

General extension tasks Year 7

CASTLES

<https://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland>

1. What extra information can you find from this website, think about location, designs and dates. Pick three castles to draw and add detail to. Can you then use the internet to expand your knowledge on your chosen three. What did these structures mean to the locals, why did kings build them and why were so many built on the coast?
2. Create a map of England, place 12 castles from this website in the right place and using a speech bubble add some detail about each one.

MEDIEVAL ENGLAND

https://www.medievalfayre.com/index.php?option=com_content&view=article&id=72&Itemid=79

<https://www.english-heritage.org.uk/learn/story-of-england/medieval/religion/>

1. Study medieval life in more depth putting things into factors such as: heraldry, weapons, technology and art. Compare factors from this website to what they are like today. Think about whether changes are always good. What continuity has there been? You can present this as an annotated poster or written essay piece of work.
2. Read the article about religion and make a list of all the new words you have learnt from this website. Present them in a grid where a second column explains a word and a third column puts it in a sentence to demonstrate that you can use it correctly.

NATIVE AMERICANS

<https://www.britannica.com/topic/Omaha-people>

<https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/modoc>

<https://meskwaki.org/about-us/history/> [Go to 'about us' and then 'history']

1. Study these three tribes [in the websites mentioned above] and create a fact sheet giving clear details about who they are, where and how they lived.
2. How were Native Americans treated as the 'immigrants' by 'European Americans' in the eighteenth and nineteenth centuries? You can present this any way you wish.
3. Your mission now is to research Native Americans today. For example, how many are there? Where do they live? How are they treated? How do they keep their culture alive?

General extension tasks Year 8

THE TUDORS

Compare the reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. How are they similar or different? Think about religion, succession, security, money, power and anything else. How were people of England affected? How did each one help or hinder the reputation of the Tudors and/or England at the time? What about their legacy then and now? In your comparison you can pick 2, 3, 4 or 5 of them.

THE ENGLISH CIVIL WAR

www.britpolitics.co.uk/the-english-civil-war

1. Find ten new facts about the English Civil War. Try to focus on individuals rather than battles.
2. Create a detailed annotated and colourful timeline of the entire conflict. Put it into context to include what happened before, during and after.
3. Find five books on the Civil War on amazon.co.uk, read the blurb and comment on how each writer has the same or different things to offer.

THE BRITISH EMPIRE

<http://www.britishempire.co.uk>

1. Read up on the British Empire. Try to make a judgement about whether or not Britain was cruel to its people in the Empire.
2. Try to find some primary sources on the Great Exhibition, 1851, and comment by using COPRU.
3. Read any book about Queen Victoria. How does the writer presenting the Queen? Pull out some quotes and comment on these quotes. Are they useful are they to enhance knowledge? Are they opinions on Queen Victoria? Do they say something else? She was **renowned** for her mourning – what happened? What was the response from other people in Britain? Find out about her companions Mr. Brown and Munshi.

Suggested Books:

Lucy Worsley, *Queen Victoria: Daughter, Wife, Mother, Widow*

A.N. Wilson, *Victoria: A Life*

Jim Giglotto, *Who Was Queen Victoria?*

General extension tasks Year 9

<https://www.hrw.org/news/1999/04/18/more-120000-child-soldiers-fighting-africa>

SLAVERY

1. Read the above article on child soldiers in Africa. Condense it into two short paragraphs; don't be afraid to leave things out. Make a list of new words that you have also learnt.

WOMEN'S RIGHTS

www.parliament.uk/about/livingheritage/transformingsociety/electionsvoting/womenvote/overview/startsuffragette

1. Find ten facts about women in early twentieth century Britain who were trying to get the vote. What different tactics did the women use? Create a colourful and well annotated poster to show the difference between suffragettes and suffragists. On each side you need to include quotes or comments from at least three different historians/books. For example, on the suffragettes side you might have a speech bubble that says...suffragettes were well organised and focused according to [name author]...or find the amazon.co.uk sales blurb on a book and add some of that to your work. For example, Diane Atkinson's book says 'the suffragettes and their actions would come to define protest movements for generations to come... in the relentless pursuit of one goal: the right to vote.' Try to use Google Books as well, to establish what historians are saying about this topic and include it in your work.

WORLD WAR I

http://www.nationalarchives.gov.uk/pathways/firstworldwar/aftermath/brit_empire_after.htm

1. Using this website and others [or books of your choice] create a document explaining the problems faced after the war. Condense and bullet point as you go along. If you were Prime Minister how would you have prioritised the problems. Rank them in order of importance and justify your number one choice. BEWARE, this is a difficult task. You will need to cut away lots of words; imagine you are writing the list for a younger child.

