

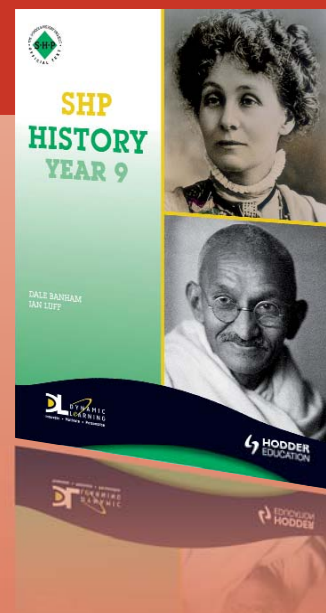
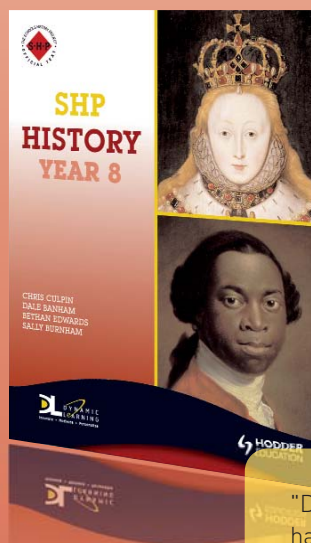
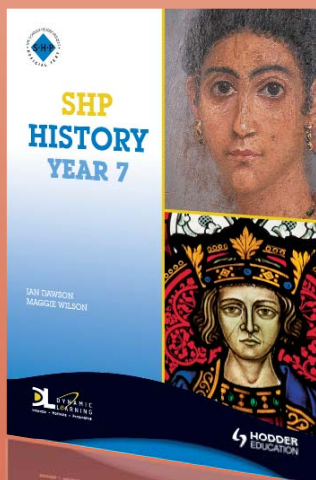


SHP HISTORY

Are you a History teacher searching for a Key Stage 3 course with sophisticated lesson sequences that builds skills and concepts progressively step-by-step, across the years?

Do you want to embrace the ethos of the revised Programme of Study and build frameworks to help your pupils understand how history at Key Stage 3 all fits together?

Would you like to enjoy the confidence that comes with using a course developed in association with the leading body for history curriculum development?



"Delivering the new KS3 programme of study has just got a whole lot easier - and better!"

Mr D Bartlett, Subject Leader History,
Ponteland Community High School

SHP History is a new book-per-year course that offers a structured route through Key Stage 3, and meets the requirements of the revised National Curriculum.

The aim is to help pupils to build the big pictures, and link the course together to develop their conceptual and chronological framework.



We do this through:

'Big Stories' which build from year to year, and are clearly connected to the present, showing pupils why understanding the past is so vital for understanding today.

'Doing History' features throughout the course to develop understanding of the key concepts and processes of history, and give you plenty of opportunity for Assessment for Learning.

Plus all of the features you'd expect from SHP...

- Intriguing content
- In-depth historical investigations
- Meaningful tasks
- Varied learning styles

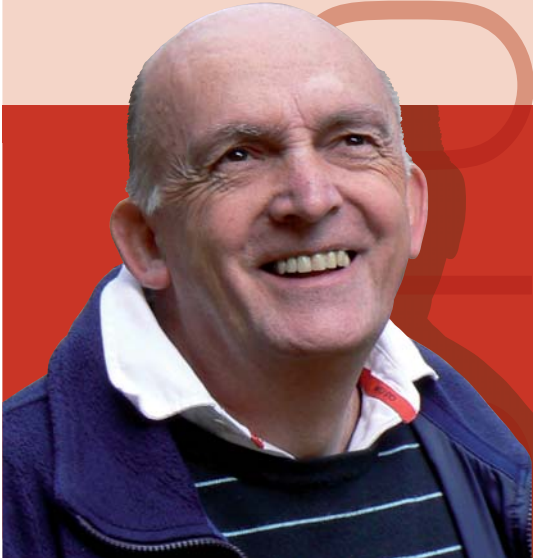
See order form for fantastic offers!



RY

A truly coherent and cohesive Key Stage 3 course

SHP History offers practical guidance on course planning around big thematic stories, and how to incorporate existing widely-taught topics within the newly-defined 'range and content' so that you are confident teaching to the revised National Curriculum



Ian Dawson, Series Editor and Publications Director of the Schools History Project

Why did we develop this series? To help students and teachers enjoy their History but, even more importantly, to give students a sense of achievement. We want them to say, at the end of KS3, "I can tell the Big History Stories across time – and I know how to use evidence and other skills to build up and evaluate those stories". It's about making KS3 History more coherent, more challenging and clearly linked to the present, showing why understanding the past is so vital for understanding today.

