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e-CPD

Continuing Professional Development online with the Historical Association

Featuring

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Jamie Byrom
Michael Riley
Andrew Wrenn
Joanne Philpott
and Alf Wilkinson

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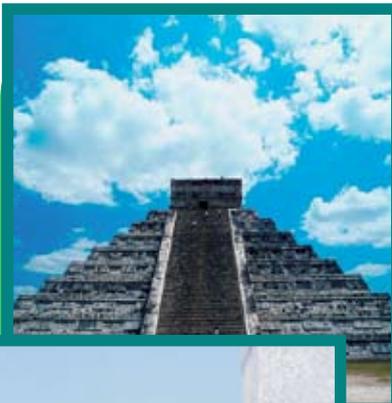
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e-CPD

Continuing Professional Development online with the Historical Association

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Introduction
The Historical Association's e-CPD programme

The Historical Association website has recently undergone a transformation. Visually attractive, user-friendly and as informative as ever, the HA remains the 'voice of history'. At the heart of the secondary section of the website there now lies an array of materials authored by leading history professionals to support teachers through their professional development. Funded by the TDA, one of these new resources is e-CPD, or Electronic Continuing Professional Development, to give it the full title.

What exactly is e-CPD?

e-CPD is CPD for history teachers, which is delivered on-line. It seems almost superfluous to make the point that most teachers prefer CPD in the form of face-to-face courses. e-CPD can never hope to replicate the positive buzz which can result from interaction with colleagues on a well-run training course. It cannot replicate the way a course can provide time for thought and reflection, away from the daily distractions of the typical school. On the other hand, we believe that e-CPD has a particular role to play, and that it can offer valuable

Figure 1: Screenshot of e-CPD front page
www.history.org.uk/resources/secondary

support and insights, as well as resources which would not otherwise be easy to access.

The default position: access to some CPD

To begin with, how many teachers in any subject are now able to go on a training course? If anecdotal evidence is any guide at all, it seems that it is comparatively easy to get on a course on developing management skills or generating data. At the same time the core business of effective teaching and learning in a specific subject area is at best taken for granted and at worst is regarded as tribal parochialism. Many schools support generic training but are reluctant to allow their teachers the opportunity to attend subject-specific professional development, believing it more important that teachers remain in front of their classes – ignoring the medium- and long-term benefits of enhanced subject pedagogy and knowledge. So if we take a default model, HA's e-CPD is at least some form of CPD, but it is rather more than that.

Experienced authors

We have recruited highly experienced people to produce the e-CPD units, who in their respective fields regularly work with teams of practising teachers to investigate issues and test out approaches and ideas. In fact, many of the e-CPD units are effectively reports of innovative projects and the insights which were generated in the course of these projects.

Relevant and important issues

The HA's e-CPD units have been deliberately chosen to address issues which HA members raise with us and which teachers report as being relevant, interesting, exciting, challenging, worrying or a combination of all the aforementioned. The current and forthcoming units are outlined in this special e-CPD edition of *Teaching History*. All three articles address the key focus areas of the author's e-CPD units. Ben Walsh outlines units 1 and 3, which explore the relevance and importance of teaching history in a modern curriculum and the use of new technologies in developing history understanding. He also provides a flavour of the forthcoming unit on interpretations, a concept often identified as an area of weaker practice within the history classroom. Andrew Wrenn's unit and article inspire teachers to consider a range of creative outcomes in their planning. He emphasises the fundamental importance of asking the 'So what?' question when planning for creativity and rigour. Jamie Byrom and Michael Riley's unit is essential e-CPD for all teachers getting to grips with the new curriculum concept of diversity. As Byrom and Riley argue, 'Only by revealing
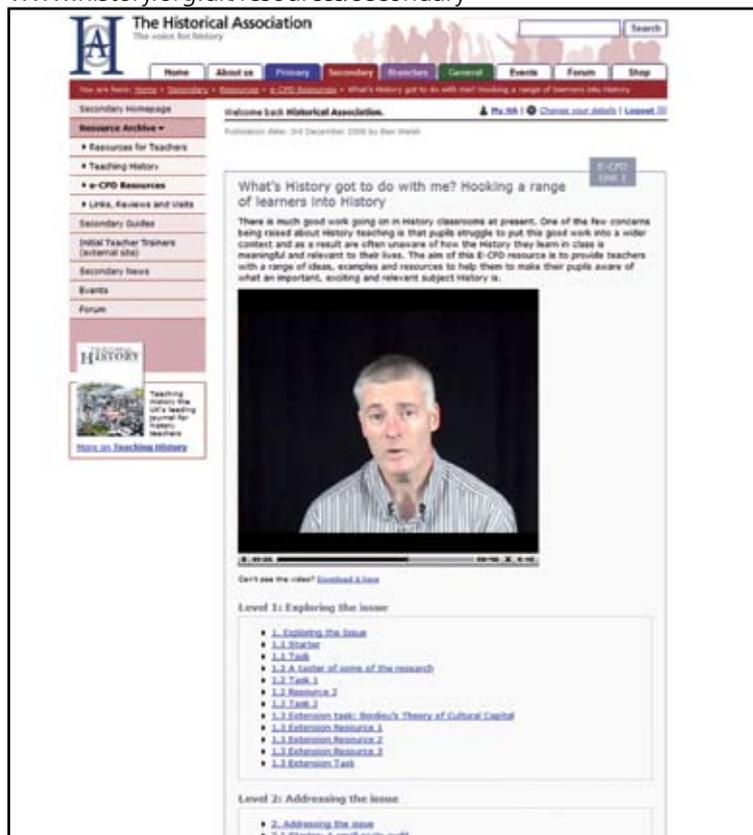
diversity can we, and our pupils, really begin to make sense of the experience of people in the past.' While providing a range of areas for professional development, all the units are underpinned by the belief that effective planning and engaging enquiries ensure rigorous and meaningful history teaching and learning for teachers and pupils alike.

