire young historians and build the foundations for Pearson Edexcel GCSE (9–1) History



TO FIND OUT MORE VISIT: [PEARSONSCHOOLS.CO.UK/EXPLORINGHISTORY](https://www.pearsonschools.co.uk/exploringhistory)

A pathway to Edexcel GCSE (9–1) History

Young historians need inspiration, so take a look at our resources for KS3 History based on the Edexcel Scheme of Work. Designed to encourage and inspire your students, **Exploring History** will support you to equip them with the skills and knowledge needed to go on to study Pearson Edexcel GCSE (9–1) History.



Covers key background knowledge for Edexcel GCSE (9–1) History

A wide range of diverse and engaging topics have been carefully selected to cover the key concepts and background knowledge needed to get to grips with the new GCSE topics, while avoiding direct repetition of content, and retaining a coherent, chronological structure.

What to expect from Exploring History

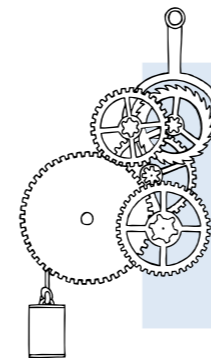
Encourages and inspires young historians

Our KS3 course encourages students to choose history at GCSE through enthralling resources that really spark learners' interest. The resources inspire students of all abilities through engaging enquiry questions, lively illustrations and differentiated activities.



Makes tracking progress simple and accurate with the Pearson Progression Service

Identify your students' strengths and weaknesses through regular progression assessments, which make it simple to track progress.



Embeds the skills needed to study Edexcel GCSE History

Exploring History develops the skills students will need at GCSE by gradually increasing the level of demand along the four key skills strands of the Pearson Progression Scale and by incrementally introducing GCSE style questions. By studying a mixture of breadth, depth and thematic history, students are better prepared for the different elements of the new GCSE course.

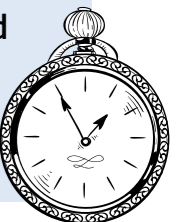


Supports both 2 and 3 year KS3 courses equally

Designed around the Edexcel KS3 History Scheme of Work, **Exploring History** fully supports schools choosing to teach over either 2 or 3 years. In addition to the downloadable versions, our new, **free Interactive Scheme of Work** helps you prepare your students for GCSE by recommending a teaching route through KS3 based on the options you select at GCSE. In addition, the teacher resources are provided in both 2 and 3 year versions.

Saves you time, so you can teach

Our teacher resources contain engaging lesson plans and classroom worksheets designed to save you time, freeing you up to teach. Plus there are knowledge organisers and quick tests to keep your students on track.



Interactive Scheme of Work

The Exploring History series is designed around the Pearson Edexcel KS3 History Scheme of Work. Free to access, this online planning tool helps you:

- manage your time, by recommending how long you spend on each unit
- recommends KS3 topics based on what GCSE units you deliver
- provides you with a guide for teaching the content, and when to teach skills.

Exploring History offers a chronologically-structured KS3 course that will prepare students for a great start at GCSE whether you teach over two or three years. The content delivers important substantive knowledge that students will need for the Pearson Edexcel GCSE units, and shows how skills can be developed over time.

The screenshots show the user interface of the Interactive Scheme of Work. It displays a list of units for Year 1 and Year 2, including 'The Norman Conquest' and 'Religion in Medieval England'. A 'Test Live History Scheme 5 year' overview is also shown, detailing the course structure and planned time.

Each unit has a particular assessment focus which is reflected in the content of the resources and in the Pearson Progression assessment that accompanies that half term of work.

The content is mapped to the GCSE unit, providing important background knowledge, while avoiding direct repetition.

The content is arranged into engaging enquiries that span multiple weeks.

