

Chartered History Teacher (CTHIST)
PROFESSIONAL DEVELOPMENT REQUIREMENTS



Name:	Natalie Kesterton		
Fellowship Number:	N/A		
Year:	Summer 2016- March 2018		
Type of CPD undertaken	CPD activity brief outline	Hours (max 10 hrs per activity can be counted unless a residential course which can be counted for the number of days attended.)	Reflection and development for next year
National Conference Schools History Project 2016	<p>Keynote: Richard Kennett, <i>Once upon a time: the power of stories and how we can use them effectively in the history classroom</i></p> <p>Workshop: Helen Snelson, <i>Keep it personal: bringing the personal and everyday into the thematic study</i></p> <p>Plenary: Paul Salmons, <i>Learning lessons from a past they don't know or understand: students' experience of Holocaust education.</i></p> <p>Workshop: Jamie Byrom & Michael Riley, <i>Planning for the new OCR B (SHP) GCSE</i></p> <p>Workshop: Paula Worth, <i>Using games and lively activities to help students to understand the value of precise factual knowledge</i></p> <p>Keynote: Katherine Burn & Jason Todd, <i>Handling complexity and widening horizons – without losing sight of the students!</i></p> <p>Workshop: Christine Counsell, <i>What does SLT need to know?</i></p> <p>Plenary: Ian Luff, <i>Patriotism is not enough/enough/far too much - delete as applicable. An interactive and thought-provoking exploration of patriotism and the First World War.</i></p> <p>Plenary: Carenza Lewis, <i>History around us: engaging students with the historic environment</i></p> <p>Workshop: Alex Ford, <i>Visions of nineteenth-century America: finding overview in depth, and coherence in complexity</i></p>	2.5 days	<p>A lot of notes and reflections, adaptations to practice, network connections made with teachers in the York area and other teachers across the country studying OCR SHP B GCSE.</p> <p>Used ideas from Christine's workshop to feed into meetings with my line manager and regularly refer to the notes – most recently when arguing against the introduction of a 3 year KS4.</p> <p>Integrated Luff's short but sweet activities into WW1 lessons – e.g. use of buttons/zip etc undoing and doing up x6 times before the 'gas' gets them.</p> <p>Have taught the Cade McCallum mapping of the Civil War that Alex first introduced at this workshop and then uploaded to his website, also established contact with Alex about the OCR SHP B GCSE. Having taught McCallum story once have made various alterations for next round of teaching.</p>

Making connections to the Medieval World York Clio and Ian Dawson 12.7.16	Education officer at Fountains Abbey tour around the site, Helen Snelson and Ruth Lingard led a short scripted drama activity. Ian Dawson led a short activity on the Paston letters – creating a sort of society line from their correspondence Hugh Richards shared some ideas on Peoples’ Health in the Middle Ages.	2	Began work on scripted drama for Y8 on Elizabeth I’s prospective suitors. Re-visited Y10 Medieval Monasteries section of SoL. Re-visited Y7 and Y10 planning on Medieval world.
Friday 4 th Nov 2016 TEACHER CPD on FWW Centenary Battlefields Tour	Discussion with other teachers of local projects based around WW1. Discussion of how we teach the events of the war through the stories of different people. Discussion of the nature of memorialisation and commemoration. Discussion with serving members of the Armed Forces about the significance of studying WW1.	3	Made contact with local Ryedale history groups – got some books on local soldiers and their participation in WW1. Worked with Y10 on Centenary assemblies.
Huntington meeting 29 th Nov 2016	Shared planning and teaching resources with Hugh Richards	2	Revisited Y10 SoL. Shared example answers and ideas on markschemes.
Weds 1 st Feb 2017 4:30-6:30 York Minster York Clio	Tour of York Minster by education contact, followed by discussion and workshopping on using a site study in the classroom. York Clio AGM.	2	Used idea of York Minster model with different layers of change over time to think about planning for Helmsley Castle SoL – creating layers of change over time sketching activities. Changed Y7 Normans SoL to include anecdote on York Minster.
Saturday 18 th March 2017 11am-1pm Helmsley Castle	Training non-specialist to help co-lead a site study visit	2	Took photographs of the site to integrate into lesson planning and student packs. Created questions based around site visit for students to answer in activity pack.
Fri 16 th June 2017 Huntington meeting	Shared planning and teaching resources with Hugh Richards	2	Revisited and evaluated Y10 SoL. Shared example answers and ideas on markschemes.
Assessing GCSE History OCR & Mike Goddard 27.6.17	Visited Huntington school hosting a meeting of schools teaching OCR GCSE. Mike Goddard from OCR delivered the training and led discussion about teaching and assessing the new GCSE.	2	Continue to refine approaches to assessment – standardise with department and ensure consistency of approach to different summative assessment tasks. Planned to send copies of exam answers to OCR for moderation. Since the meeting have sent off and had OCR unofficial feedback on two papers worth of answers.