Activities

Most face-to-face training courses involve some activities, but courses usually run to a tight schedule and it is quite common for an interesting discussion to be nipped in the bud by the need to move on with the rest of the course. On a

some anxieties about workload, the emphasis is very much on writing up and gaining accreditation for existing practice and development work. The HA has established a link with Nottingham Trent University to get work on e-CPD units accredited so that they might contribute to the Nottingham Trent or any other Master's Level course. Alf Wilkinson, in conjunction with Nottingham Trent University, details how Master's Level can work for you.

As Alf Wilkinson states, the aim of the e-CPD units is 'to allow teachers to undertake cpd at a level that is appropriate to them'. Teachers can use the units in their own time and

'The on-going professional development has been a source of inspiration and insight. This has enabled me to challenge my thinking within and beyond the classroom.' *History teacher*

face-to-face course it is usually impossible actually to develop a lesson plan or create a teaching resource. Such difficulties are easily overcome through e-CPD, as the relevant resources needed for an activity are always available to suit the needs and time pressures of the teachers rather than the timetable of the face-to-face course. A key strength of e-CPD flows from its nature as it also has the facility to follow links to websites and similar information sources. All of the e-CPD units have some tasks and activities built into them, designed to provide a focus for departmental meetings, to support an in-service training session or simply to give individual teachers a line of approach to their own development. Again, examples and screen-shots of activities in the individual e-CPD units are set out within the articles.

On-line communities

One activity which is frequently used in the e-CPD resources is to post a comment or a description of practice on to a web forum. e-CPD offers the ability to create on-line communities of history teachers who are interested in a particular subject. Teachers can contribute at times which suit them and the discussion threads which build up can be a valuable archive of ideas and support. In addition to the forums there are also opportunities to take part in on-line polls, again giving teachers a sense of what their colleagues believe in relation to particular issues.

Resources

The HA's e-CPD programme is not a resource bank, but when you get experienced writers and teachers to set out their thoughts on important issues then it is likely that they will introduce new approaches and ideas. One of the most effective ways of doing this is either to produce a resource and consider why it works, or to suggest ways of making use of an existing resource such as a website. As a result, teachers will find many ready-to-use resources along with the ideas, insights and approaches which make up the e-CPD units.

Taking it further

The government has made it clear that it sees the future of teaching as a research- based profession in which teachers write up their practice in much the same way as health care professionals currently write up theirs. While this raises

at a level appropriate to their needs. This special edition of *Teaching History* will give you a flavour of what each unit can provide. As the units were written and designed for electronic access, however, the best way to discover how the units can support your own profession development needs is to log on at www.history.org

Joanne Philpott, Editor
Ben Walsh, Contributor

Figure 2: screen shot of web forums

What's history got to do with me?

Ben Walsh describes the immense benefits of Electronic Continuing Professional Development (e-CPD) for all history teachers. He outlines the units he has authored – 'What's history got to do with me?' (unit 1) 'Beyond Multiple Choice' (unit 3) and the upcoming 'Interpretations'. Walsh also considers the issues raised in unit 3 in his recent article in *Teaching History 133* (December 2008) 'Stories and their sources: the need for historical thinking in an information age'.

Ben Walsh

Ben Walsh has many years of experience in history education as a teacher, head of department and now as an author of textbooks and electronic resources for secondary education. He also runs training courses on the use of ICT in history and is a member of the Historical Association Secondary Committee.

What's history got to do with me? (e-CPD unit 1)

There is a good deal of evidence that in history, as in other subjects, a substantial body of pupils is not as tuned in to the subject as we would hope. There is plenty of evidence too that history is taught well, and yet the work of Tim Lomas and Terry Haydn has shown us that while many pupils perform the tasks we teachers set, they have very little idea why they are performing them. This raises the implicit question, for every pupil, in every lesson – 'What has this got to do with me?' There are many important answers to this question. It is certainly not one which is beyond the comprehension of most secondary-school pupils; but very few of them have ever been asked to consider it, certainly not in any formal way. Unit 1 looks at a number of ways in which teachers might want to consider this issue.

Level 1: Exploring the issue

This element of the resource begins by looking at pupils' perceptions of history and some of the factors which may affect those perceptions. Research suggests that our pupils have some very clear ideas about the relevance of particular subjects in school. Even though attitudes towards the subject and the way it is taught are generally positive, history is not counted among the subjects they consider relevant. Clearly we need to do a little more, not in terms of our practice in the classroom but in getting pupils to see that history is at least as relevant as any other subject. A grasp of history provides some context for many of the significant issues affecting the world today. Most pupils would better understand Islamic fundamentalism if they had a clearer perception of the geopolitical complexities of the Indian subcontinent and the Middle East. What better starting point for developing a sophisticated understanding of these regions than a study of the British Empire and its workings?

