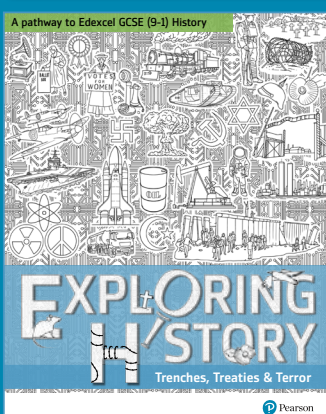
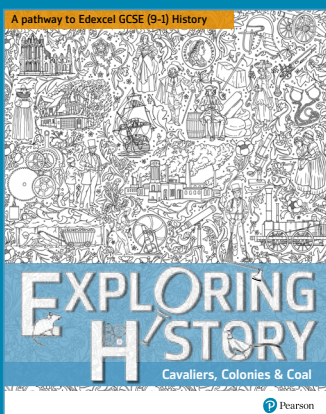
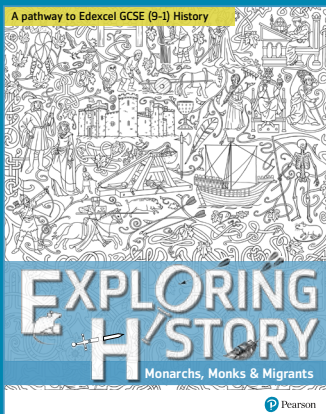
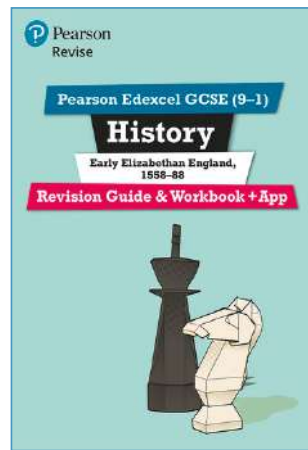


# Engage, support and develop confident historians from 11 - 19

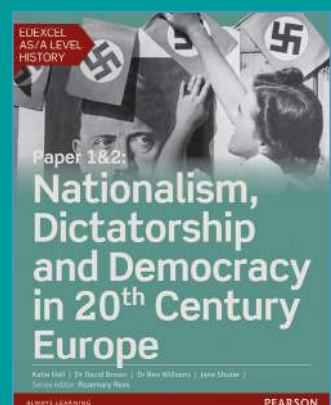
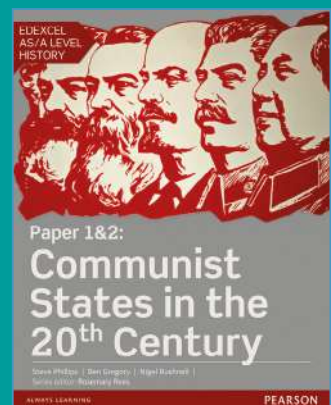
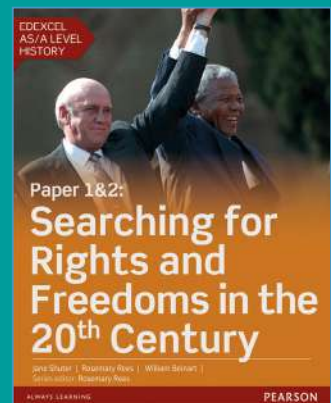
## KS3



## GCSE



## AS/A level



# Helping you engage and develop confident, historians

- Engaging students in history and supporting the development of their knowledge, skills and understanding is at the heart of our resources.
- We give you the tools you need at each stage to instil and harness a passion for history, develop students’ understanding to help each individual achieve their best.
- Supporting students’ progression and providing the ability for you to track their progress is built into our materials from the start of Year 7, right through to A level.

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See our full range of published resources at [pearsonschoools.co.uk/history11-19](https://www.pearsonschoools.co.uk/history11-19)

# Free support and resources

You can access a wide range of free resources and services to support your teaching via our resources and qualifications websites. These include:

### Interactive Schemes of Work for KS3 and GCSE




Delivered via an online planning tool, our interactive scheme of work provides you with a guide for teaching the content.

The tool allows you to tailor your KS3 and GCSE schemes of work to either a two or year three teaching approach.

Learn more about how our free Interactive Schemes of Work can be used to support our [Exploring History \(page 7\)](#) and [GCSE \(page 13\)](#) courses.


### ActiveLearn Progress & Assess Service for KS3 and GCSE



ActiveLearn Progress & Assess for history is a reliable, easy to use system to track students’ progress, from KS3 to GCSE. It can work alongside your own system, will give you confidence in your data, help you plan appropriate interventions, and teachers’ time.

Learn more about the free support available as part of ActiveLearn Progress and Assess to support our [Exploring History \(page 7\)](#) and [GCSE \(page 8\)](#) courses.

### Pearson Edexcel GCSE and AS/A level free qualification support



Our published resources for GCSE and AS/A level complement the free support that is provided as part of the Pearson Edexcel GCSE and AS/A level qualifications.

Discover the free support available for [GCSE \(page 13\)](#) and [AS/A level \(page 20\)](#) and learn about the free switching support available to help you move to the Pearson specifications ([see pages 22-23](#)).

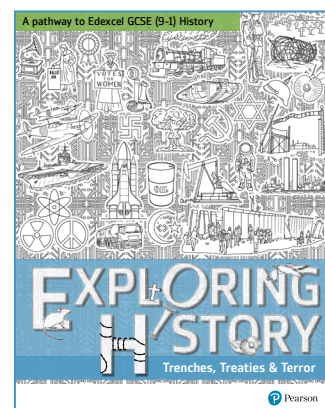
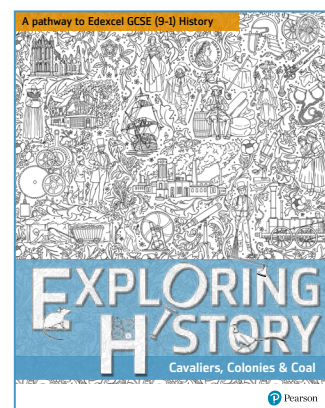
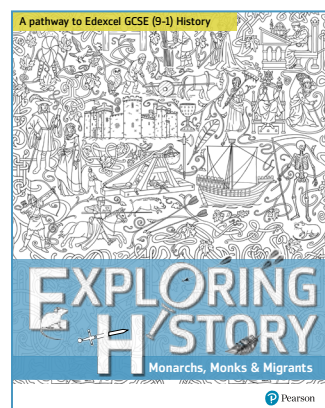
Learn more about all our free history qualifications support at: [quals.pearson.com/history11-19support](https://www.quals.pearson.com/history11-19support)



# EXPLORING HISTORY

Creating a passion for history at KS3

With its enthralling narratives, lively illustrations, varied sources and engaging enquiry questions, **Exploring History** is designed to spark an interest and inspire young historians.



## Instilling passion

Through a well-structured, chronological curriculum, Exploring History gives you the tools to focus on instilling and encouraging this passion in all learners.