<p>National Conference Schools History Project 7-9.7.17</p>	<p>Keynote: Diana Laffin, <i>A Zaboglione of History Teaching</i> Workshop: Richard Kennett, <i>'Nazis, I hate these guys': Revitalising your GCSE Nazi Germany lessons so you don't feel like Indiana Jones</i> Fringe Session: Nikolaus Wachsmann, <i>Teaching the Nazi Concentration Camps: Tackling myths and misconceptions</i> Plenary: Toby Green, <i>Beyond and behind the headlines: resources and inspiration for teaching African history from KS3 to KS5</i> Workshop: Chris Culpin, <i>Looking for the puzzle: how to make a success of History Around Us for your students</i> Workshop: Esther Arnott and Steve Mastin: <i>Having fun with Esther and Steve</i> Keynote: Kath Goudie and Rachel Foster: <i>Using scholarship to teach history</i> Workshop: Jamie Byrom and Michael Riley, <i>Moving beyond the textbook: engaging and interactive learning for the OCR B GCSE</i> Plenary – <i>Peace, Prayer, Fire and Destruction: The story of Fountains abbey 1132-1539</i> contributed to Fountains Abbey scripted drama with Ian Dawson, Helen Snelson and Ruth Lingard et al. Workshop: Alex Ford, <i>Engaging with the contested past: Helping students to make sense of historical interpretations</i> Plenary – Michael Riley, <i>Using images of the past</i></p>	<p>2.5 days</p>	<p>A lot of notes and reflections, adaptations to practice, network connections made with teachers in the York area and other teachers across the country studying OCR SHP B GCSE.</p> <p>Used Nikolaus's website to teach Year 9 the Holocaust – concentration camps.</p> <p>Shared resources with colleagues from Chris Culpin's workshop, refined approach to thinking about use of site evidence, evaluated 2017 SoL for replanning over the course of 2017-18. Began to plan revision booklet for Helmsley Castle.</p> <p>Used a number of Esther and Steve's activities in Y11 mock revision planning and in Y10 revision lessons.</p> <p>Began to recap Rachel's Black Death SoL for making a shorter EQ for Y7.</p> <p>Recorded a number of activities suggested by Byrom and Riley such as role playing Elizabethan theatre from the textbook ready for teaching next year.</p>
<p>Teaching Interpretations York Clio and Michael Riley 6.10.17</p>	<p>Workshop: Michael Riley, <i>Teaching Historical Interpretations</i></p>	<p>2</p>	<p>Continue to use images and other interpretations as widely as possible – in particular continue to integrate more into KS3 teaching, revisiting planning for Y7 Norman Conquest immediately after the session. Revisited Y8 SoL to integrate some work on interpretations using films of the Civil War.</p>
<p>Northern History Forum Historical Association 22.11.17</p>	<p>Keynote: Mike Maddison, <i>How do ensure inspiring history in a time of change?</i> Workshop: Heather Scott, <i>Reading what SLT want</i> Workshop: Steve Illingworth, <i>Empowering GCSE students to revise effectively</i></p>	<p>3</p>	<p>Review record keeping and filing for SLT line management meetings, to maximise communication about History data.</p> <p>Reviewed revision techniques and returned to Esther and Steve's booklet from SHP.</p>

<p>York University Mentor Training 19.01.18</p>	<p>14.12.17 – 2 hours visit by non-subject specialist trainer to me at Ryedale</p> <p>Mentor training meeting at York University – students presented on work done on diversity in the curriculum</p>	<p>2</p>	<p>Will revisit the People’s Health to integrate activity on disability that students had planned.</p>
<p>Assessment in History York Clio – Hugh Richards 23.02.18</p>	<p>Hugh presented on work done in light of Daisy Christodoulou’s book.</p>	<p>2</p>	<p>Contributed to leading discussion as I have already adapted and used some of Hugh’s ideas such as ‘the old lady in the post office’ argument metaphor. Revisiting SoL to think about deliberate practice and re-reading Christodoulou’s book.</p>