Year 7 Scheme of Work: Three-year scheme						
Content details	Links to Edexcel GCSE (9-1) History	Progression/able focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 8 * Medieval views of the afterlife (heaven, hell and purgatory) * Ways of improving chances of getting to heaven: good works, pilgrimages, the power of prayer, saints * Effects on everyday life	Background to: * Anglo-Saxon and Norman England c1060-1088 * The reigns of King Richard I and King John, 1189-1216 * Crime and punishment through time, c1000-present * Medicine through time, c1250-present	Evidence Target Step 4 Stretch to Step 5 Chronology Historical vocabulary	Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced) Evidence Step 4: Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture.	Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. Evidence Step 5: Learners make	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.	• Causation and consequence • Evidence • Analytical narrative (story of Becket)
Week 9 * Role of priests in daily life * Why people became monks/nuns * Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead	Background to: * Anglo-Saxon and Norman England c1060-1088 * The reigns of King Richard I and King John, 1189-1216 * Crime and punishment through time, c1000-present * Medicine through time, c1250-present	Evidence Target Step 4 Stretch to Step 5	Causation and consequence Learners can number of ca are beginning to categorise the different types of groups of cau Short-term an term or 'thing with money'.			

Year 8 Scheme of Work: Three-year scheme						
Content details	Links to Edexcel GCSE (9-1) History	Progression/able focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Weeks 15-16 Enquiry question: What made Restoration London exciting?						
Week 15 * What can Pepys tell us about everyday life? * What can Pepys tell us about how people reacted to the Great Plague? * What can Pepys tell us about the Great Fire? * What can other sources tell us?	Medicine through time, c1250-present	Evidence Target Step 6 Stretch to Step 7	Change and continuity Step 5: Learners can describe change using features of the period or periods of that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other. (Reinforced) Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. (Reinforced)			
Week 16 * Enlightenment ideas, the Royal Society * Wren's designs * Why London does not look like Paris - resistance to the new vision for the city	Medicine through time, c1250-present	Change and continuity Target Step 5 Stretch to Step 7	Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. They can recognise that a change may be important to one society or group of people but has little historical significance in another context. Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.			• Change and continuity • Analytical narrative

The level of demand is set using the Pearson Progression Scale. Three flight-paths are set out for average, good and excellent students, each designed to put students on track to make the progress they need.

Available now!

Access the Interactive Scheme of Work, or download the print versions at pearsonschoools.co.uk/ks3-exphist-sow

Got any queries about the Edexcel KS3 Scheme of Work?
 Your Subject Advisor, Mark Battye, is on hand to help with any questions you may have about the Edexcel KS3 Scheme of Work. Get in touch:
 @PearsonHistory TeachingHistory@pearson.com



Books that will inspire your young historians

Our engaging Student Books have been designed with continuity in mind. Pupils will become familiar with features that also extend into our Edexcel GCSE (9–1) History resources, helping the transition from KS3 to KS4. Central to helping students transition to GCSE smoothly is the building of chronological understanding. Timelines and questions focusing on chronology are included throughout the resources, and chronological understanding is also assessed in the linked Pearson Progression assessments.

The content is structured around engaging enquiry questions, chosen to cover important background material for GCSE units – in this case, the *Early Elizabethan England* and *Henry VIII* depth studies.

Engaging illustrations and contemporary sources support engagement to help foster a love of the subject.

Was the Reformation 'a good thing'?

In the 16th century, the power of the Church came under attack. This led to one of the most important and turbulent periods in history – the Reformation. This section of the book will look at:

- why people became increasingly critical of the Catholic Church in the 16th century
- who Martin Luther was, and why he was important
- how these criticisms led to the European Reformation.

The Catholic Church comes under attack

Learning objectives

- Understand the criticisms of the Catholic Church that were being made in the 16th century.
- Know who Martin Luther was, and his role in the Reformation.