It provides differentiated and flexible materials underpinned by a carefully sequenced progression through historical knowledge and skills, and supports planning, teaching and tracking progress across either a two or three year delivery.

## Developing confidence

Exploring History helps students acquire, develop and retain the knowledge, understanding and skills they need to become confident historians.

Activities gradually increase the level of demand along the four key skills strands of the Pearson Progression Scale.

In addition, it helps improve students' writing skills through techniques employed by our unique 'Writing Historically' approach.

## Measuring progress

Helping you ensure students are well-prepared to go on to study History at GCSE, the course provides high-quality materials underpinned by a carefully planned progression through historical knowledge and skills.

Differentiated activities together with formative and summative assessments help you see clearly what students have learnt and retained and where gaps exist.

## Student Books

Our Student Books help foster a love of history and promote engagement with appealing illustrations and contemporary sources. In addition, Writing Historically pages are packed with examples to help students improve their writing so that they can show how much they know and understand in their written work.

As well as great content, each chapter also contains spreads that focus on skills, conceptual understanding and progression to GCSE. Central to helping students transition to GCSE smoothly is the building of chronological understanding, so Timelines and questions focusing on chronology are included throughout the resources. Designed with continuity in mind, the Student Books contain features that also extend into our Edexcel GCSE (9-1) History resources, helping the transition from KS3 to KS4.

Content is structured around engaging enquiry questions, chosen to cover important background material for GCSE units.

### 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.

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.

**Source A:** The ruins of Furness Abbey, Cumbria.

### 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.

**Key term**

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

Why are ordinary people forbidden from reading the Bible, and why must the Bible and all of the church services be in Latin, when few people understand it?

The rich can pay to remove their sins, no matter how bad they are, through buying indulgences. This doesn't seem right.

Why is the Church so rich when so many people are so poor? It doesn't say in the Bible that we should worship God by building palaces for bishops!

People are getting carried away with superstitious nonsense such as worshipping statues. This has nothing to do with the worship of God.

The taxes the Church asks us to pay are too high and we can't afford them as well as feeding and clothing our families.

**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.

**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.

Open questions at the start of enquiries help you gauge what students already know about a topic.

All questions are colour coded – the darker the background, the harder the question. The questions build towards assessments in the linked Pearson Progress & Assess Service.

Teacher Resource Packs

Our Exploring History Teacher Resource Packs provide helpful lesson ideas, worksheets, knowledge organisers and tests, all delivered through our ActiveTeach platform, with separate packs for either a two or three year delivery available to download as a one-off purchase.

Each Teacher Resource Pack contains 76 engaging lesson plans, providing guidance on expected prior knowledge, common misconceptions, differentiation and links to GCSE, as well as support and time estimates for the starter, main, plenary and homework tasks.

Lesson plans

Detailed lesson introductions help you to identify key objections, challenge common misconceptions and see how the content of the lesson supports progression to the GCSE

Activities help you to engage students in the lesson, with clear differentiation to allow you to stretch and support your students

EXPLORING HISTORY3-Year KS3Cavaliers, Colonies and CoalWeeks 1-4: Was the Reformation a good thing?

Lesson 1: Catholicism under attack

Objectives

- Recap the key features of medieval religious belief.
- Categorise the reasons why people began to question the Catholic Church in the 16th century.

Prior knowledge

- Medieval beliefs about the afterlife, including heaven, hell and purgatory (see Book 1 Chapter 2, pages 48–49).
- Strategies used by medieval people to help them get to heaven (see Book 1 Chapter 2, pages 50–51).

Historical misconceptions to be challenged

- Medieval people accepted the Church's teachings without question. In the 16th century, more people began to question the Church's views on sin and the afterlife. There had been heretics, who had challenged the Church, in medieval times too.
- The medieval Church was fair, offering people an equal opportunity to prepare for the afterlife. Rich people could buy indulgences to replace penitential activities. This was unfair, because poor people still had to do penance.

Links to GCSE

- Background to Henry VIII and his ministers, 1509–1540

Resources

Student Book 2 pages 8–9

1 Worksheet 1

1 Worksheet 2

PPS focus

Evidence

Progression

Target Step 5

Stretch to Step 6

Optional pre-lesson task

Students could search for 'medieval monasteries' or 'medieval abbeys' on Google Maps, trying to find the one closest to them. Once found, they could find out what happened to the monastery in the 16th century and what remains of it now.

Starter activity

Differentiation

Time

Conduct a quiz based on the contents of Chapter 2 in Student Book 1. Ask students to decide which methods in the list below medieval people believed would help them get to heaven. Answers are provided in brackets.

Higher-ability students could be asked to recall some more methods medieval people believed would help them get to heaven.

10 mins

1. Going on a pilgrimage (✓).

2. Fasting (✓).

3. Farming on a Sunday (X).

4. Paying a priest to perform a mass for their salvation (✓).

5. Stealing from the rich to give to the poor (X).

6. Washing the feet of the poor (✓).

7. Touching a holy relic (✓).

8. Regular prayer (✓).

9. Camping in the churchyard (X).

10. Enforcing law and order (X).

Possible responses:

- Giving to charity.
- Reading parts of the Bible as a penance.
- Doing good works.
- Appealing to a saint.
- Setting up a hospital.
- Regular church attendance.
- Giving money to their church.

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Worksheets

Worksheets allow students to test their own knowledge, as well as providing opportunities for individual and group work

EXPLORING HISTORY3-Year KS3Cavaliers, Colonies and CoalWeeks 1-4: Was the Reformation a good thing?

1 Worksheet 1

The cards below all answer the question: 'Why did Geoffrey criticise the Catholic Church?' Cut them out and sort them into groups that are each about a similar reason.

1. Purgatory was believed to be a place where you suffered a punishment for each sin you committed.

2. The bill had arrived for Geoffrey's new Sunday best shirt. He could barely afford to pay for it.

3. Geoffrey had heard the priest read the Bible in Latin, but he could not understand it.

4. The priest, Andrew, had loads of money and could afford to buy shirts that were better than Geoffrey's.

5. Last Sunday, when the villagers turned up at the church, there was no priest around.

6. Geoffrey had committed many small sins and had not got enough time to do the penances to work them off.

7. Priests were not supposed to have relationships with women, but Andrew had been seen in the alehouse behaving wildly with one.

8. The villagers had been told by Andrew that they went to purgatory when they died.

9. A heretic had passed through the village once and read the Bible out in English. He had been burnt at the stake.

10. Andrew was supposed to give sermons in English, but these were short and did not reveal much about the Bible.

11. 10% of Geoffrey's income went to the Church. This was called a tithe.

