

Richard Kennett - Supporting Statement

Learning about the past is fundamental for young people to understand the present. As a result the teaching of history is an extremely important role. I have been teaching for over ten years now and I am driven by a desire to improve history teaching. During my career so far I have done this on a variety of scales to great success and it is this reason why I would like to become a Chartered Teacher of History.

Since my NQT year I have taught at Redland Green School in Bristol where I have worked hard to develop my pedagogy and become an outstanding history teacher. Early in my career I completed a Masters in Education where my dissertation focused on the importance of local history (**Evidence SE01**) which I have continued to emphasise in lessons wherever I can. I strongly believe that history lessons should be enquiry driven and rich in knowledge, utilising recent academic research and immersing the students in the past. The best examples to support this are my Year 9 scheme of learning on the causes of WW1 (**Evidence SE02**) and a scheme of learning on changing lives in Nazi Germany for the new GCSE (**Evidence SE03**). I am unafraid to experiment to deliver the best outcomes and recently have produced a scripted drama on the Norman Conquest that has produced fantastic essays from Year 10 students (**Evidence SE04** and **SE05**).

In the last ten years I have been Head of History and am now Head of Humanities. Under my leadership results have improved. Last year the history cohort achieved 94% A* to C, far above the national average. In this time the department have also been awarded the HA Gold Quality Mark. We are particularly proud of both of these achievements as we believe in an inclusive approach to history and at both GCSE and A-Level and take any students who are interested in the past. The history department at RGS also often leads on whole school initiatives. Recently we have been trialling a whole class approach to feedback (**Evidence SE06** and **Evidence SE07**) which has now been adopted by other departments.

As a leader of history I think it is important to share my ideas and pedagogy. Through my Twitter account (@kenradical) and blog (www.radicalhistory.co.uk) I have shared ideas and resources with teachers around the country and beyond. I have also been a guest lecturer on the University of Bristol PGCE course helping to train the next generation of history teachers.

Locally in Bristol I have also tried to improve history teaching by setting up clear networks for the sharing of best practice and collaboration. When I began teaching there was no network in Bristol so with Kate Hawkey from Bristol University I established the Bristol School's History Forum (**Evidence SE08**). The forum is led by a core of history teachers who meet three times a year to have dinner and discuss a single issue in history pedagogy. Recent topics have included assessing without levels, interpretations (**Evidence SE08**) and teaching knowledge rich lessons. The group then present their research at an annual CPD event that has been regularly attended by over fifty teachers. From this there has been a wide range of collaboration across the city from moderation to joint planning of new schemes of work, where we are all supported. The forum has also led to the recreation of the Bristol branch of the Historical Association led by Mary Feerick one of our members. I have been closely involved in this process, supporting Mary as Schools Liaison Officer and creating social media accounts and a website for the branch (<https://bristolha.wordpress.com/>) (**Evidence SE10** and

Evidence SE11). The branch has made sure that lectures are targeted at Post-16 students where we regularly have over forty young people in attendance and has been commented on by Tim Lomas as a model that other branches should adopt.

Recently I have also taken a role improving history teaching on a national scale through my role as a workshop leader and author. I am proud to be a fellow of the Schools History Project (**Evidence SE12**) and as a part of that role I have led workshops and the opening plenary at their annual conference (**Evidence SE13**). As part of this role I also helped Michael Riley develop the new OCR B SHP GCSE where I helped to write the specification for the Living under Nazi Rule part of the course. I am also a committed member of the Historical Association secondary committee and have delivered workshops at their annual conference as well as part of a day conference on Norman England at the Tower of London (**Evidence SE14**) and recently began work on a suffragist project. Through my work at the HA and SHP I also been asked to deliver workshops at other conferences, recently delivering one of the keynote lectures at TMHistoryIcons event in Chester (**Evidence SE15**). I have also worked on European wide projects with Euroclio (**Evidence SE16**) including training Polish teachers in Anne Frank house (see [resources here](#)).

I am also an active author for Hodder. I began blogging for Hodder over 8 years ago and since then I have taken on a more active role. I began writing textbooks for their last SHP KS3 series Making Sense of History and now I have five titles to my name which I have either contributed to or written the whole book (**Evidence SE17**). I am most proud of my GCSE textbook for Living under Nazi Rule (**Evidence SE18** and **Evidence SE19**) which I spent two years writing and researching and in which I put a lot of recent academic research. In the last three years I have also began hosting webinars for Hodder with Helen Snelson. Our webinar last year on teaching the AQA A-Level had the largest audience of any webinar they have ever held.