In addition, the content of history is a highly prized asset in the leisure and entertainment industry. TV and film are awash with historical material. Many computer games are based around historical themes. Heritage tourism is a multimillion pound industry which contributes significantly to Britain's economic activity.

This section also includes a consideration of the concept of 'cultural capital', an advantage which pupils from more well-to-do backgrounds have over less fortunate pupils and which gives them noticeable advantages in terms of their performance in school. Once again, history offers opportunities here to help with what is, in effect, an inclusion issue. Either through site visits or by making use of the increasing range of virtual resources from museums and archives, pupils can see the relevance and value of such institutions not only in interpreting the past but also in understanding the roots of cultures which were once alien and mysterious to Britain but now exist in our towns and cities.

Level 2: Addressing the issue

This section looks at a range of different approaches which can be considered to help pupils see the relevance of history to them and the world in which they live. Such approaches range from schools which carried out a major content rethink through to small-scale approaches. Thus, we have examples in which schools constructed entire courses around local historical landmarks and another school which devoted an entire term's work to tackling the issue of why the term 'Crusade' is still a sensitive one today even though the last Crusades ended centuries ago. There are also resources which examine other connections between past and present, such as the range of approaches used by some websites to harness history for political ends. There is even a detailed examination (complete with screen-shots and video clips) of the commercial value of historical knowledge as exploited in computer games like Assassin's Creed.

Beyond Multiple Choice: Questions and Answers, Pedagogy and Technology in the history classroom (e-CPD unit 3)

In recent years the buzzword in many sectors, whether it be business, communications, entertainment or education, has been interactivity. One of the ways in which organisations try to achieve or improve interactivity between themselves and their audiences is through polling. This comes in many different forms, including telephone polls or internet-based response systems. Education has not been slow to realise the importance of this trend towards interactivity, and yet interactivity poses challenges for educators. To begin with, educationalists begin from a standpoint that interactivity must be meaningful, constructive, purposeful and above all educational!

Level 1: Exploring the issue

In this context, the HA asked a team of teachers to look at this new technology and its value in history. While it soon became clear that there was potential value here, it was equally evident that the value of this technology lay in the quality of the questions asked and how they fitted into a programme of learning. In short, this meant some fundamental rethinking of the purpose behind many questions which pupils were set, as well as a new consideration of the questions themselves.

Level 2: Addressing the issue

This section looks at a range of issues which put voting technology into the wider contexts of pedagogy, assessment and developments in ICT generally. Most teachers will

Figure 2

probably be more interested in the case studies section, in which teachers produced and trialled a range of voting-based activities. Although they are all designed to be used with voting technologies, the quality of the questioning is such that pupils will get something out of them even if they are using a simple show of hands. Teachers will also be interested in the feedback from the pupils about these approaches and technologies. In order to whet appetites, the range of case studies and resources included in this e-CPD unit covers the following areas:

- The slave trade
- Women's suffrage
- The English civil war
- The causes of WWII
- Case study: The treaty of Versailles
- Case study: Dunkirk
- Nazi propaganda

Coming soon: Interpretations in the history classroom

When the National Curriculum history orders were revised in 2000 a new requirement emerged – that pupils should be taught about historical interpretations. Very few history teachers disagreed with this requirement, since historical interpretation is central to the discipline. Be that as it may, once teachers started to teach this concept it became clear that we had set ourselves a very ambitious aim. Teaching interpretations was difficult. Eight years later many of us are still grappling with exactly what historical interpretation means, and how to help our pupils develop their own understanding of the concept. A wealth of advice and publications emerged in which colleagues shared their ideas and experiences about the nature of historical interpretation and how to teach it. The aim of this forthcoming resource is to pool some of the best of that work and to introduce some new ideas and resources to add to the teacher's range of available tools. This includes some of the high-level theoretical work which has been done on the issue of what historical interpretation actually means. It also includes ready-to-use resources and approaches which teachers can take away and use to tackle this challenging issue.

Level 1: Exploring the issue

On-line resources will, it is hoped, help to make new resources and approaches easily available and will also facilitate the exchange of ideas about some key issues such as the following:

What exactly do we mean by historical interpretation?

In one sense, it is history itself rather than historical interpretation which is hard to define. Most people see history in terms of dates, events, facts and figures. In fact, the real practice of history is in trying to interpret the meaning of these pieces of information. For example, we know that many acts were passed by Parliament in the nineteenth century to try to improve public health. That's a fact, but as soon as we consider whether these acts actually had a serious impact we find ourselves in the realms of historical interpretation. Even the term interpretation is open to interpretation! For some it refers specifically to a study of the work of academic historians and how their views compare. Others

see historical interpretation in a range of forms – whether popular interpretations such as depictions of the past in advertisements, or educational interpretations such as those found in museums.

Why is historical interpretation hard to teach?

There are several reasons why historical interpretation is hard to teach. First of all, it's highly counter-intuitive. Most pupils tend to think that if everybody says Thomas à Becket was the good guy in his clash with Henry II, or that there really was a Blitz Spirit, then that is probably what happened. In considering interpretations we have to get them to consider that accounts of the past are not 100% accurate reconstructions of what happened. They are constructions based on evidence (in the case of historians) and sometimes based on political purposes or other agendas.

Why is it important for pupils to develop a sense of period?