12. The bishop was Andrew's uncle. No one was surprised when Andrew was given the job of priest.

13. Rich people could afford to buy an indulgence to get rid of their sins. Geoffrey could not afford one.

14. Geoffrey's friend, Alex, lived on Church land and had to pay a high rent for it.

15. Each priest was supposed to have one parish, but Andrew ran the neighbouring parish too, doubling his income.

16. A friar had visited the village once and given a good sermon in English. Geoffrey wished this happened more often.

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Free customisable Schemes of Work

Exploring History is a chronologically-structured course designed around the Pearson Edexcel KS3 History Schemes of Work. Available in both two or three year versions so that you can choose the scheme that fits your school's approach, these free schemes can be accessed either as **online interactive versions** or as **downloadable documents**.

The Interactive Scheme of Work gives you an online planning tool that:

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

Learn more about the ActiveLearn for Secondary

ActiveLearn supports in-class and online teaching and learning, with planning tools, teaching resources and homework task allocation from ages 11 to 19.

Progress & Assess Service

Exploring History is supported by the KS3 ActiveLearn Progress & Assess Service as part of ActiveLearn, a reliable, easy-to-use system to track student's progress, give you confidence in your data and help you plan appropriate interventions.

Activities in Exploring History are carefully designed to progress students on the history Progression Scale. Where possible, questions in Exploring History are also assigned 'Steps' from the Scale so that you know the level of demand, and chronological understanding is assessed in the history progression assessments.

Start your 30-day free trial: [pearsonschools.co.uk/30daysfree-humanities](https://pearsonschools.co.uk/30daysfree-humanities)

See page 8 for more details.

FREE RESOURCES TO ENGAGE YOUR KEY STAGE 3

Every month we are highlighting a significant moment of diversity and inclusion in history by providing a free worksheet and poster covering topics such as Windrush, women's suffrage, Mansa Musa, and more featuring discussion questions and links to extra research this free resource is sure to spark discussion in your classroom.

Find out more: [go.pearson.com/htotm](https://go.pearson.com/htotm)

Download free samples of our lesson plans and worksheets at: [pearsonschools.co.uk/ehtry](https://pearsonschools.co.uk/ehtry)



ActiveLearn Progress & Assess Service

ActiveLearn Progress & Assess for history is a reliable, easy to use system to track students' progress, from KS3 to GCSE. It can work alongside your own system, will give you confidence in your data, help you plan appropriate interventions, and save your teachers' time.



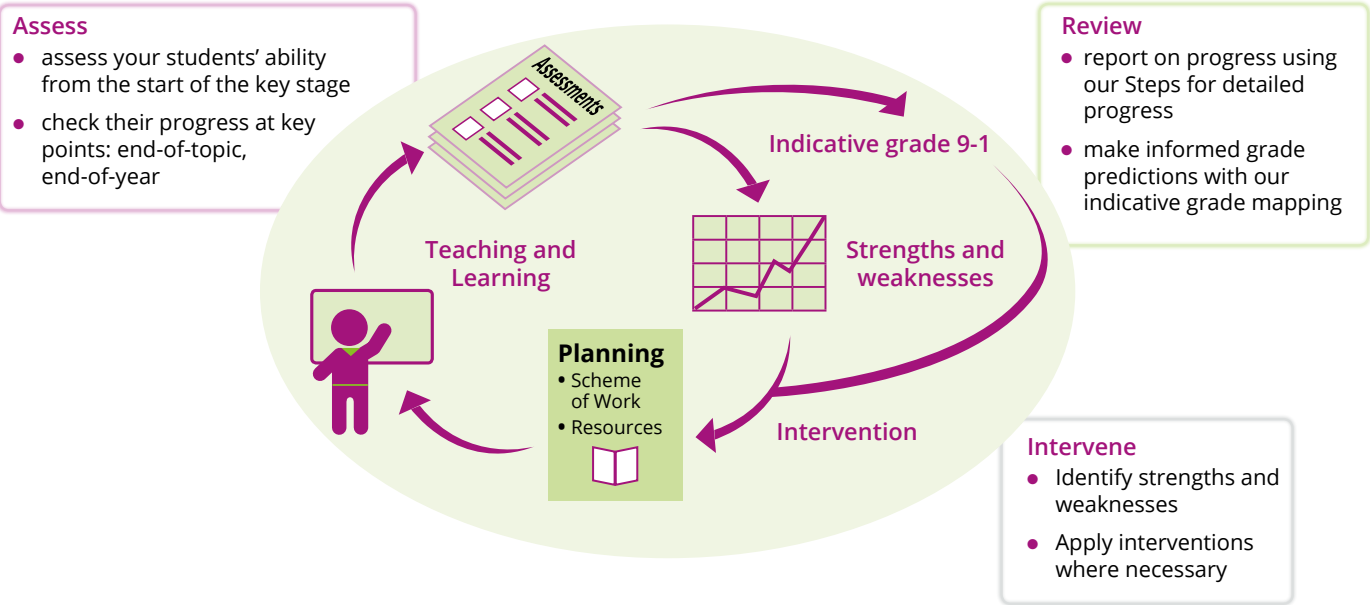
The ActiveLearn Progress & Assess Service for history includes:

- 12-Step Progression Scale and mapping to 9-1 indicative GCSE grades
- progression maps to track students' progress from 11-16
- baseline assessments for KS3 and KS4 to assess every students' starting point
- end-of-topic, end-of-term and end-of-year assessments
- mark schemes for all assessments
- markbooks that provide analysis of students' results.

The service is available in three versions: KS3, KS4 and 11-16, with subscriptions available for small, medium and large schools.

