

# History

## Homeworks

### Year 9



## KS3 Level Descriptors

## Year 9

**Homework's are set once every half term. Projects are given with 4 weeks to complete. The work should be done by individual pupils using books, class work and the internet.**

**Opposite are details of the level descriptors for History.**

**In year 9 most pupils should be achieving a level 5 - 6 (c-a).**

**The next few pages explain all the homework's for year 9.**

<b>Level 3</b>	<p>I can understand that the past is divided into different time periods.</p> <p>I can tell that there were differences between different times in the past.</p> <p>I can tell that different times in the past had some things that were the same.</p> <p>I can write sentences about events in the past.</p> <p>I can write sentences about one or two causes of an event.</p> <p>I can use a source to help me answer questions in sentences.</p>
<b>Level 4</b>	<p><b>I can do everything from Level 3, and...</b></p> <p>I can write a paragraph to describe some of the main events, people and changes in the past.</p> <p>I can write descriptions of several reasons, using paragraphs.</p> <p>I can select and combine information from sources to produce a structured answer.</p> <p>I can explain that the past can be represented or interpreted in different ways.</p>
<b>Level 5</b>	<p><b>I can do everything from Levels 3 &amp; 4, and...</b></p> <p>I can describe and make links between events and changes and give reasons for and results of these events and changes.</p> <p>I can explain most of the reason and show links between them.</p> <p>I can identify the sources that are useful for answering a question.</p> <p>I can suggest reasons for different interpretations of events, people and changes.</p> <p>I can come to conclusions about people and events I have studied.</p>
<b>Level 6</b>	<p><b>I can do everything from Levels 3, 4 &amp; 5, and...</b></p> <p>I can describe and begin to analyse the different types of events and changes</p> <p>I understand that there were different types of causes of an event</p> <p>I can suggest the most important cause.</p> <p>I can combine evidence from sources to support my conclusions.</p> <p>I can describe and begin to explain different historical interpretations of events, people and changes.</p>
<b>Level 7</b>	<p><b>I can do everything from Levels 3, 4, 5, &amp; 6, and...</b></p> <p>I can make sound use of factual knowledge to make links between events.</p> <p>I can analyse reasons for and results of events and changes.</p> <p>I can write answers that cover all the causes and begin to evaluate the significance of the different causes.</p> <p>I can evaluate sources for reliability.</p> <p>I can find sources of information for myself and use them critically to answer questions.</p> <p>I can explain how and why different historical interpretations have been produced.</p>
<b>Level 8</b>	<p><b>I can do everything from Levels 3, 4, 5, &amp; 6, and...</b></p> <p>I can use detailed and factual knowledge and understanding to analyse relationships between events, people and changes.</p> <p>I can set these explanations in a wider historical context – either time or place.</p> <p>I can write an answer that evaluates and is critical of the different interpretations of the causes of events.</p> <p>I can use sources of information critically and carry out historical research.</p> <p>I can reach substantiated conclusions about my enquiries.</p> <p>I can analyse and begin to explain different historical interpretations.</p>

**A, B & C sub levels will be given. A = Top of that level B = Firmly in that level C = Just in that level.**

## How to get Help:

We have 2 ways for you to find information and print off new homework sheets if lost.

1. School website:  
[www.chelmervalleyhighschool.co.uk/](http://www.chelmervalleyhighschool.co.uk/)

If you go to departments and then History under the KS3 heading should be year 9 homework booklet link.

2. Internal website:  
<https://cvhsmywork.chelmer.essex.sch.uk>

If you go to the other sites menu then down to History website this contains worksheets and project sheets and a homework helper page.

## Each project must have the following information:

**Include:**

- ***A front cover*** – To show what the title of the homework is and your name.
- ***Introduction*** – To explain what your homework is going to include. This may be the topic area or a little information on a **Historical figure**. Example:

In this project I will be looking at .... to find out if they .....