H

The 'Big Story' page at the end of each unit summarises or asks pupils to summarise the key developments in the stories of migration, war, empire, power or ordinary life so pupils can re-use those points when returning to that story later in KS3

Integrates e-learning with book based learning:

Mini and maxi activities support teaching and learning, and all of the features of the Pupils' Books, including artwork, photos, sources and author text, are available in digital format on the Dynamic Learning Network Edition CD-ROM

And if you are short of time to teach KS3 History, the course:

- Mixes enjoyable, active, effective overviews with enthusing depth studies to reduce the pressure on curriculum time
- Provides choice – short-cuts in the books enable groups to work on parallel topics

SHS

Key Features of the Pupil's Books

Engage and inspire pupils with the visual sources

Clarkson's journey 1787-1788

London, early 1787

Clarkson's notes

My journey started in London. The first African trading ship I boarded was not a slave ship. The 'Liverpool' had arrived from Africa with a cargo of ivory, beavers, palm oil, pepper and beautifully woven and dyed cloth. I soon realised that many of the goods had been produced by skilled craftsmen and was horrified to think that these people might be made slaves. I bought samples of everything and added to this collection over the following years. I kept these products in a small chest and used the contents to challenge the negative views about the African way of life held by many British people at the time. My aim was also to show that Britain could carry on a profitable trade with Africa in goods other than human beings.

SOURCE 4 This painting of Thomas Clarkson was produced by A E Chalon. On the right is a map of Africa. At Clarkson's feet is his map of Africa, a tobacco pipe, a spinning wheel, tobacco, cotton, and an African loom and spindle.

Clarkson's notes

I also read a great deal. I soon realised that other people had similar views to my own. One of the few people to write positively about Africa was John Wesley, the founder of Methodism. His pamphlet 'Thoughts upon Slavery' was published in 1774. Here are some of the things he wrote.

CLARKSON CHALLENGE 3 continued

Use the material on pages 76-79 to fill in your evidence collection table (page 75).



Thoughts On SLAVERY.

By John Wesley.

THE GOLD-COAST and Slave-Coast, all who have seen it agree, is fruitful and pleasant. It produces vast amounts of rice and other grain, plenty of fruit, oil, and fish in great abundance, with much tame and wild cattle. The same is true of the kingdoms of Benin, Congo and Angola. These three nations practise several trades; they have smiths, saddlers, potters and weavers. And they are very ingenious at their several occupations. Their smiths not only make all the instruments of iron, but also work many things neatly in gold and silver. It is chiefly the women and children who weave fine cloth, which they dye blue and black.



In London I met three people who gave me lots of information about what the slave trade was really like. Granville Sharp was a lawyer who helped to form the Society for Effecting the Abolition of the Slave Trade with me. Sharp was one of the few people in England at the time already campaigning against slavery. A few years earlier he had tried to prosecute the captain of one slave ship for murder.



Granville Sharp

In 1782 Collingwood, the captain of the slave ship Zong, ordered that over 130 slaves be thrown overboard. The ship had left Africa in September. By November 60 slaves had died and many were seriously ill. Collingwood knew that when he reached Jamaica he would not be able to sell the sick slaves and that the ship's owners would lose money. Collingwood thought that if they throw the sick slaves overboard the owners would be able to claim money back from the insurance company. Those slaves who put up a fight were chained before they were thrown overboard.

The owners claimed insurance money for the value of the dead slaves. I tried to prosecute the ship's captain for murder but failed. The judge said that murder was not the issue and that it was 'just as if horses were killed'.

One day, when all our people were gone out to their work as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both. My sister and I were separated and I ended up in the hands of a slave dealer who supplied the Atlantic slave ships.

Six months later I found myself on board a slave ship. The heat, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. The air soon became unfit for breathing, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. This wretched situation was made worse by the chains and the filth of the toilet buckets into which the children often fell and were almost suffocated. The shrieks of women, and the groaning of the dying, created a scene of horror almost unbelievable. Three desperate slaves tried to kill themselves by jumping overboard. Two drowned, the other was captured and beaten unmercifully. When I refused to eat, I too was beaten.

African slave dealers capture men, women and children and march them to the coast where they are traded for goods. The prisoners are forced to march long distances, sometimes hundreds of miles, with their hands tied behind their backs. The prisoners are connected by chains or wooden neck yokes.

Their journey to the coast can take months and sometimes nearly half can die on the journey.



Olaudah Equiano



John Clarkson

Introduce the processes involved in investigating the past

Build pupils' skills progressively step-by-step, throughout the Key Stage with the 'Doing History' feature



DOING HISTORY: Change and continuity

CHANGE AND CONTINUITY

At any one time there are things that are changing and things that are staying the same.

- Some changes happen quickly. Some happen slowly.

Recap

You used these two ideas last year. You have seen a lot of evidence of these two ideas in this section. Look at the following pairs of statements.

1530s



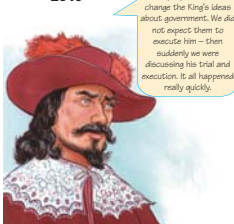
I have the power as king to change the whole country's religion. That's why I was able to leave the Catholic Church and set up the Church of England. That shows how powerful the king still is.

1530s



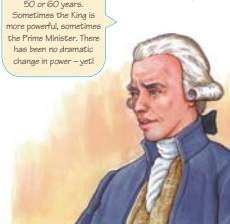
The king is still extremely powerful but the power of Parliament has changed, thanks to the king. We have been meeting regularly and passing laws on more important things, like religion.