**Visit our website for free access to:**

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



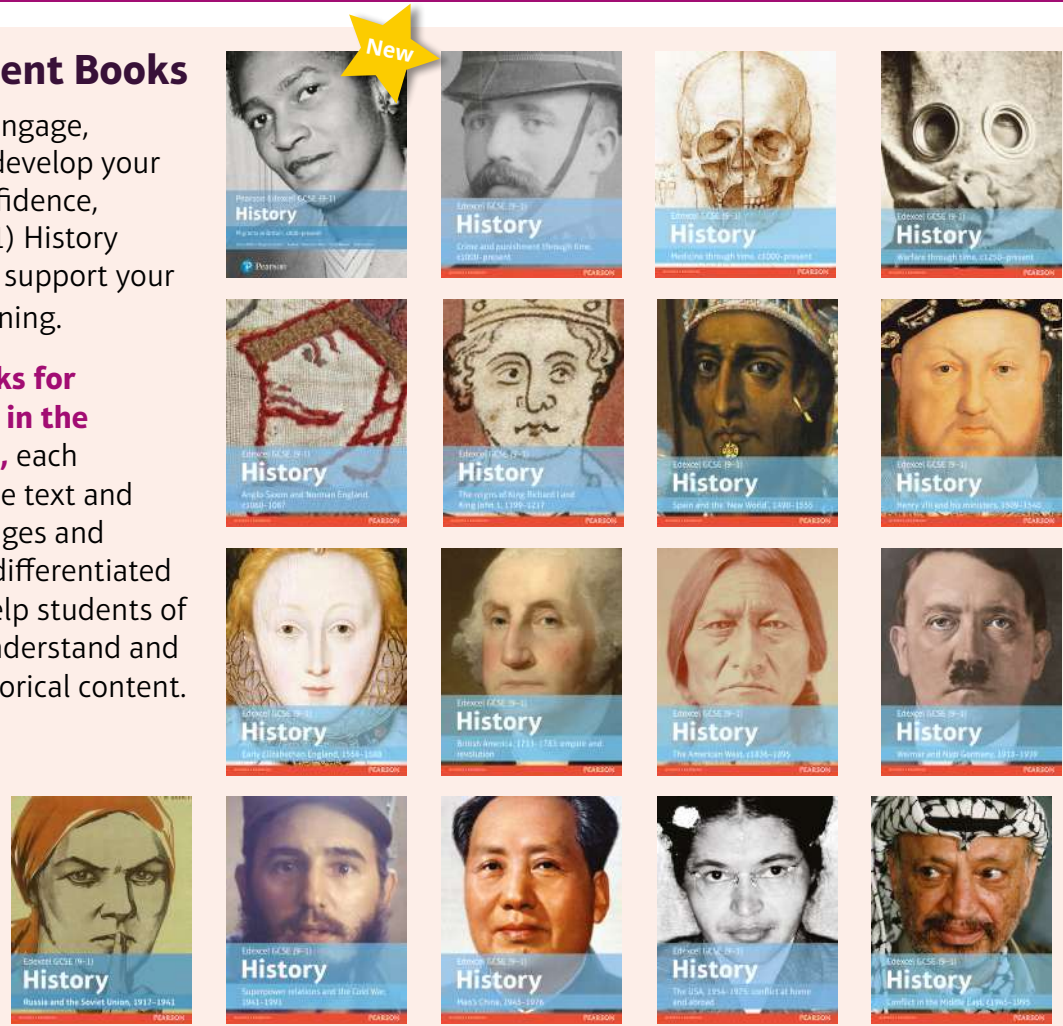
Learn more and try out the progress assessments for free at: [pearsonschoools.co.uk/apahistory](https://pearsonschoools.co.uk/apahistory)

Pearson Edexcel  
**GCSE (9-1) History**  
Engage, support and develop student confidence

**Core Student Books**

Designed to engage, support and develop your students' confidence, our GCSE (9-1) History resources will support your students' learning.

**Student Books for every option in the specification**, each with accessible text and structure, images and sources, and differentiated material to help students of all abilities understand and enjoy the historical content.



**Foundation Student Books**

**Offer greater support to students with weaker literacy skills**, or those for whom English is not their first language with new **Foundation Student Books** for the seven most popular options.



Our GCSE resources provide:

- **complete coverage** of the Pearson Edexcel GCSE (9-1) History specification
- **expert support** for exam preparation and practice
- materials to help every student make **progress**
- targeted guidance to develop students' historical **thinking skills**
- focused help for improving students' historical **writing skills**.

### Thinking Historically and Writing Historically

We've worked with **practising history teachers** and Dr Arthur Chapman at the Institute of Education, University College London to create a model that **develops students' thinking in key areas** of Evidence, Interpretations, Causation and Change. This approach uses engaging '**Thinking Historically**' activities to target the misconceptions that GCSE students often struggle with. These activities are designed to help students understand what good history is, how historians create it, and **how they too can write good history**.

Our '**Writing Historically**' **spreads** in every book include exercises based on the proven *Grammar for Writing* approach developed by the University of Exeter to help students master the writing vital to success in history.

Student Books

Our Student Books include features to help all your students succeed in history, including:

- **sources** that bring history to life
- extra details to **deepen students' knowledge** and understanding
- check points to enable students to **reflect, consolidate and extend** upon their learning
- **summaries** of the key points at the end of each chunk of learning to embed core needs a space between it knowledge and aid revision
- advice on getting to grips with assessment requirements, including why **interpretations** differ, writing structured analytical narratives and framing historically valid questions
- recap pages at the end of every chapter that include a **recall quiz**, activities to help students **summarise and analyse** the chapter, and consider how it links to what they've learned throughout the course
- realistic **practice exam questions**, tips and annotated sample answers for every question type.



### Foundation textbook

1.1 The situation on Elizabeth's accession

Women were not thought to be capable of ruling. Even in the home the husband was head of the house. It was unusual for women to be in a position of power.

Many people thought that Elizabeth should marry (see the figure, page 13). However, she did not want to. Elizabeth turned down offers of marriage from:

- her brother-in-law, Philip II of Spain
- King Eric of Sweden
- the heir to the French throne, the Duke of Alençon.

Elizabeth's sister, Mary I, had been England's first queen. Her short reign\* convinced many people that women should not rule (see Interpretation 1). While Mary I was queen (1553-58) there had been the following problems.

- Mary's marriage to King Philip II of Spain was so unpopular that it led to a rebellion.
- England joined with Spain in a war against France and lost.
- The Crown had money problems. Many ordinary people were also very poor. There had been several bad harvests leading to disease, hunger and poverty.
- Mary burned to death almost 300 people for their Protestant\* beliefs.

**Character and strengths**

In 1554 Elizabeth had been accused of treason against her sister, Mary I, who was queen. Elizabeth was imprisoned in the Tower of London. This taught her that the court could be a dangerous place, where angering the monarch could get you killed. Courtiers were often involved in plots to gain more power for themselves.

Highly intelligent  
Well educated - she spoke Latin, Greek, French and Italian  
Excellent grasp of politics\*  
Could make great speeches and win people over

Confident, with a strong personality  
Had a temper that people feared  
Often took a long time to make up her mind, which could be frustrating for her advisers

**Figure:** What was Elizabeth like?

**Activities**

- 1 Working in pairs, write a quiz about Elizabeth I. Look back at what you have learned about Elizabeth so far. Think about her character, her powers and the problems she faced as queen.
- 2 What sort of person would make a successful 16th-century monarch? Draw a crown and around it and write down words to describe what you think would make a good monarch.
- 3 Did Elizabeth have any of the qualities you identified? Draw a table with two columns, one headed 'Strengths' and the other 'Weaknesses'. Write Elizabeth's strengths and weaknesses in the columns.

**Key terms**

<b>Reign*</b> The length of time a king or queen rules a country.	<b>Politics*</b> How to get, keep and use power.
<b>Protestants*</b> Protestants were Christians but they did not accept the pope as their religious leader. Nor did they agree with some Catholic teachings.	<b>Stereotype*</b> An exaggerated idea of what someone or something is like.

**Interpretation 1**

Historian Christopher Haigh interprets Elizabeth as a strong, independent female leader in the book *Elizabeth I* (1988). Elizabeth sought [wanted] to present herself, woman though she was, as a fit occupant of the throne of England, and she did not propose [want] to confuse the issue by recruiting [marrying] a husband or an heir. ... This was the sixteenth century accepted the image of her own sex... she did not seek to change the ideal, but to escape from it, by suggesting that she was no ordinary woman.