- ***Core answering the question*** – This is where you work through the different sub titles and find information on each one which helps to answer the main question.
- ***Conclusion*** – This is where you say after looking at the main question what you have decided is the main answer (this is your opinion and should be supported by evidence). Examples:

After looking at the different factors I have decided.....

The most important reason why the .....is .....

- ***Bibliography*** - books you have used or internet sites listed down at the end.

## **History targets to help you improve your Historical skills**

Project will be given a national curriculum level and a target to help pupils improve.

Target number	What you must do
1	Describe the events in full using appropriate evidence.
2	Understand and explain how events occur, with evidence.
3	Understand and explain why, with evidence, events occur.
4	Explain why different views exist on the same event in the past.
5	Which explanation, about an event, is the best and why?
6	Explain why a source is useful.
7	Use a source effectively in historical arguments.
8	Have a conclusion backed with evidence.
9	Look at both sides of the argument with examples.
10	Combine sources with own knowledge to fully explain events.

## **Topics in Year 9**

### **World War One**

The British Empire lost over 3,190,235 casualties of war. The spark was the assassination of Franz Ferdinand and the result was the bloodiest War we have ever seen. Known as the most terrible war due to the trench system pupils learn about the causes, attitudes towards the war, what it was like as a soldier, propaganda techniques used and the consequences each country faced in 1918.

### **World War Two**

If you ask pupils about famous historical figures many will mention Churchill and Hitler. WWII was a result of the Treaty of Versailles which was signed at the end of World War I. Pupils learn about Hitler's rise to power, the outbreak of war, women's role during the war, the Holocaust, the Blitz, the dropping of the atomic bomb and the consequences of the war on Britain and the World.

### **Industrial Revolution**

The industrial Revolution was a period of great change. New industries developed rapidly as a result of a number of new inventions. The way in which they were produced, and the way in which, people lived and worked changed rapidly as a result. The pupils will learn about all these changes including the factory system changes, transportation invented, countries forming the empire.

**Spelling tests will be given throughout the year to help with literacy:**

**WWI**

Trench  
Propaganda  
Conscription  
War  
Alliances  
Allies  
Entente  
Army  
Somme  
Supplies  
Mutiny  
Offensive  
Soldier  
Suffragettes  
War guilt  
Reparations  
Lloyd George  
Navy  
Punishment  
Territories

**WW II**

Gas mask  
Surrender  
Government  
Bombing  
Blitz  
Rearmament  
Alliance  
Appeasement

Battle  
Treaty  
League  
Rationing  
Dictatorship  
Militarism  
Home guard  
Commonwealth  
Soldier  
Anti-Semitism  
Nationalism  
Bomb

**Industrial Revolution**

Industry  
Economy  
Empire  
Agriculture  
Enclosures  
Trade  
Slavery  
Labour  
Factories  
Machinery

**Thinking Skills**

Evaluate  
Link  
Evidence  
Explain  
Classify  
Clarify  
Interrelate  
Hypothesis  
Judge  
Justify

**Alternative Homework 1a: Produce a booklet about the trenches in WWI**

**You need to produce a booklet looking at life in the Trenches, in this booklet you will need to look at different aspects of life including some of the list below.**

- 1. Clothes**
- 2. Conditions**
- 3. Food**
- 4. Location of trenches**
- 5. Types of jobs in trenches**

**Good answers would compare the differences between the lives of the soldiers in the trenches to their lives back home.**

**Alternative Homework 1b: What was life like in the trenches?**

**Introduction**

***Core answering the question:***

**Sections will be needed on:**

- 1. Situation at the time.**
- 2. Why the trenches were built**
- 3. The impact of the conditions faced in the trenches and what those conditions were.**
- 4. Decide the most important factor which influenced life in the trenches.**

**The conclusion should have your overall judgement on what the trenches were like and the best and worst thing about them. Good answers will show how comparisons have been made.**

## **All classes Homework 2: Who was the most influential person to the 20<sup>th</sup> century?**

This can be someone good or bad as the question asks who is the most influential.