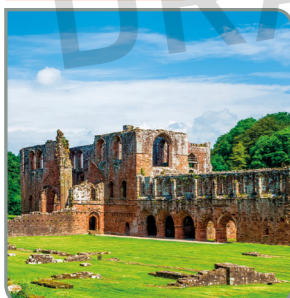
What do you think?

Why do you think people were criticising the Catholic Church? Think back to what you have already learned.

Key term

Abbot*: The head of an abbey.
Relic*: Part of the body or clothing of a holy person.

In Cumbria, the ruin of Furness Abbey can be found near the town of Barrow-in-Furness in Cumbria. Much of the abbey has long since disappeared. There is no roof, vegetation grows on the walls, and stairs lead to nowhere. However, you can still sense what a grand and important building this once was as you walk around the ruins.



Source A: The ruins of Furness Abbey, Cumbria.

In 2012, archaeologists discovered at the site the grave of a former abbot*, who probably died during the 12th century. They found the remains of the abbot's golden staff and a ring, which at one time may have contained a fragment of a holy relic*. The abbot must have been a very rich and powerful man.

At the time of the abbot's death, Furness Abbey was one of many rich monasteries in England. The Catholic Church was richer and more powerful than ever. People tried to avoid the agonies of purgatory through praying to saints, and going on pilgrimages to worship holy relics.

Within a few hundred years, however, many of the most sacred pilgrimage sites in England had been destroyed, with precious relics and statues of saints smashed and scattered. England seemed to have abandoned Catholicism.

Why were people criticising the Catholic Church?

By the start of the 16th century, there was growing criticism of the Catholic Church across Europe, not only from those who attended services, but also from some priests. Figure 1.1 contains a summary of some of the doubts that people had about the Church.



Figure 1.1: Criticisms of the Catholic Church in the 16th century.

At the time, speaking such doubts aloud could lead to harsh punishments, including execution as a heretic*. As the new century progressed, however, these criticisms intensified, particularly over the issue of **indulgences**.

Indulgences were sold by the Catholic Church, and allowed the holder to reduce their time in purgatory, for a fee. The invention of the printing press around 1440 meant that copies of indulgences could be cheaply and easily produced. Many people were critical of these indulgences, including a German priest called Martin Luther.



Source B: A woodcut by Hans Holbein the Younger in the early 16th century, showing the sale of indulgences in a German marketplace.

Key term

Heretic*: A person with religious views that disagree with official Church teaching.

Your turn!

- 1 Look at Source A. What do buildings such as these suggest about the Catholic Church?
- 2 Look at Source B. Explain why many people criticised the sale of indulgences.
- 3 What sort of changes do you think people would have liked the Catholic Church to make? Discuss this and jot down some examples.

As well as great content, each chapter also contains spreads that focus on skills, conceptual understanding and progression to GCSE.

These icons show you which GCSE-relevant skill is being developed.

What have you learned?

In this section, you have learned:

- that historians use sources to find out about the past.



Figure 1.13: A historian gets to work.

Your turn!

Historians can use a lot of different sources to help them find out about the past. Which type of source in Figure 1.13 would historians find the most useful if they were trying to find out about:

- a) the lives of ordinary Anglo-Saxon people
- b) what the Saxons thought about the Normans?

Quick quiz

- 1 Give two ways in which England was a prosperous country before 1066.
- 2 What was a Witan?
- 3 Give two qualities a good medieval monarch had to have.
- 4 Who led the Vikings at the Battle of Stamford Bridge?
- 5 What happened on Christmas Day 1066?
- 6 What was the date of the harrying of the North?
- 7 Give two ways in which the Normans changed the lives of the Saxons.
- 8 Give two ways in which the lives of Saxons stayed the same after the Norman Conquest.
- 9 Who did the Normans say owned all the land in England?
- 10 In the feudal system:
 - a) what did the peasants have to do for their lord and
 - b) what did their lord have to do for them in return?
- 11 Why did the Normans build castles? Give two reasons.
- 12 What was the Domesday Book for?