<https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/trenches-knees-water/>

2. Use primary sources from this website to fully understand what soldiers went through in the war. Using no less than 5 of the letters write a page to explain what life was like in the war. You do not have to refer to the sources. For example, one source says 'While in the trenches last week John and I were up to our knees in water and got our gum boots half full.' As an historian you might say 'it was common for soldiers in the trenches to be up to their knees in water with the boots half full.'

WORLD WAR II

1. Using BBC Bitesize and johndclare.net find primary sources relating to what you are studying and analyse them by creating a COPRU grid.
2. In the search bar of the internet, type in the topic from class followed by cartoon and hit image. For example, **hyperinflation primary source cartoon**, hit images and return. You should be faced with dozens of primary sources. Now pick some and analyse these in the COPRU way.

General extension tasks Year 10

- a) <http://www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm>
- b) Johndclare.net
- c) [BBC Bitsize](http://BBC.com)
- d) <http://tudorhistory.org/elizabeth>
- e) <https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources>

1. Use websites **a, b and c** to find extra facts to add to your class notes.
2. Use website **b** to study acronyms that aid revision and memory.
3. Use website **b** to analyse sources using COPRU, but don't look at the answers on there until you have had a go!
4. Create flash cards or mind maps on any of the topics studied so far in class.
5. Use website **d** to read ahead on topics yet to be covered. Pay special attention to the Elizabethan Settlement of 1559 and the conflict between Catholics and Protestants
6. Use website **e** to navigate around AQA's website to get real exam question [and answers in places]. Have a go at the questions and/or put the answers into your class notes. Give your teacher any exam answers that you have attempted – they will give you a mark and feedback.

General extension tasks Year 11

<https://filestore.aqa.org.uk/resources/history/AQA-81452AA-SOW.PDF>

<https://filestore.aqa.org.uk/resources/history/AQA-81452BC-SQP.PDF>

[All the extension tasks in year 10 apply to year 11].

1. In addition, log on to the AQA website by Googling AQA HISTORY GCSE. You can find schemes of work, examiners comments, exam papers and exam questions/answers. Explore and learn...

Above are two examples of what you might find, the Medicine scheme of work, and an Elizabeth exam paper.

2. Go through all the sections of the scheme of work in the website at the start of this section, pick out anything of your choice. It is a collection of everything you need to know. Turn any part into a mind map, flash cards, a power point presentation, class notes or even Cornell notes.
3. The second example above is an Elizabeth exam paper. See if you can answer the questions. Your teacher will mark these for you.
4. Repeat this for all four units, making sure you pick the right ones because not all schools study the same units.

General extension tasks Year 12

Breadth study -The Tudors: England, 1485–1603

<http://www.tudors.org>

www.bl.uk <http://victorianweb.org>

1. Use these websites to research your exam topics and items for your coursework. Create flash cards, mind maps or revision notes on a topic of your choice.
2. Read *Winter King: The Dawn of Tudor England*, by Thomas Penn, to strengthen knowledge on Henry VII.
3. Read parts of *Edward VI: The Lost King of England*, by Chris Skidmore [make special notes of changes made by the dukes of Somerset and Northumberland, and factional conflicts on and around the Regency Council].
4. Google all Tudor monarchs learnt so far and create a grid or timeline to chart their religious changes, foreign policy developments and financial successes, failures and changes.

Depth study - Democracy and Nazism: Germany, 1918–1945

1. The Weimar Republic remained in power from 1918-1933, when it was replaced by the Nazis. It had many ups and downs and was famously known as having a 'Golden Era'.

Were the Weimar Governments successful?

To get a more in-depth view at A-Level we often read and look at sources of information from Historians to inform, and challenge preconceptions.

Read through the article called 'Reinterpretation Weimar Republic' and consider was Weimar a Golden Era or was it immoral and too indulgent?

[Problems with the Second Reich](#)

2. Use the following websites and videos to research your exam topics and create revision aids. This can be in the form of flash cards, mind maps or revision notes on a topic of your choice.

Weimar Germany	Weimar Constitution	https://app.senecalearnin g.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/89f4bfb8-8676-4b3e-9b93-c715ee712988?utm_source=GSheet&utm_medium	The following websites and YouTube videos can be used to support you in your understanding of the topic, and the
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		=GSheet&utm_campaign=UK	<p>detail used in your revision guides:</p> <p>https://www.youtube.com/results?search_query=AQA%20A%20Level%20Democracy%20and%20Nazism%20in%20Germany%201918-1945%20Nazi%20State%20by%201945</p> <p>http://spartacus-educational.com/GERweimar.htm</p> <p>http://weimarandnazigermany.co.uk/5-top-sites-find-primary-documents-weimargermany/#.U2vWs5FOWM8</p> <p>http://www.historylearningsite.co.uk/weimar_germany.htm</p> <p>http://www.besthistorysites.net/index.php/modern-history/</p>
Peace Settlement		https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/905c581f-9cf3-4178-bf8f-706b4689ab4e?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
Social Policies		https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/94b0c63d-79b5-4d67-9dce-30e4530406ba?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
Impact Of Economic Policies 2		https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/98641a8c-ad1c-43ef-a9a5-3d3511412b63?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
Weimar Government by 1924		https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/e1d1550b8-ee6c-4756-80b6-768346f52bfc?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
The Weimar 'Golden Age'		https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/38a17172-3462-4706-977e-	

		693d404a3a3e?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
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3. Read *through* A McElligott, Weimar Germany (Short Oxford History of Germany), OUP, 2009 to *develop and strengthen a wider knowledge* of Weimar Germany and your analysis of Historical interpretations.