To understand historical interpretations we have to instil in pupils an understanding of period – two periods in fact. They have to understand the period in which the interpretation was created but they also have to understand the period about which the interpretation was written. When we consider this challenge it is easy to see why many pupils find it hard.

What expectations should we have?

As with any learning goal we need to match our high expectations against the age and ability of pupils. With historical interpretation, however, it would seem that there are certain baseline understandings which our pupils should develop. For example, they need to know that historians try to establish the truth about people, events and changes. They also need to be aware of how some histories have been used for particular purposes. There are other goals we can aim for, and they are explored in this section of the resource.

Level 2: Addressing the issue

As with the other e-CPD resources, the intention is to provide practical help in tackling important issues. The unit is not a resource bank in the sense of replacing textbooks or other resources. On the other hand, there will be substantial help and a range of links, recommendations and approaches to look at a wide range of areas of historical debate such as:

- WWI
- Henry II and Thomas à Becket
- Slavery
- McCarthyism
- Historians are people too (biography of an historian)
- Holocaust denial
- Germany 1919
- Picture captions
- Women in WWI
- Images of slavery

If your are interested in any of these units, go to http://history.org.uk/resources/secondary_resources_11.html and have a look at the resources and activities available to you through the e.cpd.

Postgraduate qualifications:
Why study for an MA?

Context

The government is encouraging all teachers to gain a postgraduate qualification writes Alf Wilkinson. They have demonstrated their commitment to this aim by providing a subsidy to universities since 2005 and an MA in Teaching and Learning (MTL) for newly qualified teachers. Together with the presence of many newly trained teachers exiting their PGCE programmes with up to 60 credits at 'M' level, these initiatives are expected to speed the development of teaching as a postgraduate profession.

What is MA study about?

Many universities now offer a range of routes to gaining a postgraduate qualification. Study at this level calls for critical reflection on practice as well as the forging of links between theory and practice. Most universities provide opportunities for practitioner inquiry, where teachers choose to investigate areas relevant to their own practice. Increasingly, institutions such as Nottingham Trent University (NTU) offer modules that enable teachers to undertake practitioner inquiry through independent study. This means that teachers can organise their studies to fit in with other commitments rather than attend a university on a weekly basis. Support is provided by a university tutor and through on-line and library resources.

Postgraduate credits and awards

Credits can be accumulated to achieve an award:

60 credits = Postgraduate Certificate
120 credits = Postgraduate Diploma
180 credits = MA (usually has to include research methods and a dissertation)

Universities provide a range of awards at postgraduate level, depending on the focus of study. A check on relevant websites will show what is available, but those relevant to teachers are likely to be in areas such as:

- education
- teaching and learning
- leadership and management

While credits can be transferred between universities, there are differences between the number of credits individual universities will accept. In many universities, awards such as NPQH and Leading from the Middle may count towards further credits through APA/APEL procedures. Again, requirements for completion, credits awarded and costs may differ.

How can history teachers gain postgraduate accreditation?

Attendance at courses focusing on history curriculum initiatives and reflection on individual and school practice about history will provide the basis for postgraduate study. Teachers might, for example, investigate a new development they have tried out in school, or reflect on the impact of courses that they have attended.

Study at Nottingham Trent University

Nottingham Trent University has several modules that can be studied independently with the support of an NTU tutor. Two of these (30-credit) modules are described below. Successful completion of two modules brings a Postgraduate Certificate in Education or in Education (Teaching and Learning), depending on the study focus. Registration on the MA programme gives access to NTU resources; NTU is a member of SCONUL, a scheme which enables students to use other university libraries that might be more convenient.

Teachers may select *either* modules 1 and 2 *or* two independent studies (which must focus on different initiatives).

1. Reflection on CPD experience (30 credits)

The aims of this module are to: reflect on experiences from a range of CPD events attended over the previous three years; examine key learning experiences gained from this CPD and their impact on personal practice; and reflect upon development of professional skills with an action plan for future CPD needs.

The assignment is a portfolio containing: evidence of CPD attended (a minimum of five days/30 hours, within the last three years); reflection on learning experienced through attending these events; analysis of the impact that they have had on professional knowledge and practice. A topic area from one of the CPD events will be investigated further. (Total 4500 words)

2. Independent study (30 credits)

This module enables teachers to choose any area of interest for further study. It could be a school initiative, an area of current concern, or a review of a development project. Teachers will research the topic, report on action taken, link relevant theory to the practice and reflect on what was achieved. (Total 4500 words *equivalent* – this can include some of the actual project work.)

For further information contact Dr Gill Richards: gill.richards@ntu.ac.uk

Alf Wilkinson is the Historical Association's National Subject Lead for the rollout of the new secondary curriculum.

Oh no – not more extended writing! Firing pupil motivation through creative tasking

In "Oh no – not more extended writing!" Andrew Wrenn highlights features of the Historical Association's e-CPD unit of the same name. He addresses the perceived problem that many history departments face in setting rigorous pieces of extended writing as outcomes while at the same time wishing to expand the creativity and variety of tasks set overall. Like the unit, the article concludes that academic rigour and creative engagement go hand in hand but careful planning is called for in order to do justice to both.