1649



The country went to war in 1642 because some people wanted to change the king's ideas about government. We did not expect them to execute him - that suddenly we were discussing his trial and execution. It all happened really quickly.

1770



We have had a prime minister now for 50 or 60 years. Sometimes the King is more powerful, sometimes the Prime Minister. There has been no dramatic change in power - yet!

What information do the statements on page 174 tell you?

- What has changed?
- What has stayed the same?
- Which of the changes happened most quickly?
- Which changes happened most slowly?

Now here is a new idea.

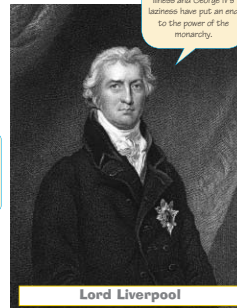
Change and continuity

A key turning point in a pattern of events is often called a 'turning point'. A turning point is a time of great change, leaving things permanently different from how they were before.

- Which of the two speakers below is describing a turning point?
- What other examples of turning points have you studied in this section?



The execution of Charles Stuart changed things forever. England will never be the same again. Parliament will always be more powerful than the king.



The prime minister and his ministers run the country now. George IV's illness and George IV's laziness have put an end to the power of the monarchy.

Lord Liverpool



You will do more work on change and continuity later in this course. How will you record these big ideas so you can remember them and use them next time?

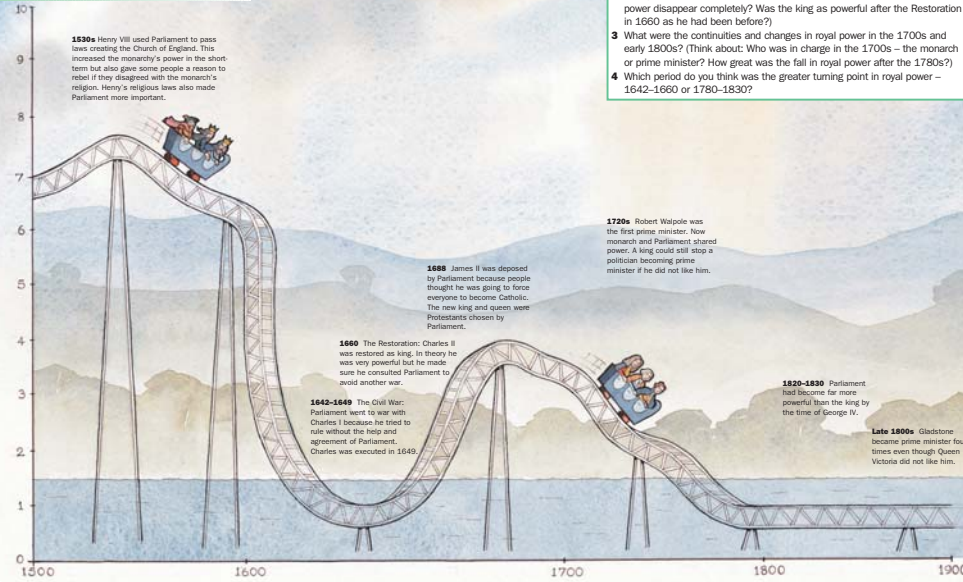
Each concept and process emerges naturally from an enquiry with new challenges appearing in each year

Empower pupils with the skills and knowledge they need to tell thematic stories across time. This Year 8 Pupil's Book spread follows directly on from The Big Story of Power that was introduced in Year 7. It will continue in Year 9



THE BIG STORY: Power Part Two – monarchy

Now it is time to pull together your ideas about the Big Story of royal power.



DISCUSS

Your rollercoaster has been showing the story of the changing power of the monarchy. Compare yours with ours below. There are no right answers. Then discuss:

- 1 How was royal power developing in the 1500s? (Think about: Was this a major change or was there plenty of continuity from the Middle Ages?)
- 2 How great was the fall in royal power in the 1600s? (Think about: Did royal power disappear completely? Was the king as powerful after the Restoration in 1660 as he had been before?)
- 3 What were the continuities and changes in royal power in the 1700s and early 1800s? (Think about: Who was in charge in the 1700s – the monarch or prime minister? How great was the fall in royal power after the 1780s?)
- 4 Which period do you think was the greater turning point in royal power – 1642-1660 or 1780-1830?



Your completed rollercoaster will be a good way of recording what you have learnt about royal power. Is there anything more you want to add to it? You could record an audio commentary to describe and explain the pattern you have shown.