### Original textbook

1.1 The situation on Elizabeth's accession

Women were not considered to be physically, mentally or emotionally capable of governing, and even the home was supposed to be under the authority of the husband or father. It was unusual for women to be in a position of power.

Many people thought that Elizabeth should marry. However, she had no intention of doing so. Elizabeth turned down offers from some of the most eligible princes of Europe, including her own brother-in-law, Philip II of Spain. Other failed suitors included King Eric of Sweden and the French heir to the throne, the Duke of Alençon.

The majority of people thought that women were not capable of ruling (see Interpretation 1). This prejudice had not been helped by Mary I's reign (1553-58). As England's first queen regnant\* her short reign had not gone well.

- England had allied with Spain in a war against France and had lost. Morale was low.
- England's finances were poor and so were many of its people. There had been several bad harvests leading to disease, hunger and poverty.
- Mary's marriage to King Philip II of Spain was so unpopular that it had led to a rebellion.
- Mary burned almost 300 people for their religious beliefs. Although most people were Catholic, like Mary, the burnings had not been popular.

**Character and strengths**

Elizabeth was highly intelligent and well educated, with an eye for detail and an excellent grasp of politics. She spoke Latin, Greek, French and Italian. She had also experienced being a prisoner in the Tower of London, where she was held in 1554 on suspicion of treason against Mary I. She understood the dangerous world of court politics, where ambitious courtiers schemed and plotted to gain power and influence. The lifestyle for courtiers was lavish, but the stakes were high: fall out of favour with the queen and you could lose your life.

Elizabeth was confident and charismatic, able to make great speeches and win over her subjects, though she had a temper that people feared. She also often took a long time to make up her mind, especially over serious matters, and her Privy Council and advisers could find her extremely frustrating.

**Activities**

- 1 Working in pairs, write a quiz about Elizabeth I. The sections of the quiz should be 'The powers Elizabeth I had' and 'The problems Elizabeth I faced'. You must write out the questions and answers in full. Once you have finished, swap quizzes with another pair and answer the questions.
- 2 List the qualities that you think would make a successful 16th-century monarch.
- 3 Did Elizabeth I have these qualities? Make a table with two columns showing her strengths and weaknesses as a queen.

**Key term**

**Queen regnant\***  
'Regnant' is a Latin word and means 'reigning'. Elizabeth was a queen regnant because she ruled in her own right, like her sister, Mary.

**Interpretation 1**

Historian Christopher Haigh interprets Elizabeth as a strong, independent female leader in the book *Elizabeth I* (1988). Elizabeth sought to present herself, woman though she was, as a fit occupant of the throne of England, and she did not propose to confuse the issue by recruiting a husband or an heir. ... This was done not by an attack upon the sixteenth century stereotype of a woman. Elizabeth accepted the image and often derided her own sex... she did not seek to change the ideal, but to escape from it, by suggesting that she was no ordinary woman.

Foundation versions of the Student Books have a reduced content and language level to offer greater literacy support.

Engaging and accessible activities tailored to the skills focuses of each unit to support and stretch students' learning.

Definitions of unfamiliar and historically important words.

Interpretations give insights into how historians have written about the events being studied, and support the assessment of interpretations in Paper 3.



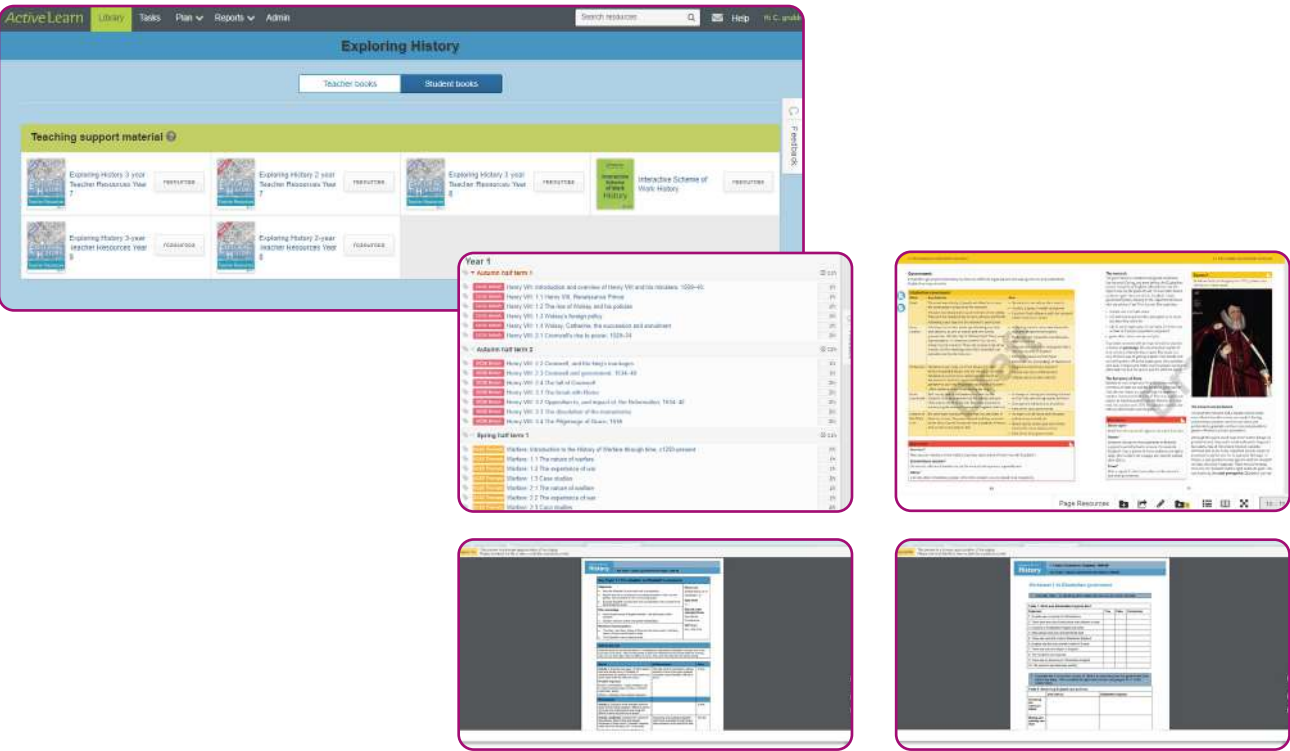
ActiveLearn

Our comprehensive **ActiveLearn** service provides you with **time-saving digital tools** and materials to help you plan, teach, track and assess the Pearson Edexcel GCSE (9-1) qualification with confidence.

Developed alongside our Student Books to give one coherent approach that helps to nurture students' confidence and support you with the delivery of great history teaching.

Helping you manage teaching time, ActiveLearn includes:

- a **free Interactive Scheme of Work** that recommends how long to spend on each unit and provides a guide for teaching the content, including suggested topics and an idea of when to teach skills
- editable **lesson plans** linked to the Pearson Edexcel schemes of work to help you teach the key content and requirements, and containing **differentiation ideas** to help you keep all your students engaged and making progress
- **front-of-class version of the book** to use with your classes
- ready-made student **worksheets**
- extra materials for **Thinking Historically** and **Writing Historically**, including PowerPoints and teacher notes to help you get the most out of this approach
- **end of topic assessments** to help you keep track of your students' progress and identify weaknesses
- **exam practice PowerPoints and exam-style assessments** to help your students get ready for their exams.