Andrew Wrenn

Andrew Wrenn is General Advisor for History in Cambridgeshire. He was formerly head of department in two west-country comprehensives. He is a member of the HA's secondary committee, having steered the association's Key Stage 2-3 history transition project and co-authored a government-sponsored report on teaching emotive and controversial history 3-19. Andrew has contributed to *Teaching History* several times and is an experienced author and trainer.

Imagine a wet and windy afternoon with a Year 9 mixed ability class being taught in a terrapin. Let us say that the pupils have been mildly engaged. Towards the end of the lesson the teacher introduces their homework – an essay. The pupils start to moan 'No, miss, not another essay!' – 'We're bored with extended writing!' and the more chilling 'I'm glad I'm giving up history! It's too hard!' The teacher concerned is faced with multiple problems. The pupils perceive the task itself as a repetition of a type they have encountered too often before, and it is failing to motivate and engage them. Once again a history teacher confronts what Tim Lomas calls the 'So what?' factor, pupils bored with and disengaged from the subject. Yet from the teachers' point of view, abandoning extended writing is not an option. History is a literary subject, after all, and rigorous assessment requirements in the school mean that written tasks are those that can most easily be marked and levelled.

Linking academic rigour with creativity

The dilemma appears to be clear: academic rigour and boredom on the one hand or some kind of unchallenging alternative on the other. This apparent dichotomy is actually unnecessary, however. Level One of the e-CPD unit 'Oh no – not more extended writing! Firing pupil motivation through creative tasking' contains a gallery of creative outcomes from a range of schools, three examples of which are described in figures 1, 2 and 3. The task for history teachers in the unit poses common questions for analysing the varied outcomes in the gallery, for example:

- Is there evidence of the level of pupil engagement in this particular outcome?
- How much would pupils need to know before completing this task?
- Does the task focus clearly on an historical process or concept? If so, which ones?

Readers of the unit are then able to look at a description which carefully explains the setting of each outcome.

Example one (figure 1) took place at Neatherd School in Norfolk. The History of Medicine fair was the culmination of a series of lessons exploring the history of medicine in relation to how doctors (or healers) treated the sick in different times and locations. The planning drew inspiration from the long-standing Schools History Project (SHP) development through time study but concentrated on doctors rather than other aspects of medicine. The sequence of learning involved teacher-led seminars with scope for group activities and individual research leading up to the fair. The photo-story montage in the gallery shows that the level of engagement was high and that pupils had been immersed in the subject matter which acted as prior learning for the event itself.

Example seven (figure 2) was prepared by a group of gifted and talented pupils at Impington Village College in Cambridgeshire. The pupils were taught

about the abolition of the slave trade in history lessons. They then worked off timetable to design a memorial to Thomas Clarkson, a leading (and local) abolitionist, and to prepare a presentation of it to their peers and an adult audience. This presentation was the winning participant for a county competition involving two other secondary schools. It was later repeated in front of a panel of judges including the Master and Fellows of St John's College, Cambridge, which Clarkson originally attended with William Wilberforce. The Impington design was heavily influenced by pupils' prior knowledge of Clarkson's travelling box of artefacts which he used to describe the civilisation of Africans. The design was also influenced by a monument to the burning of books by Nazis in Berlin. As in example one, the level of engagement from the pupils involved was high.

The chocolate cake in figure 3 was a piece of work produced by a pupil at Swanmore Secondary School in Hampshire. Year 9 pupils had already studied trench warfare during WWI. As the culmination of this study, pupils were told that they could present a reconstruction of trench life in any form they choose, either individually or in a pair or group. On the face of it, this chocolate cake appears to be a frivolous outcome that trivialises traumatic events. Having said that, the process of gathering evidence and preparing for the task was carefully modelled and scaffolded for pupils. They were given a choice of outcomes at the outset, for example: 'Your reconstruction could be a ... short story, diary, poem, presentation, model, diagram, textbook double-page spread, film, role-play, your own idea! But it *must* be based on reliable evidence'. Pupils were set a firm deadline for completion of the task which helped prevent wasted time. There were also carefully managed stages for completion. For example, pupils transferred notes from research on to an A3 mind-map and as part of evaluation considered the historical accuracy of their reconstruction, asking, for example, 'Are there any obvious errors?' The pupil who made the chocolate cake chose an original and motivating outcome to match the task but his outcome was also the result of a careful process of research. So, arguably – just as the other gallery examples show – you can have your cake and eat it! It is possible for academic rigour (which includes the acquisition and application of specific historical knowledge) and creative engagement to go hand in hand.

Finding a balance

But how do history departments set up such outcomes in the first place and how do they get the right balance between setting written and other kinds of tasks? Level 1 of the e-CPD unit considers the influence of generic ideas such as learning

Figure 1

Gallery example one

A photo-story montage shows Year 7 classes taking part in a History of Medicine fair. Half the class were given role cards as patients with various afflictions. The other half of the class manned stalls representing doctors or healers from different historical periods. The 'patients' then moved from stall to stall, being 'treated' according to the customs and culture of the time. The two halves of the class then swapped over roles.

turn heavily influenced the definition for this key process in the new orders:[1]

A planning device for knitting together a sequence of lessons so that all the learning activities – teacher exposition, narrative, source work, role play, plenary – all move towards the resolution of an interesting historical problem by means of substantial motivating activity at the end.

Each type of learning activity needs to be incorporated into a sequence of lessons whose purpose is explicit both to pupils and teacher.