THE BIG STORY

THE BIG STORY: Power Part Two – monarchy

Engage pupils with an active learning approach

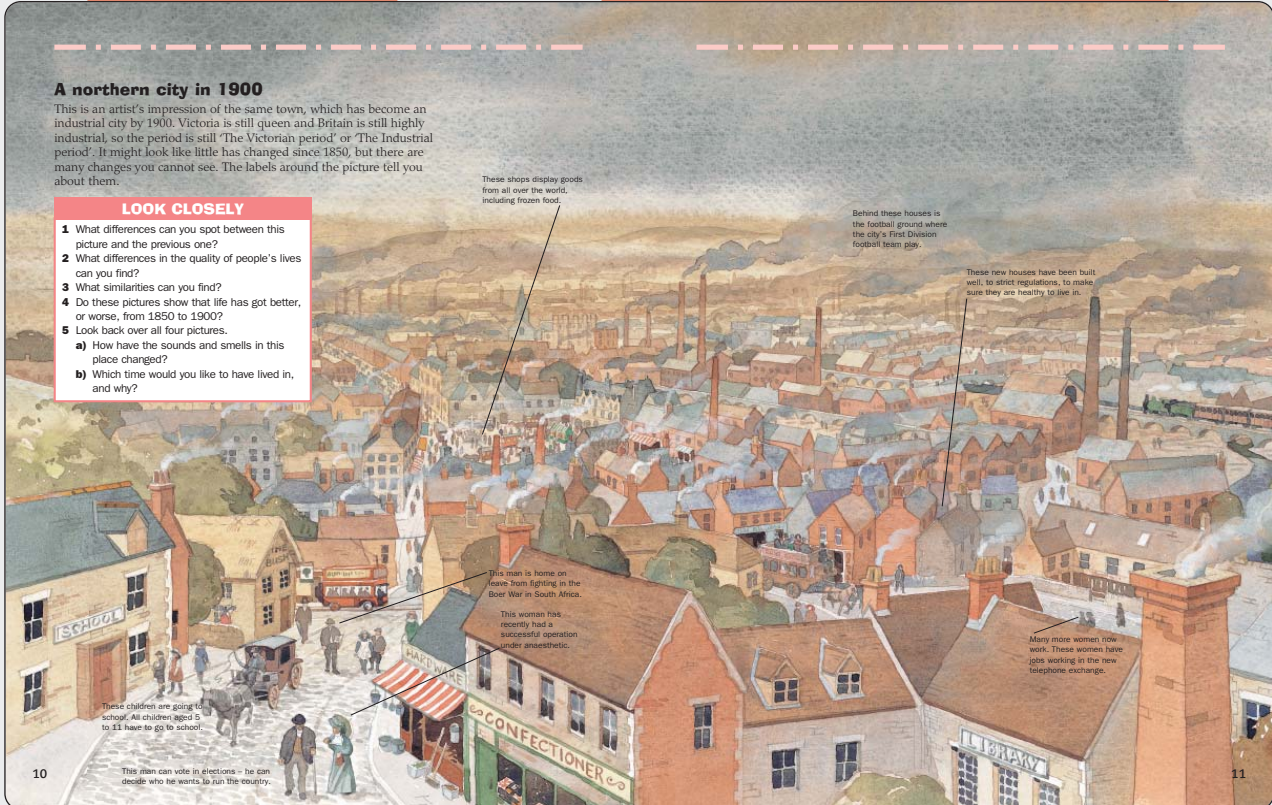
Help pupils develop an understanding of consequences for ordinary people of the events

A northern city in 1900

This is an artist's impression of the same town, which has become an industrial city by 1900. Victoria is still queen and Britain is still highly industrial, so the period is still 'The Victorian period' or 'The Industrial period'. It might look like little has changed since 1850, but there are many changes you cannot see. The labels around the picture tell you about them.

LOOK CLOSELY

- 1 What differences can you spot between this picture and the previous one?
- 2 What differences in the quality of people's lives can you find?
- 3 What similarities can you find?
- 4 Do these pictures show that life has got better, or worse, from 1850 to 1900?
- 5 Look back over all four pictures.
 - a) How have the sounds and smells in this place changed?
 - b) Which time would you like to have lived in, and why?



Check out the order form for fantastic offers to help you stretch your budget!

To order - t: 01235 827720 | f: 01235 400401 | e: education@bookpoint.co.uk

Key Features of the Dynamic Learning Network Edition CD-ROM

Every picture, source and activity opens in its own pop-up from which you can launch further activities

Maxi-activities provide ICT based lesson sequences that run entirely from the whiteboard or the school network

The screenshot displays the 'SHP HISTORY YEAR 7' interface. The main window is titled 'The Mystery of the Skeletons' and is divided into several sections. On the left, there is a 'STAGE 1' section with 'Ask questions' and a list of questions. The central area contains an 'INTRODUCTION: THE MYSTERY OF THE SKELETONS' section with a text box describing the role of an archaeologist and a list of steps: 'Step 1: Open your Notebook', 'Step 2: Examine the evidence', 'Step 3: Open the Degree of Certainty Line', and 'Finally: Write your own explanation'. On the right, there is a 'CLUE C' section with a close-up of a skull and a map of Maiden Castle. The interface includes a 'Contents' button at the bottom left and a 'GO' button at the bottom right.