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[pearsonschoools.co.uk/30daysfree-humanities](https://pearsonschoools.co.uk/30daysfree-humanities)

Free qualification support

Free Interactive Scheme of Work

Our Free Interactive Scheme of Work gives you an online planning tool that:

Like a traditional scheme of work, our interactive scheme of work provides you with a guide for teaching the content. However, where our Interactive Scheme of Work differs is that it's an online planning tool that you can tailor to your approach to teaching, whether you teach over two or three years.

- helps **manage the content**, by recommending how long to spend on each topic
- provides you with a guide for teaching the content, and when to teach skills
- **links seamlessly to our digital teaching resources**: any existing Pearson Edexcel GCSE History digital published resources you already have will be integrated into the interactive scheme of work, working seamlessly with them.

Plan

- Mapping documents
- Interactive and downloadable schemes of work
- Getting started guide
- Course planners
- Topic booklets for every topic
- Assessment guide.

Teach

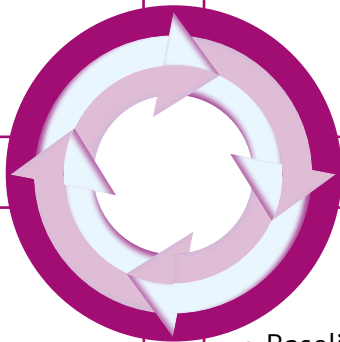
- Guide to Paper 1
- Guide to Paper 2
- Guidance on *Thinking Historically* and *Writing Historically*.

Develop

- Network events
- Content from past training events
- Centre-based training
- Subject specialist support.

Track & Assess

- Baseline tests and progression maps
- Past papers and specimen papers
- Enhanced examiner reports
- Student exemplars with examiner comments
- Access to Scripts, ResultsPlus, ExamWizard.



Access all the free support at:  
[quals.pearson.com/gcse-history-support](https://quals.pearson.com/gcse-history-support)

Learn more about the ActiveLearn Progress & Assess Service

Pearson Edexcel GCSE (9-1) History is supported by the KS4 ActiveLearn Progress & Assess Service, a reliable, easy to use system to **track students' progress**, give you **confidence in your data** and help you plan appropriate interventions. Within the ActiveLearn service, Progress and Assess includes end of topic tests, mark schemes and our downloadable markbooks to help you accurately track your students' progress.



See page 8 for more details.

Target intervention workbooks

Our popular Target intervention workbooks can help students make expected progress, with titles aimed at helping them reach their target grade.

See page 15 for full details.



Revision materials

With a **combined Revision Guide and Workbook for all 16 options in the specification**, Revision Cards, new Practice Paper Plus, Revision Notebooks and a Model Answer Workbook, our revision resources are the smart choice for those revising for the Pearson Edexcel GCSE (9-1) History exams.

See page 16 for full details.



FOUNDATION STUDENT BOOKS

Offering greater support to students with weaker literacy skills, or those for whom English is not their first language, our Foundation range are available for seven of our most popular options.

Find out more at: [pearsonschools.co.uk/gsce-foundation](https://www.pearsonschools.co.uk/gsce-foundation)



Target intervention workbooks



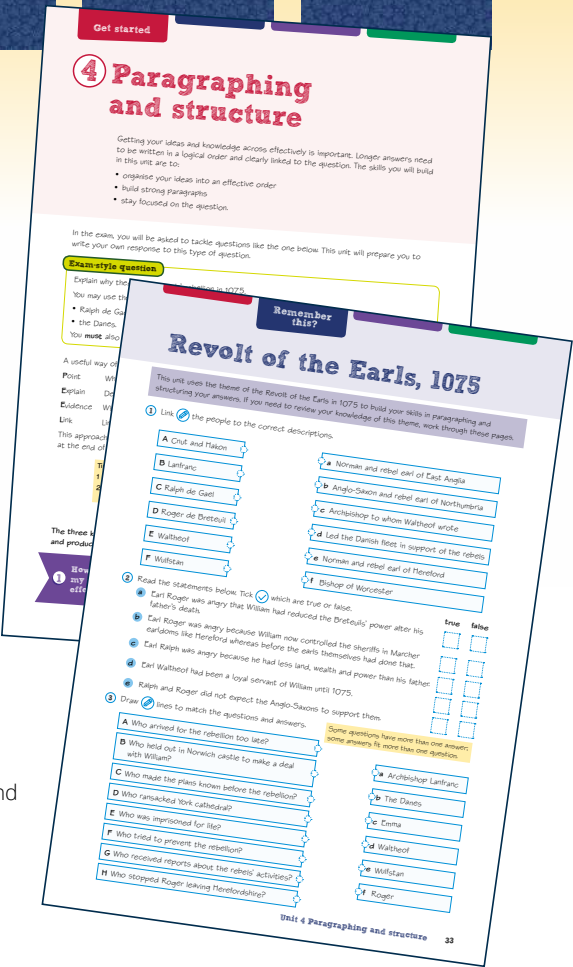
Our popular Target intervention workbooks can help students make expected progress, with titles aimed at helping them get exam confident and reach their target grade.

The workbooks help students overcome the key barriers to learning in GCSE (9-1) History at specific grade ranges. The unique structured approach targets the key misconceptions, skills and barriers we have identified from past student exam papers.

You can use the books in class, or for independent student-led learning to fit your intervention strategy. Use when your students need an extra boost or to focus on particular skills in the run up to exams.

Target workbooks are available with a **50% schools' discount\*** when you quote **568OTHR** at checkout.

\* Only available to those purchasing on a UK educational establishment account and cannot be combined with other subjects or other offers.



Download free samples at: [pearsonschools.co.uk/targethist](https://www.pearsonschools.co.uk/targethist)



# REVISE Pearson Edexcel GCSE (9-1) History



With a combined Revision Guide and Workbook for all 17 options in the specification, our revision resources are the smart choice for those revising for the Pearson Edexcel GCSE (9-1) History exams.

- The range includes Revision Cards, Revision Notebooks, a Model Answer Workbook and new Practice Paper Plus titles which focus on the skills you will need to answer the questions in the exam and they include a full-length practice paper.
- titles available for all 17 options in the specification including new Migrants in Britain Guide and Workbook available from September 2021
- closely matched to the Edexcel specification
- one topic-per-page format provides hassle-free revision for students with no lengthy set-up time and no complex revision concept.

### Don't forget your special schools' discount!

Get any (print) combined Revision Guide and Workbook for the **schools' price of £2.70\*** (RRP £5.99) when ordering online. Please quote 16REVCC at the checkout to receive your discount.