Writing historically

How do historians use all the different kinds of sources to find out about the past? Two of the most important ways are comprehension and inference.

Comprehension means understanding the source and being able to identify its key features.

Inference means working out something from the source which isn't actually stated or shown in it. When you are asked to make an inference, you are being asked to explain what you think the source is suggesting. The inference can be about the situation described in the source, or about why it was made.

Look at Source A on page 32. What two inferences can you draw from this source about the Battle of Hastings?

Student 1

The Norman knights are wearing chainmail and they are fighting on horseback.

Student 1 is describing two features that can be seen in the source. This is comprehension; there are no inferences.

Student 2

The chainmail and helmets the Normans are wearing show that they were well prepared for battle. The Saxons aren't wearing armour at all, so would have been easier to kill.

Student 2 is drawing two inferences from the source – that the Normans were well prepared and that the Saxon soldiers were easier to kill. The student is giving reasons for drawing those inferences.

Now let's try using the same skill with a written source.

Read Source C on page 41. What two inferences can you draw from this source about the results of the harrying of the North?

Student 1

As a result of the harrying of the North, corpses were left to rot and no villages between York and Durham were lived in.

Student 1 is describing two results of the harrying of the North. This is comprehension; there are no inferences.

Student 2

People were forced to eat human flesh – this suggests that all the food and farm animals had been taken or destroyed by the Normans. The fact that a monk wrote about the harrying of the North so long afterwards shows that it was such a terrible event that people remembered it for a long time.

Student 2 is drawing an inference from the fact that people ate human flesh – that all other food sources had been taken or destroyed. The student is also making an inference by thinking about who wrote the source and why.

Your turn!

Read Source A on page 17. What two inferences can you draw from this source about the Saxon invasions of England in about AD 440?

Quick Quizzes are included to give you a snap shot of how much students remember of from the unit. The answers are in the back of the book.

Writing Historically pages help students improve their writing so that they can show how much they know and understand in their written work. These pages are packed with examples of how to improve.

Where possible, features are identical to those in our GCSE textbooks, so students will already be familiar with these when they get to GCSE.

Open questions at the start of enquiries help you to gauge what your student might already know, or think they know, about a topic.

The activities are carefully designed to progress students on the **Pearson Progression Scale**, which is linked to the GCSE mark schemes. Where possible, questions are assigned Steps so that you know the level of demand, and all questions are colour-coded – the darker the background, the harder the question. The questions build towards what will be assessed in the linked assessments.

Download free sample chapters

[pearsonschools.co.uk/exploringhistory](https://www.pearsonschools.co.uk/exploringhistory)

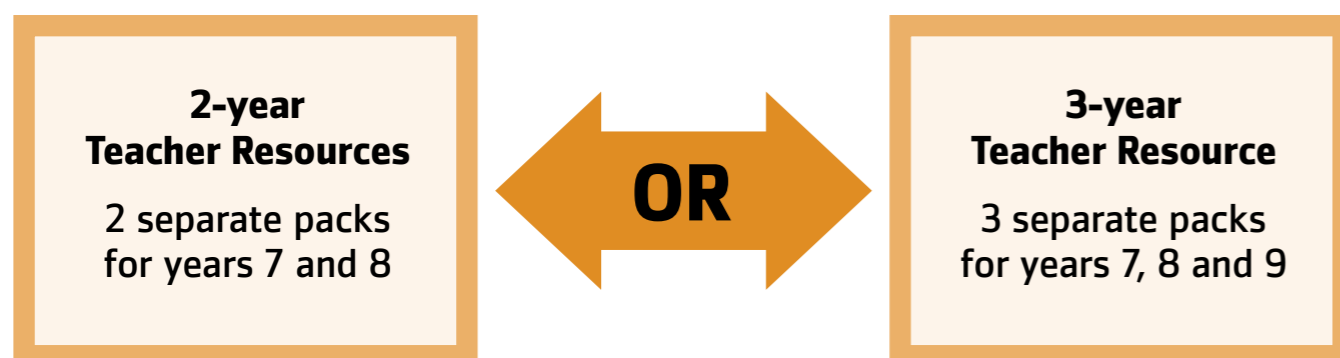


Clear and easy-to-use teaching resources

Exploring History fully supports schools choosing to teach over either 2 or 3 years, by providing separate teacher resources for each approach.