General extension tasks Year 13

Breadth study -The Tudors: England, 1485–1603

www.bl.uk <http://victorianweb.org>

<http://www.tudors.org>

<https://www.nationalarchives.gov.uk/education/resources/elizabeth-monarchy/>

1. Use the above websites to research your exam topics and items for your coursework. Create flash cards, mind maps, Cornell notes or revision notes.
2. Read *Fires of Faith* by Eamon Duffy, to enhance your knowledge of Mary I, noting her relationships with others and her use of propaganda in print and pulpit.
3. For coursework read articles from the RADICAL section of yellowboxistory.co.uk, paying special attention to the footnotes which will direct you to further research.
4. Use the National Archives website above to look at Elizabeth's speeches.
5. Create a timeline of Elizabeth's life in three stages, before being queen, early-mid reign and mid-end of reign.
6. Read *The Decline and Fall of the British Aristocracy*, by David Cannadine, for coursework.
7. Find any books or websites on Elizabeth I, find three suitable extracts on the same topic with differing opinions, create an interpretation exam question, annotate/note the extracts and answer the question.

Depth study - Democracy and Nazism: Germany, 1918–1945

1. Use the following websites and videos to research your exam topics and create revision aids. This can be in the form of flash cards, mind maps or revision notes on a topic of your choice.

Hitler's rise to power: Backstairs Intrigue' 2	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/81ab56cc-cf11-41e0-ac9d-f30de647b235?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	The following websites and YouTube videos can be used to support you in your understanding of the topic, and the detail used in your revision guides:
Hitler's Consolidation Of Power	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/81ab56cc-cf11-41e0-ac9d-f30de647b235?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	https://www.youtube.com/results?search_query=AQA%20A%20Level

	4f20-80a8-d8bbce9981dc/section/0b04313b-8676-4df1-9c06-184c396adadaa?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	%20Democracy%20and%20Nazism%20in%20Germany%201918-1945%20Nazi%20State%20by%201945
Propaganda	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/694dfe17-b617-40a2-8ed2-aa5437bfd8bd?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	http://holocaustlearning.org/survivors
Development Of Anti-Semitic Policies	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/37f5801b-a1ae-4352-8f99-01faa412700e?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	http://www.historylearningsite.co.uk/Nazi%20Germany.htm http://www.ushmm.org/research/research-in-collections/search-thecollections/bibliography/primary-sources
Treatment of the Jews in the Early Years of War	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/72174f80-cef6-4f63-bdc0-bce9abd2cae0?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	http://www.calvin.edu/academic/cas/gpa/ http://lagrange.campusguides.com/content.php?pid=375607&sid=3076488
Policies Towards The Jews & Untermenschen	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/507f7e54-d86a-4013-9da0-ad446c71fc67?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	http://www.besthistorysites.net/index.php/modern-history/
Anti-Semitism	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/518574a3-28b4-4e31-867d-6db25c2ac7f8?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK	
A-A* (AO3/4) - Terror State & Propaganda	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/85d09f56-a748-4853-98a5-4f305505cf43?utm_source=GSheet	

	&utm_medium=GSheet&utm_campaign=UK
Opposition	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/082be5a3-8c87-4b49-80ad-9fd13cc445dc?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK
Impact Of Economic Policies	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/241a6f25-e0a9-4109-87a4-65816d13604b?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK
War Economy	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/5207a3daf32d-4a23-87bf-e59b1503425b?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK
Nazi State by 1945	https://app.senecalearning.com/classroom/course/0aaaa356-ba64-4f20-80a8-d8bbce9981dc/section/044dbd52-34ae-450f-b27c-7959164f9d5c?utm_source=GSheet&utm_medium=GSheet&utm_campaign=UK

2. Read through one of the following texts to develop and strengthen a wider knowledge of Nazi Germany and your analysis of Historical interpretations.

- Sir I Kershaw, The 'Hitler Myth': Image and Reality in the Third Reich, Oxford Paperbacks, 2001
- M Burleigh, The Third Reich: A New History, Pan, 2001
- F McDonough, Opposition and Resistance in Nazi Germany (Cambridge Perspectives in History), Cambridge University Press, 2001
- L Rees, The Nazis: A Warning From History, BBC Books, 2006