\* Only available to those purchasing on a UK educational establishment account and cannot be combined with other subjects or other offers. Prices accurate at time of print and are subject to change.



Download free samples at: [pearsonschoools.co.uk/reviselist](https://www.pearsonschoools.co.uk/reviselist)

# Pearson Edexcel AS and A level History

Developing confident historians for AS, A level and beyond

Our AS and A level History resources provide a Student Book for every examined unit in the Pearson Edexcel specification, helping you to create routes through the course that suit your students and your department.



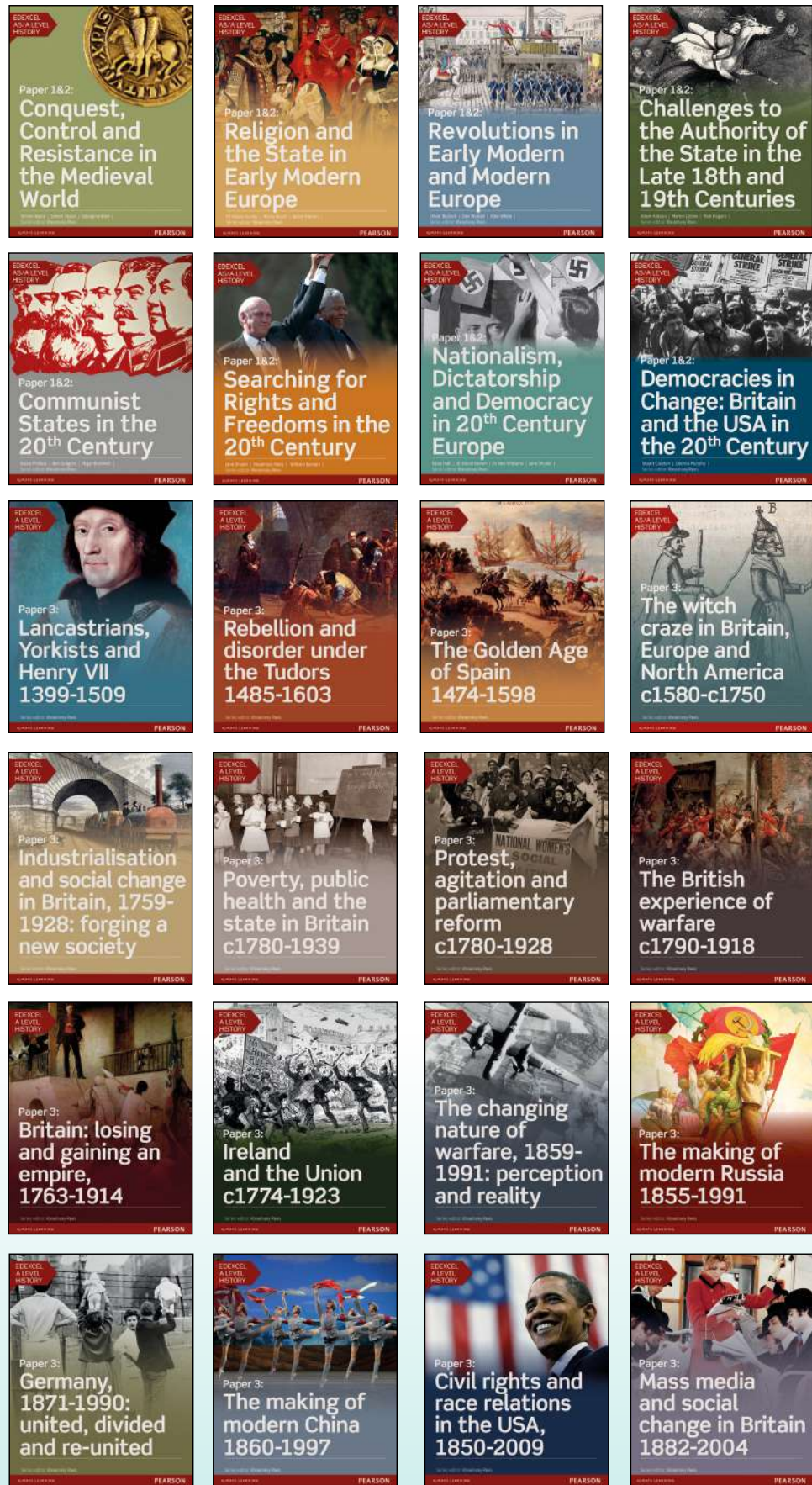
Developed through extensive research with academic expert Dr Arthur Chapman (Institute of Education, University of London) and practising teachers to meet the needs of the new specifications and assessments, our resources:

- develop **students' conceptual understanding** of the key historical ideas of evidence, interpretations, causation and change, through targeted activities
- cover the **essential content in an engaging way**, using detailed narrative, sources, timelines, key words, helpful activities and extension material
- provide **assessment support with sample answers**, sources and activities to help students tackle the new-style of exam questions
- use research-based models to support **progression in historical thinking**
- are **accompanied by an ActiveBook**, giving students an easy way to personalise their learning as they progress through the course, perfect for revision.

Download sample chapters:  
[pearsonschoools.co.uk/alevel-history](https://www.pearsonschoools.co.uk/alevel-history)