### **Introduction**

#### ***Core answering the question:***

- 1. Overview of this person and achievements.**
- 2. What their achievements and importance is.**
- 3. Why you have therefore chosen them.**

The conclusion should highlight the main reasons why this person is the most important from the 20<sup>th</sup> century. Use evidence to back up your answer.

Also use quotes and other people's views about your choice.

## **All classes Homework 3: Were we right to bomb Dresden?**

### **Introduction**

#### ***Core answering the question:***

- 1. The situation at the time and where is Dresden located.**
- 2. What did it achieve?**
- 3. Evidence from various sources (see next page for 5 to use in project) about the two different arguments – yes we were right and no we were not. Compare both of these.**
- 4. Effects of the bombing on Dresden.**

The conclusion should explain your opinion to the question using the evidence you have found. Were we right or not?

### **Source A: The Immediate Consequences of the Dresden Bombings:**

The RAF Bomber Command's raid on Dresden, conducted on the night of 13/14 February 1945, resulted in fires that did great damage to the city proper, particularly in the older and more densely built up areas. Early official Allied post-strike reports estimated that 85 per cent of the fully built-up city area was destroyed, that the old part of the city, which comprised the greater portion of the built-up areas was largely wiped out, that the majority of buildings in the inner suburbs was gutted, and that in the outer suburbs, few buildings were effected by the area bombing attack. Virtually all major public buildings appeared heavily gutted or severely damaged. The total number was 78,000 dwellings were regarded as demolished, 27,70 temporarily uninhabitable but ultimately repairable, and 64,500 readily repairable from minor damage. This later assessment indicated that 80 per cent of the city's housing units had undergone some degree of damage and that 50 per cent of the dwellings had been demolished or seriously damaged.

### **Source B: Report written by Joseph W. Angell**

A 1953 United States Air Force report defended the operation as the justified bombing of a military and industrial target, which was a major rail transportation and communication centre, housing 110 factories and 50,000 workers in support of the German war effort.



**Source C: August Schreitmüller's sculpture "Güte" ("Goodness")** overlooks the destroyed city. This was one of 16 figures surrounding the city hall tower, each representing a different virtue, the tower apparently survived all World War II bombings, but was later rebuilt, with the figures retained.

### **Source D: Military and industrial profile**

Dresden was Germany's seventh-largest city, and according to the RAF at the time, the largest remaining unbombed built-up area. Taylor writes that an official 1942 guide to the city described it as "one of the foremost industrial locations of the Reich" and in 1944, the German Army High Command's Weapons Office listed 127 medium-to-large factories and workshops that were supplying the army with material.

### **Source E: Military and industrial profile**

Historian Sonke Neitzel wrote in 2006, "The industrial plants of Dresden played no significant role in German war industry at this stage of the war".

## **All Classes Homework 4: Exam**

### **Revision:**

**Revise the topics taught in lessons some are below:**

### **WWI**

Causes of WWI

Main people involved and their viewpoints

Treaty of Versailles

### **WWII**

Rise of Hitler

Main people involved and their viewpoints

Holocaust

### **Industrial Revolution**

Transport

Agricultural revolution

Factory conditions

**Ask your teacher for more in-depth information about the exam.**

**Use the Intranet at school to visit 'other sites' (right hand side of page) then on the drop down menu 'History website'.**

**All classes Homework 5: Produce a Dragons Den sales pitch for a scientific invention from the 18<sup>th</sup> – 19<sup>th</sup> Centuries.**

**In this homework project you will need to look at different inventions during the 18<sup>th</sup> – 19<sup>th</sup> Centuries.**

**You must then choose one that you like and make a sales pitch as if they are your new invention.**

**You must price up the invention and work out how much % you would like the dragons to give you to help with your invention.**

**You can use PowerPoint, moviemaker, posters, models etc to aid your pitch as well as music.**

**There is no need to print these presentations out as they will be viewed in lessons on the computer/projectors – bring it in on a memory stick.**