If you want to use ICT to make your lessons more engaging and interactive with minimum hassle, Dynamic Learning is the e-learning environment that helps you to bring History at Key Stage 3 to life because it:

- Is easy to use
- Provides motivating, interactive lessons
- Facilitates personalisation
- Contains high quality and suitable content
- Enables you to use your VLE to deliver the course
- Is affordable and you can be confident it will work

Mini-activities provide short, focused lesson starters and plenaries to stimulate curiosity and reinforce learning

All pictures, sources, activities and worksheets can be exported to your VLE

The screenshot displays the 'SHP HISTORY YEAR 7' interface. The main window is titled 'DOING HISTORY: Sources' and is divided into several sections. On the left, there is a 'Sources are' section with a list of sources: 'a Documents', 'b Pictures', and 'c Artifacts'. The central area contains an 'ACTIVITY' section with a list of tasks: '1. Work out which of sources 1-5 are documents (written sources) and which are artifacts (objects). That is not as easy as it sounds.', '2. Look back to pages 3-7. Find one other kind of artifact that is different from anything on this spread.', '3. Choose one source on this spread. Write two things it tells you about the people who made it or what their life was like.', '4. Choose one period of history that you studied at Key Stage 2. List three sources that give evidence about that period.', '5. Name two sources that will tell future historians about life today but that did not exist 2000 years ago, at the time of the Romans.' On the right, there is a 'How to get better at History' section with a list of tasks: '1. We learn the facts. What happened or what happened next?', '2. We find out the facts. What happened or what happened next?', '3. In our history lessons, what happened and what happened next?'. The interface includes a 'Contents' button at the bottom left and a 'GO' button at the bottom right.

Lesson Builder Technology in Dynamic Learning allows you to put all the components of the Pupil's Book, the Network CD-ROM and the Teacher's Resource CD-ROM into your personalised lessons

Key Features of the Teacher's Resource Book

Lesson sequence plan	The Big Story of Movement and Settlement
Summary	This brief section builds on the Quick History of Britain by introducing key ideas about Movement and Settlement. This is the first 'Big Story' that pupils meet so this concept of a thematic story across time is introduced through the concrete medium of a jigsaw puzzle.
Time needed	Approximately 90 minutes
Key concepts and processes	Chronology; what a 'Big Story' across time is and the aim of being able to tell a number of Big Stories by the end of KS3.
Resources	Pupil's Book pp. 20-27 TRB sheets 10-12 On CD: Activity 1.10 Learning Log

Objectives
By the end of this enquiry pupils should understand that:

- one of the main outcomes of KS3 History will be the ability to tell Big Stories such as the history of Movement and Settlement across time
- people have always moved and settled in other places and we all have migrants in our families
- they need a range of skills to do well in History and be able to identify some of these skills.

Starter
Use the puzzles on pp.20-21 quickly. They are meant to be short, sharp activities.
Puzzle 1: you could tell the first story verbally, then ask pupils to read the stories of Barates and Mary Seacole and identify what the three stories have in common - that they were all migrants.
If you have a migrant in your own family then substitute him or her for Uncle Frank - pupils respond very positively to their teacher's family stories. (And you could use that well-known migrant from Peru, Paddington Bear!)
Puzzle 2 is about people who were all descended from migrants, as explained on p.22.

Development

Step 1

- Ask pupils what examples they would use for pp.20-21 to support the two Key Points about Movement and Settlement on pp.22-23.
- Then ask them to supply more examples from the Quick History.
- Use the Learning Log Activity to record these Key Points and examples for future use.

Step 2
Introduce the idea of a Big Story across time using the Movement and Settlement Jigsaw on p.25. It is vital that pupils understand that a major objective in KS3 History is for them to be able to retell these stories across time but this needs to be made concrete rather than simply being a verbal explanation. Therefore creating jigsaw pieces from TRB sheet 11 or printing them out from DL and asking pupils to solve the jigsaw puzzle is an important task.

Plenary
The Big Story Jigsaw introduces one of the major aims of KS3 History and this leads into pp.26-27 on 'How to do well in History'. It is worth taking a few minutes to ask what qualities on p.26 they rate highly for success in History - an important assessment for learning task. It is important that the valuable skills are made explicit otherwise some pupils' perceptions of what will make them successful will be seriously flawed. These same qualities are also on TRB sheet 12 for them to annotate.

Assessment for learning: outcomes to look for

- Can pupils use examples effectively to support the Movement and Settlement Key Points?
- Can they explain to you what a 'Big Story' across time is and how this forms an important part of KS3 History?
- Can they identify important skills for success in History?

Other CD activities

- Activity 1.8 On the Move in the Roman Empire - a map-based activity on how eight people moved around the Roman Empire
- Activity 1.12 Spot the Anachronism in a picture of a Roman street.

Lesson sequence plan

Detailed plans are provided for each lesson sequence

The introduction provides authoritative guidance on planning a course for the revised national curriculum

Teaching Tips Help? Minimise X Quit

How to get better at History!

If you agree, click the thumbs up.

The teacher tells us the story and we read it in a book.

Use them to work on questions.

The teacher tells us the story and we write things down.

8 / 111 GO

Worksheets support all the main tasks and are also available on the Teacher's Resource CD-ROM

Carefully selected weblinks are provided to further support, or provide ideas for local history through the use of museums and galleries

1.5 Doing History: What is History?

Here are three ideas you have learned from the Mystery of the Skeletons. Your task is to fill in this sheet with words, sentences, drawings or whatever will remind you of these important ideas. For example you scatter some 'question words' around Point 1 or write a list of questions about the skeletons or ... it's up to you!