The second part of this definition of historical enquiry is equally important where the learning activities '...move towards the resolution of an interesting historical problem by means of substantial motivating activity at the end'. As Gorman suggests, 'a

'It's made me more positive and confident in areas I was having difficulties with and it's enabled me to have ownership of my own professional development.' *History teacher*

styles and multiple intelligences on the work of history departments. There is a useful 'drop and drag' resource where a type of generic learning activity can be matched to the appropriate learning style.

The second level of the e-CPD unit takes readers through the process of planning historical enquiries that help to generate a range of creative outcomes. A major feature is Michael Riley's definition of historical enquiry from 2005, which in

well-produced piece of work at the end of a detailed study marks an ending point in which the pupil can feel some pride.'[2]

One of the keys to planning in this way is to devise the right question which will help pupils to understand the 'interesting historical problem' being set. The e-CPD unit contains downloadable materials that a head of history can readily use to consider planning for 'the well-crafted enquiry question that governs a short sequence of lessons'. There are

Figure 2

Gallery example seven

A group of Year 9 pupils designed the proposed monument below to local slave trade abolitionist, Thomas Clarkson, at his old Cambridge college, St John's. This formed part of a presentation to their peers.
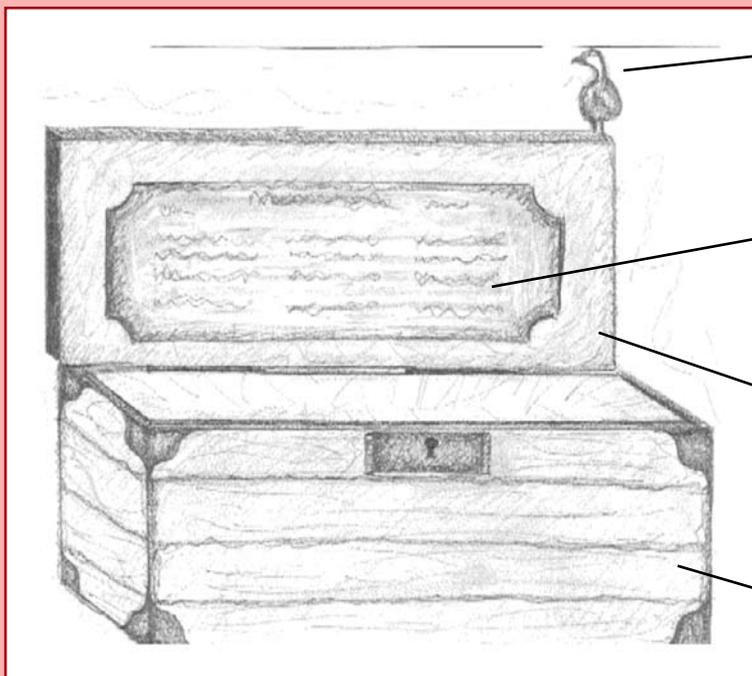
Benches often have pigeons on them – instead we have a dove of freedom

This will be inscribed with the name of abolitionists – there will be space to inscribe any future names on

The see-through surface that you sit on and look into

The chest! (A reference to Clarkson's travelling chest of artefacts with which he demonstrated the civilisation of Africans and the cruelty of the slave trade)