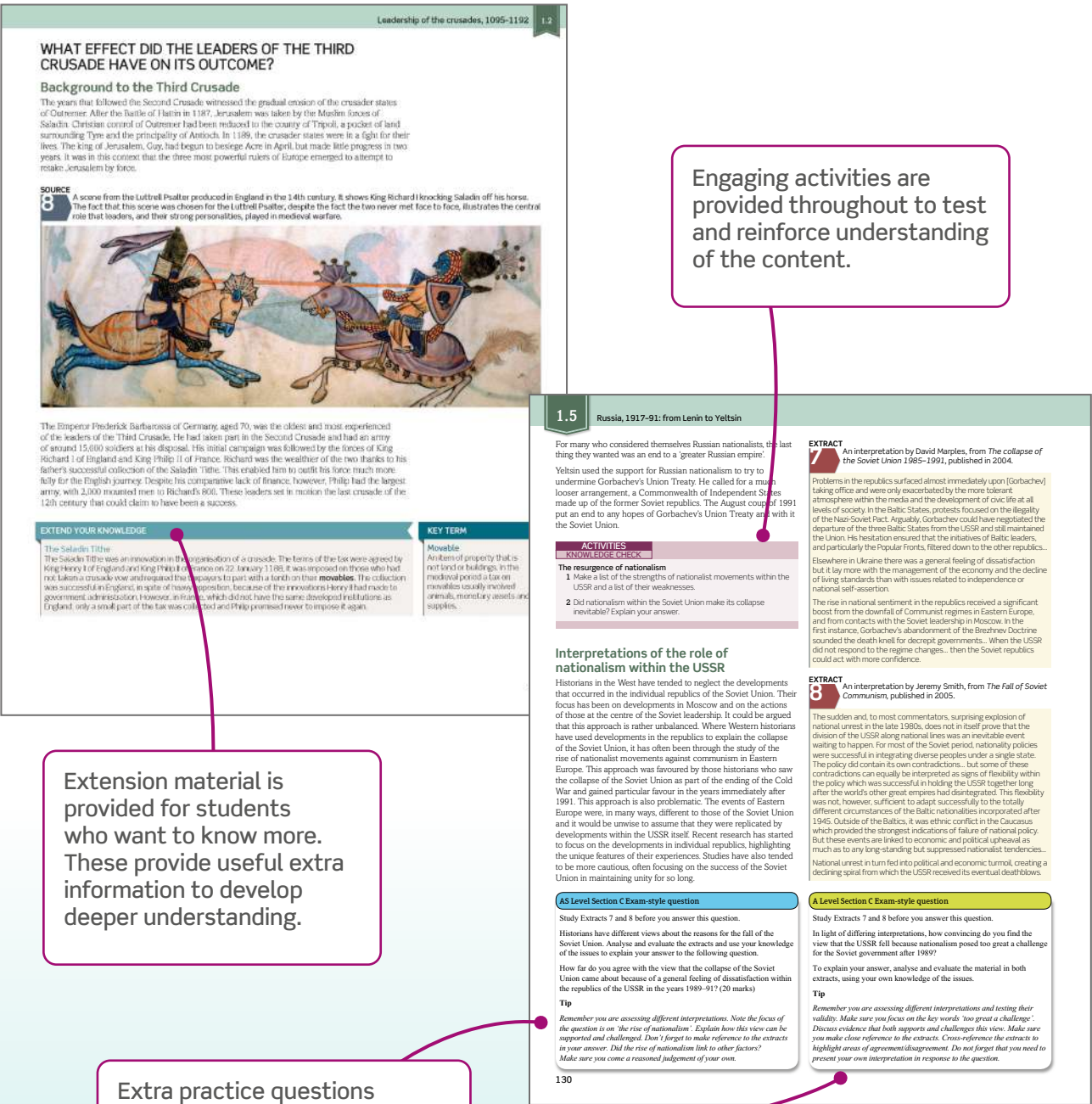


A Student Book (with ActiveBook) for every examined unit



The Student Books ensure that students have a clear understanding of the period being covered and include summary timelines that help consolidate the sequence of events and clear definitions of unusual words and historical terms.

Sample answers to the different types of exam question that students will encounter are provided at two different levels – an average answer and an excellent answer – with tips provided to help students improve, along with separate exam preparation sections AS and A level.



Extension material is provided for students who want to know more. These provide useful extra information to develop deeper understanding.

Extra practice questions are provided for each topic, tailored specifically to either AS or A level students.

Download free sample at: [pearsonschools.co.uk/alevel-history](https://www.pearsonschools.co.uk/alevel-history)

Also available as a separate ActiveBook or in Kindle format



Free qualification support

Plan

- Schemes of work
- Getting started guide
- Course planner
- AS and A level co-teachability guide
- Mapping documents.

Teach

- Topic booklets
- Interpretations guidance.

Develop

- Network events
- Coursework marking training
- Subject specialist support
- Pre-recorded feedback events and Getting Ready to Teach training
- Content from past training events (including New to Edexcel, Coursework marking and Marking and Standardisation) Centre-based training.

Track & Assess

- Assessment guide
- Past papers and specimen papers
- Enhanced examiner reports
- Applying criteria guidance
- Student exemplars with examiner comment
- Coursework advisory service
- Coursework FAQs
- ResultsPlus
- ExamWizard
- Access to Scripts.



Access all the free support at: [quals.pearson.com/alhistsupport](https://quals.pearson.com/alhistsupport)

Supporting successful progression beyond A level



Our resources have also been designed to help students' progression beyond A level. Engaging "Thinking Historically" activities feature regularly throughout the books to target the misconceptions that A level students often struggle with. The activities are designed to help students move both their thinking and writing towards that of professional historians and give them a better understanding of what good history is, and how historians create it.

Matched to the requirements of the different papers, these activities target specific misconceptions that could be holding your students back in their understanding of history. They target the four key strands of Interpretations, Evidence, Causation and Change and have been created using a research-based model developed with Dr Arthur Chapman at the Institute of Education, University of London, together with practising history teachers. This model shows how these ideas grow into a sophisticated understanding of historical practice through the overcoming of increasingly subtle misconceptions, which in turn facilitates students' progression.

Read more about this approach at: [pearsonschools.co.uk/althinkinghistorically](https://pearsonschools.co.uk/althinkinghistorically)

Evaluate at: [pearsonschools.co.uk/alevel-history](https://pearsonschools.co.uk/alevel-history)

# Thinking of switching to Pearson Edexcel qualifications?

## Starting your switching journey...

Whether it be through an in-school visit, having a conversation with our dedicated subject team, or by receiving all of our free support materials in one easy to access place, we are **100% committed to supporting you**.

We've worked with teachers to provide the best switch experience, to save you time and give you the confidence to get started with us straight away.

### Access our switching guide

Our switching support guide brings together all the information you need in one handy place, along with clear guidance about where to go next with further questions.

### Support for our assessments

Our range of free resources show you what to expect with our assessments including:

- assessment guidance
- sources and interpretations guidance
- exemplar student answers with examiner commentary
- ResultsPlus results analysis tool, and ExamWizard, allowing teachers to build their own exam papers.



### A huge range of free support

- **free local network events**, as well as free, Getting Ready to Teach training events to help you get you started.
- **free Access to Scripts service**, enabling you to see your students' exam performance.
- **free Coursework Advisory Service**.
- **free online resources** to support planning, training, teaching and assessment.
- **a range of discounts and packages** to ensure resourcing isn't an issue when switching to us.
- **support from the Pearson History team** to make sure you have everything you need to plan and implement our specifications successfully.

### Expert advice from Mark

Mark Battye, your dedicated subject advisor, is on hand to help whenever you need. You can sign up for regular updates at:

📞 **0333 016 4084**

🐦 **@PearsonHistory**

📄 **[quals.pearson.com/sahistory](https://quals.pearson.com/sahistory)**



### Learn more, download our switching support guides or chat with an advisor at:

- **[quals.pearson.com/gcsehistswitchsupport](https://quals.pearson.com/gcsehistswitchsupport)**
- **[quals.pearson.com/alevelhistswitchsupport](https://quals.pearson.com/alevelhistswitchsupport)**

If you'd prefer to talk to someone about your next step you can give us a call on:  
**0161 855 7561**





### Buy online

Build your order online and tailor it to meet your personal requirements.



### FREE trials

Access a FREE trial of our digital materials for Exploring History and GCSE



### Download free sample chapters

Sample chapters are available to download for a wide range of student and teacher materials.

Visit [pearsonschools.co.uk/11-19history](https://pearsonschools.co.uk/11-19history)



### Prefer to speak to someone?

Our Customer Services team is available Monday to Friday from 8.00 am to 5.00pm to answer your queries or help you place an order.

Call us on **0845 630 3333**