History is
...enquiry - asking questions!

History is
...using sources to answer our questions

History is
...explaining what happened BUT ... is sometimes uncertain

22 SHP History Y7 Teacher's Resource Book © Hodder Education

Building the Big Stories across the Key Stage

Year 7 Sample

At the end of each unit, the Big Story page summarises or asks pupils to summarise the key developments in the relevant strand so pupils can re-use those points when returning to that strand later in KS3



THE BIG STORY: Empires Part One

Now it's time to sum up what you have learned about the Roman Empire and see where it fits into the Big Story.



- On this page are some PowerPoint slides that show the three questions you have investigated about the Roman Empire and some bullet point answers. Try to improve these slides by:
 - adding pictures or examples to support each point
 - adding other points you think are important to remember about the Roman Empire.
- Choose two things about the Roman Empire that have surprised or interested you. Explain your choice.

Why did the Romans want an empire?

- Power
- Fame
-
-
-

Insert picture

How did the Romans take over and control their empire?

- Powerful army
- By helping some people to do well out of Roman rule
-
-
-

How did the Roman Empire affect people?

- Many died
- Some became richer
-
-
-

Insert picture

Where does the Roman Empire fit into the Big Story? There have been lots of empires in history. The Romans were not the first, and certainly not the last. In this course you will study two other empires in detail: the Spanish Empire and the British Empire (see map). When you study these empires, remember what you have learned from the Roman Empire in particular.

Empires affect people in different ways. There are winners and losers. Some people benefit; some people are harmed.

So...when you meet a new empire, think about who are the winners and who are the losers.

How an empire affects people is linked to why they wanted the empire in the first place.

So...when you meet a new empire think about whether they wanted the empire in order to trade with it or just to strip it clean and take away its wealth.

How an empire affects people is also linked to how they got and controlled it.

So...when you meet a new empire, think about whether they controlled this empire through extreme violence or by helping people to improve their lives.



ACTIVITY

1. Read Sources 1-3. They were all written by empire builders.

- Which empire are they writing about?
- What do they agree about?
- What do they disagree about?

2. When you study the British Empire you will ask the same three questions:

- Why did Britain want an empire?
- How did they get it and control it?
- What effects did it have?

Do you think your answers for the British Empire will be similar to or different from the answers about the Roman Empire?

SOURCE 1 Written by Cecil Rhodes, who was one of the leaders in building the British Empire in Africa in the late 1800s

I contend that we are the first race in the world. And the more of the world we inhabit, the better it is for the human race. I will work for the furtherance of the British Empire, to bring the whole uncivilised world under British control.

SOURCE 1 From the Roman writer, Virgil

Your task, Romans, is to rule the world. Establish civilisation where there is peace, be merciful when people surrender, destroy with war anyone who opposes you.

SOURCE 3 Written by Lord Curzon, the British viceroy [ruler] of India in 1900

If I felt that we were not working here for the good of India... then I would see the link that holds England and India together broken without a sigh.

Year 8 Sample

SECTION 2 EMPIRE WHY WERE EUROPEANS MAD ABOUT EMPIRES?



An extraordinary meeting

The Date:
8 November 1519

The Place:
A causeway across a lake somewhere in what is now Mexico.

SOURCE 1
The meeting of Moctezuma and Cortes, painted by an unknown European artist in the nineteenth century.

ACTIVITY

This picture was painted in the nineteenth century by an unknown artist at a time when most people in Europe believed that empires were a good thing.

- What can you tell from the picture and the text about the buildings, the weapons and the wealth of the Spaniards and the Aztecs?
- What details in the picture tell you that the artist thought empires were a good thing?
- Now that you know something about empires what do you think will happen next?

The Leader of the Aztecs:

Moctezuma. He was the ruler of 8 million people in the Aztec Empire, covering all of what is now southern Mexico. He lived in a beautiful palace in Tenochtitlan, which had gardens, aviaries and a zoo. He ate off gold plates and drank from gold goblets, waited on by dozens of barefoot servants, who were ordered never to look at him on pain of death.

As Moctezuma came along the causeway, he was protected from the sun by a canopy of brilliant green feathers and his noblemen held down their cloaks for him to walk on. He was wearing turquoise shoes, the only person allowed to wear this colour.

The Meeting: Both leaders bowed and exchanged gifts. Cortes gave Moctezuma a necklace of glass beads. Moctezuma gave Cortes a necklace of gold.

The People: Coming from a city called Tenochtitlan, built on the lake, were Americans: several hundred Aztecs. Most were richly dressed, in brightly coloured cotton clothes, with flashing feather headdresses in their black, glistening hair and wearing large gold ornaments.

Coming from the edge of the lake were Europeans: about 400 Spaniards. They were a rough-looking lot. Some were wearing armour; some were carrying guns; most carried long swords; a few were mounted on horses.