Spices

Bow and arrows

African bag

Whip

Chains

The interesting narrative of Olaudah Equiano

Spear

Interviews

Shackles

Diagrams and Photos

Slave collar

Inside The Chest
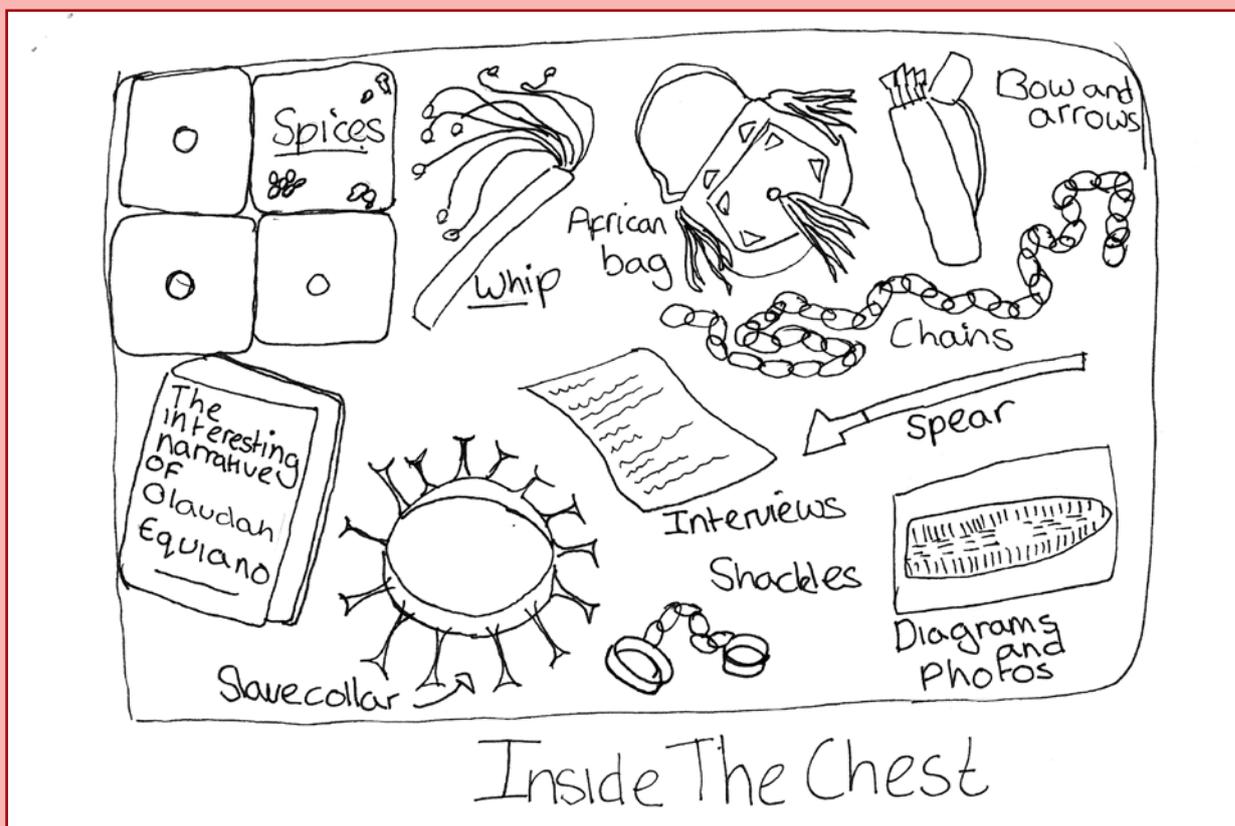
Figure 3

Gallery example five

A Year 9 pupil created a reconstruction of trench life in WWI as a chocolate cake. The typical features of a trench such as barbed wire are identifiable despite the unusual material.

prompts and activities for taking a departmental meeting that would help staff as a whole to consider what makes a well-crafted question:

- weed out 'dodgy questions'
- devise new questions for incorporation into existing or new plans.

Taking into account these processes for planning successful enquiries, Level 2 of the e-CPD unit concludes by looking at one example of medium-term planning and two examples of planning that cover a whole Key Stage 3. The first example summarises the outcomes set across a recently published textbook *Meeting of Minds* (part of Pearson's successful Think Through History series) about historic encounters between Islam and the West.[3]

Level 2 goes on to show how two contrasting history departments approach Key Stage 3 history. The teachers at Cottenham Village College near Cambridge have also created outcomes across their planning which follow the example offered by *Meeting of Minds*. Pupils assume the role of a historical novelist (Michael Morpurgo), the creators of a museum and Soviet writers of Stalinist history textbooks. In the meantime, teachers at Copleston High School

in Ipswich, Suffolk also designed some of their outcomes on a similar model. Pupils create commemorative messages for a local monument, justify continued local government funding for a community association and advise the local tourist board on how Ipswich's history might be used to promote the town. Filmed interviews with Geraint Brown from Cottenham and Neal Watkin from Copleston will soon be posted in Level 2 resources. Level 3 of the unit, in common with the others, encourages a reader to experiment and reflect on their own practice which can link to accreditation. The overarching message of this e-CPD unit is that a teacher does not have to choose between engagement (a superficial fling-the-teacher game?) and rigour (which is often a feature of extended writing).

REFERENCES
1. Historical Association, Key Stage 2-3 History Transition Project website, www.historytransition.org.uk
2. Gorman M. (1998), 'The structured enquiry is not a contradiction in terms: Focused teaching for independent learning' in *Teaching History,* 92, Explanation and Argument edition.
3. Counsell, C., Byrom, J. and Riley, M., (2007) *Meeting of Minds: Students' Book: A World Study Before 1900* (Harlow: Pearson Education) Think Through History series. ISBN 13:978052535916

Resources

Further resources are available from the Historical Association to help develop history teaching and learning in secondary schools
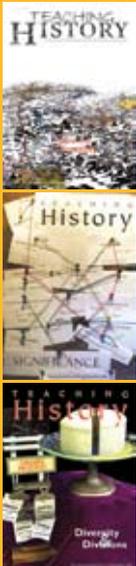
Teaching History is the Historical Association's journal for secondary-school teachers. It is published four times a year, and posted directly to members. Each edition is themed on a particular concept, idea, skill or challenging content area and contains a mixture of theory, arguments, ideas and materials to further your understanding of the issue and improve your classroom practice. Additionally, articles can readily be applied to departmental CPD. Back issues can be purchased from the Historical Association [www.history.org.uk] or are freely available on-line for members. All you need is a password to gain access to the members' part of the website.

For a full list of past issues go to: www.history.org.uk/resources/secondary_resources_12.html

Past issues that are particular relevance to the New Secondary Curriculum include:

Teaching History 131: Assessing differently

Teaching History 125: Significance

Teaching History 120: Diversity

Teaching History 118: Differentiation

Teaching History 115: Assessment without levels

Teaching History 112: Empire

Teaching History 110: Communicating History

Teaching History 104: Teaching the Holocaust

Teaching History 96:   Citizenship and Identity

Teaching History 91:   Evidence and Interpretation

Are you looking for subject knowledge updates?