Our Exploring History Teacher Resource Packs are delivered through our ActiveTeach platform, available to download as a one-off purchase.

Providing engaging lesson ideas, worksheets, knowledge organisers and tests, our Teacher Resource Packs are tailor-made for you – just buy the relevant packs!



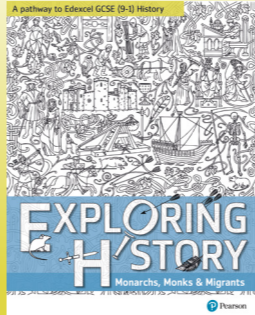
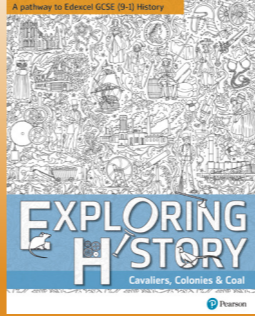
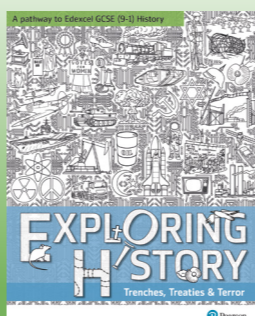
All our Teacher Resources Packs include:

- 76 lesson plans
- Approximately 76 worksheets
- Knowledge organisers
- Knowledge tests that recap previous units as well as testing the one just studied.

Title	ISBN	Years covered
Exploring History 2-year Teacher Resources	9781292227146	Year 7
Exploring History 2-year Teacher Resources	9781292227153	Year 8
Exploring History 3-year Teacher Resources	9781292227160	Year 7
Exploring History 3-year Teacher Resources	9781292227177	Year 8
Exploring History 3-year Teacher Resources	9781292227184	Year 9

Carefully chosen topics to provide key background knowledge for GCSE

Thanks to **engaging enquiry questions, lively illustrations and varied, differentiated activities**, Exploring History is an ideal resource for students of all abilities. The content of each Student Book has been carefully structured to cover the core 3-year Edexcel KS3 History Scheme of Work. The Student Books are also available digitally as ActiveBook online subscriptions for schools.

Title	ISBN	Content covered
Edexcel Key Stage 3 Scheme of Work	Download for free at pearsonschools.co.uk/ks3-exphist-sow	
 Exploring History Student Book 1: Monarchs, Monks and Migrants	978 1 292218 69 4	The Norman Conquest Religion in medieval England The Islamic world The problems of medieval monarchs The Black Death Migration
 Exploring History Student Book 2: Cavaliers, Colonies and Coal	978 1 292218 70 0	Challenges to the Catholic Church The English Civil War West African Kingdoms (16th century) The Slave Trade The British Empire The Industrial Revolution
 Exploring History Student Book 3: Trenches, Treaties and Terror	978 1 292218 71 7	The Suffragettes The First World War Conflict in the 20th Century The Holocaust The Middle East What's the best way to bring about change?

Exploring History Teacher Resources

Our Exploring History Teacher Resource Packs are delivered through our ActiveTeach platform, available to download as a one-off purchase. See page 8 for details.

Supporting you every step of the way...

Our **resources** and **free support**, including the **Edexcel KS3 History Interactive and downloadable Schemes of Work**, have all been designed to support success in history. Together, they'll provide you with all the support you need to help your students achieve their best.

Plan We'll help you navigate the changes and design your new Key Stage 3 course.