The Leader of the Spanish: Cortes. He was an educated man, with a degree from a Spanish university, but had got bored with life in Spain. For some twenty years he had been living in the new Spanish colonies in the Caribbean.

Looking back

Last year you looked at the Roman Empire and you asked the following questions:

- Why did the Romans want an empire?
- How did they get it and control it?
- What impact did the empire have?

What answers can you remember? How good was your Learning Log?

Looking forward

This year you will be studying two more European empires: the Spanish Empire and the British Empire. The stories are huge. Huge in space – virtually the whole world was involved. Huge in time – they start in about 1500 and they are not really over yet. You will be using the same three questions.

- Why did they want an empire?
- How did they get it and control it?
- What impact did each empire have?

In Year 8 pupils study the Spanish Empire and the beginnings of the British Empire

Starter activities remind pupils of the 'Big Story' of Empire that they studied in previous years and helps them build on what they already know

Year 9 Sample

SECTION 4 EMPIRE

Was Duleep Singh a winner or loser from the British Empire?

The Big Story of Empire

Looking back

You saw in Year 7 and Year 8 that empires can have very different effects on different people. Some people gain from empire – possibly because they are traders who sell things or because they work for the empire builders – others lose when their interests come into conflict with those of the empire.

Check your Learning Log. What examples can you give of people who gained or lost from:

a) the Roman Empire

b) the Aztec Empire?

Looking forward

This year you are going to look more deeply at the story of the British Empire in India through the experiences of one man – Maharajah Duleep Singh. It is a powerful story of one man's direct contact with the British Empire. You will see that sometimes it is not at all clear cut whether someone is a winner or a loser. Duleep Singh himself would not have found it easy to decide if he had gained or lost from his contact with the British Empire. As you will see, his views changed over time.

Through this section you will see also see why empires are still so controversial today. Any empire, such as the British Empire, brings out strong emotions both at the time and much later as historians interpret it. Whether people like Duleep Singh gained or lost from the British Empire, indeed whether India itself gained or lost, is still a subject of hot debate to this day.



YOUR INVESTIGATION

Duleep Singh's story has been divided into five sections:

- Early years 1838–46
- Under British control 1846–54
- An English country gentleman 1854–80
- Still loyal? 1880–86
- England's proud enemy 1886–90



At the end of each stage you will

- try to decide on Duleep's own view: did he think he was gaining or losing at that point?
- also decide for yourself whether he seems to be gaining or losing from his contact with the British.

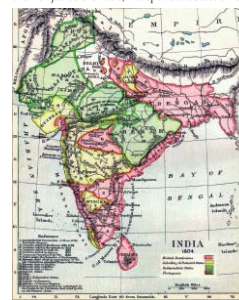
You will record your findings on a living graph like this.

Background

At the time of Duleep Singh's birth in the Punjab in 1838 the British were already firmly established in much of India. As you can see from the map they controlled many of its states directly and influenced the rulers of many others by bribery, trade and the threat of military force.

However, the Punjab in 1838 was a wealthy and powerful independent state. It was situated in a key position on the Indian subcontinent. The Punjab controlled the best route into India from the north west. It is the green area marked Lahore on the map below. To the north lay the huge Russian Empire, which had made no secret of its ambition to control India for itself.

In 1838 the Punjab was ruled by Duleep's father, Maharajah Ranjit Singh. He had a fearsome reputation as a warrior and was known as 'The Lion of the Punjab'. Ranjit had virtually created the Punjab as a united, independent state through a series of victorious wars.



Ranjit was respected by the British as a strong ruler and had signed a treaty of friendship with them. While Ranjit lived the British knew that the Punjab would not fall into Russian hands because his powerful and experienced army would be very difficult to defeat in battle and was totally loyal to its ruler. The British themselves had no wish to tangle with this well-led and army. The Punjab remained independent.

The question was what would happen when Ranjit died. One of his sons would become Maharajah. What then for the Punjab? What then for his sons?

DISCUSS

Read the background information on this page then before you go on suggest reasons why you might expect Duleep to be a winner from the British Empire and reasons he might be a loser.

In Year 9 pupils study the growth and decline of the British Empire

By the end of Year 9 pupils not only know about three different empires, they also have transferable knowledge about how empires grow, and how they affect people. It is this transferable understanding that they will be taking away from KS3

How to build the big stories? In the Pupil's Book we have used PowerPoint, mind maps, living graphs and sorting grids. On the Dynamic Learning Network Edition CD-ROM there are alternative approaches like podcasts or MovieMaker

SECTION 1 EMPIRES: THE ROMAN EMPIRE

What do you need to remember about empires?

The Roman Empire isn't the only empire you will investigate in History so you will do better next year if you can use what you have learned about empires this year. You are going to record your own podcast to answer the question: 'What do I need to remember about empires?'

Once you have recorded your podcast ask your teacher or another student to listen to it – what do they think? Now save it so you can use it again next year.