- **Online lesson plans with differentiation ideas**

With our downloadable Teacher Resources delivered through our ActiveTeach platform, you'll get **lesson plans linked to the Edexcel KS3 Interactive and downloadable Schemes of Work** to help you teach the core content.

They also contain **differentiation ideas** to help you keep all your students engaged and making progress, and come with worksheets to make delivering your lessons even easier.

- **Edexcel KS3 History Interactive and downloadable Schemes of Work**
- **Guidance documents**

Teach Our high-quality support will help you teach the knowledge and skills students will need.

- **Student Books covering the core content in the Edexcel KS3 Scheme of Work**

series edited by Rosemary Rees.

- **ActiveBooks**

Online editions of the Student Books that can be personalised with annotations and notes.

- **Editable worksheets to use with the Student Books and lesson plans.**

Track and Assess We'll help you track every student's progress

- **Half-termly assessments and mark schemes**

- **Markbook** to help you record and analyse assessment performance.

- **Knowledge tests** that assess how much students remember from earlier in KS3, as well as the unit they've just studied.

Pearson Progression service, including:

- baseline tests to assess every student's starting point.
- free progression maps, to track students' progress from 11–16.

Paid-for resources from Pearson: KS3 Exploring History

Free resources from Pearson

Teach seamlessly across KS3 and GCSE

Learn more about our Pearson Edexcel GCSE (9–1) History resources...

Exploring History has been developed to include a number of features found in our Pearson Edexcel GCSE (9–1) History Student Books, **providing continuity of the learning experience across Key Stages 3 and 4.**

Now also supported by the **new Interactive Scheme of Work**, which helps you manage the content requirements for GCSE by recommending how long to spend on each unit – reducing planning time and giving you more time for teaching. It also recommends a route through KS3 based on the options you select at GCSE, whether you teach over two or three years.



We offer a **Student Book for every option** in the Pearson Edexcel GCSE (9–1) History specification – including **seven foundation level Student Books** to students of all abilities. Our Edexcel GCSE (9–1) History resources have been created specifically for the new qualification and are designed to help develop confident, articulate and successful historians.

- Complete coverage of the new Pearson Edexcel GCSE (9-1) History specification.
- Expert support for exam preparation and practice.
- Designed to help every student make progress.
- Targeted guidance to develop students' historical thinking skills.
- Focused on helping improve students' historical writing skills.

Also available: ActiveLearn Digital Service, including all the guidance, lesson plans and assessments you need to make delivery a breeze.

ActiveLearn
Digital Service

For further information, visit
[pearsonschools.co.uk/gcse-history](https://www.pearsonschools.co.uk/gcse-history)



Next Steps...

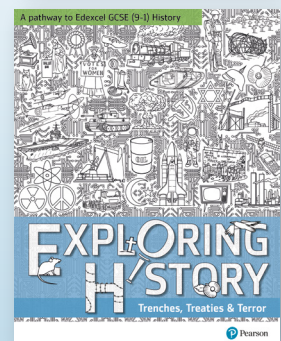
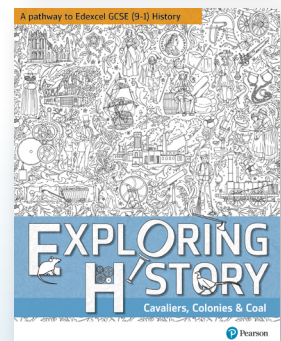
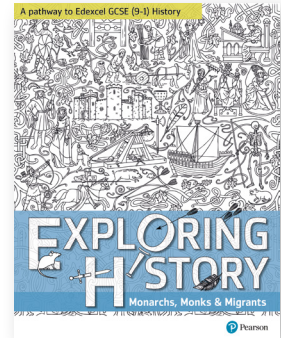
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Speak to us

To discuss the best package for you and
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or appointment with one of our history
experts. Get in touch:

go.pearson.com/exphist-contact