Open the Teacher's Notes

Model the activity

Open the top tips to help you get started

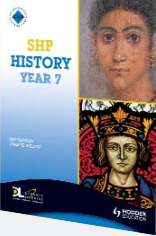
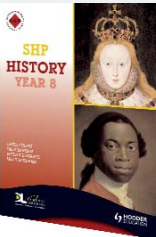
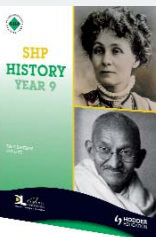
Check out the order form for fantastic offers to help you stretch your budget!

To order - t: 01235 827720 | f: 01235 400401 | e: education@bookpoint.co.uk

How does the course work?

For each year:

- A Pupil's Book provides the core material
- The same material (plus mini and maxi-activities, and the lesson builder facility) is available in digital format on the Dynamic Learning Network Edition CD-ROM
- The printed Teacher's Resource Book provides lesson plans and resource sheets per year
- The thematic stories specified in the National Curriculum are built explicitly across KS3
- At the end of each unit, the Big Story page summarises or asks pupils to summarise the key developments in the relevant strand so pupils can re-use those points when returning to that strand later in KS3
- History skills and processes are also developed steadily year by year and the 'Doing History' feature allows pupils to reflect on their own learning

	Year 7	Pupil's Book	Dynamic Learning Network Edition CD-ROM	Teacher's Resource Book with CD-ROM
	Year 8	Pupil's Book	Dynamic Learning Network Edition CD-ROM	Teacher's Resource Book with CD-ROM
	Year 9	Pupil's Book	Dynamic Learning Network Edition CD-ROM	Teacher's Resource Book with CD-ROM

SHP HISTORY

Remember...

- **SHP History** is written and edited by an experienced author team including Dale Banham, Sally Burnham, Chris Culpin, Ian Dawson, Bethan Edwards, Ian Luff and Maggie Wilson
- **SHP History** explicitly develops and consolidates pupils' understanding of chronological frameworks
- **SHP History** helps pupils gain a real sense of achievement from being able to tell the Big Stories of history across time
- **SHP History** gives pupils a coherent sense of the past rather than a range of interesting but often isolated details and stories
- **SHP History** provides a series of memorable and engaging activities
- **SHP History** uses the full range of processes and concepts as a springboard for GCSE success
- **SHP History** develops literacy, oracy and communication skills and links fully to citizenship targets

What teachers say...

"We are very impressed by the SHP book. It has helped us to make sense of the new Key Stage 3 syllabus in a way that combines all the fun and fascination that can come when studying the past, in partnership with the development of historical skills, processes and concepts. As a result, we are more confident than ever that our Year 7 students are enjoying their history whilst building a firm foundation for the future."

Esther Arnott, Lampton School, Hounslow

"I think our best experience of the book has been the overview bits. I think it has really helped the kids get the idea of change and that it is not always moving forward, with exercises like the quick history of Britain before 1066. The introductory 'What is History?' really worked well too. They quickly grasped the tentative nature of historical knowledge."

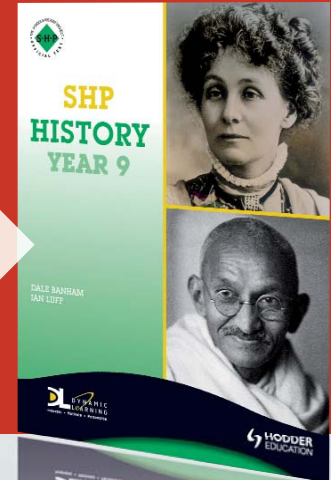
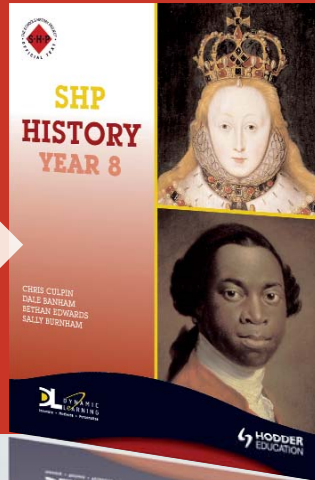
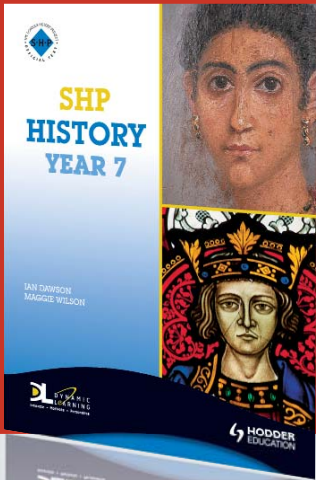
Dr Barbara Hibbert, Head of History, Harrogate Grammar School

Order now to take advantage of fantastic discounts! See order form for details.

To order - t: 01235 827720 | f: 01235 400401 | e: education@bookpoint.co.uk



SHP HISTORY



Get in touch!

For further information...

e: history@hodder.co.uk

f: 020 7873 6299

To order...

e: education@bookpoint.co.uk

t: 01235 827720

f: 01235 400401

**To arrange an appointment with your local
Hodder Education sales consultant...**

e: educationenquiries@hodder.co.uk

t: 020 7873 6272

f: 020 7873 6299