Then why not go to your local HA branch meetings – there are over 50 branches throughout the country so there should be one near you. You don't have to be a Historical Association member to attend talks. These meetings are a perfect opportunity to hear expert speakers on a wide range of topics and update your subject knowledge. If the local branch doesn't put on the kind of talks you want to hear, tell them. The branch secretary will probably be very glad of suggestions for topics related to the school history curriculum – they will hope they might get a few sixth-formers along to some of their talks too! You can find the location and programme of your nearest branch on the HA website: www.history.org.uk/resources/he_resources_49.html

If you are in the area, why not try these upcoming branch events relevant to the New Secondary Curriculum?

3 March – Plymouth branch
The Holocaust and post-war British culture

26 March – Cambridge branch
A practical workshop for secondary-school teachers, with Michael Riley

23 April – Beckenham and Bromley branch
The Great War 1914-1918: Myths and Truth

11 May – Bolton branch
Celebrating local history

You can find details of all forthcoming branch events on the HA website: www.history.org.uk

History matters

The Historical Association Annual Conference

The Historical Association Annual Conference takes place this year on 9 May at the University of Leicester. The central event of the day is a round-table debate about the importance of history teaching and learning. Arguing the case are: Sir Keith Ajegbo (Citizenship Advisor), Claire Fox (Institute of Ideas), Alison Kitson (Institute of Education) and Professor John Tosh (Roehampton University).

Supporting workshops of particular relevance to the New Secondary Curriculum include:

Joanne Philpott *Assessment in the New Curriculum: helping pupils get better at history*

Andrew Wrenn *Motivating Pupils through Creativity.*

Both Joanne and Andrew have written e-CPD units for the HA.

Exploring dimensions of diversity

Diversity is identified as a concept in the new National Curriculum, though as Byrom and Riley discuss, diversity has been reflected in the National Curriculum since its inception. Like the unit, their article explores the many dimensions of diversity within the teaching of history. Byrom and Riley go on to consider, in both their unit and the article, how history teachers can use these dimensions to become better equipped in helping their pupils 'understand the social complexity of past societies but also help them to identify the *characteristic features* of past societies'.

Jamie Byrom and Michael Riley
Jamie Byrom is Adviser for History, Devon Education Services. Michael Riley is Director, Schools History Project.

One of the resources featured on the e-CPD unit on diversity is a series of film clips from a DVD produced by the Ipswich Caribbean Association. The clips focus on the individual experiences of Mae, Leanora and Frenchie – three African-Caribbean migrants to Suffolk in the period after WWII. Ipswich teachers used the DVD to help their pupils explore the history of ethnic diversity in the locality by focusing on the different experiences of first-generation Caribbean migrants to Ipswich during the late 1950s and early 1960s. The teachers devised an enquiry that engaged pupils with the diverse experiences of the migrants: 'What were the experiences of African-Caribbean immigrants to Ipswich in the late 1950s and early 1960s? Did everyone have the same experiences?' The focus of the pupils' study was on why people left the Caribbean and, more especially, on their different experiences of living in Britain. Pupils could see that the individual people on the DVD had very different stories to tell. The migrants had often been brought up on different Caribbean islands and were from quite different backgrounds. Each interviewee had their own set of reasons for leaving the Caribbean, and they each had different experiences of settling in Britain – some had mainly positive experiences, while others faced prejudice. Pupils were able to appreciate how it is hard to generalise even about the experiences of one individual as those experiences vary over time. One pupil reflected, '[The DVD] taught me that you can't lump people together'.[1]

As history teachers we enable our pupils to understand the social complexity of past societies but we also help them to identify the *characteristic features* of past societies. Discourse in history is impossible without such generalisation. The skill of the historian lies in managing the tension between making generalisations about past societies and revealing social complexity. To do history at any level we have to move between the two. Historians write of 'The Tudors' or of 'medieval villagers', and, at the same time, reveal the complex social reality that lies beneath these terms. As Jamie Byrom puts it in his introduction to the e-CPD unit: 'To they or not to they, that is the question.' This tension between 'characteristic features' and 'diversity' has been reflected in the National Curriculum for history since its inception in 1991. Diversity has been given greater prominence in the 2008 Key Stage 3 curriculum through the inclusion of 'cultural, ethnic and religious diversity' as one of the five key concepts in the programme of study. The revised attainment target emphasises the importance of pupils analysing 'the nature and extent of diversity...within and across different periods'. This is surely to be welcomed. It could be argued, however, that 'characteristic features' should be regarded as the predominant underlying concept and that diversity is best seen as a dimension of this. It would certainly be a pity if the current curriculum diverted teachers from a focus on helping pupils to make acceptable generalisations and to think about typicality in past societies. The e-CPD unit on diversity does not attempt to settle any of the debates surrounding the place of diversity in the curriculum,

Figure 1: The clips of Mae, Leanora and Frenchie from the unit

Mae from Monseratt. Born 1933. Emigrated 1961.

Leanora from Nevis. Born 1928. Emigrated 1958.

Frenchie Roy from Jamaica. Born 1939. Emigrated 1959

Figure 2: Screen-shot from the unit

but it tries to take forward our understanding by bringing together some current thinking and reflective practice in this area.

Exploring and addressing diversity

The first section of the diversity unit opens up the issue by featuring some short films in which three people who have done some hard thinking about different aspects of diversity explain their views. Christine Counsell (senior lecturer in History Education at the University of Cambridge, Faculty of Education) explores how diversity has featured in different ways and with varying degrees of emphasis in school history in the past 40 years. She raises some important questions about exactly what diversity encompasses, how it can best be understood and what might be the implications for developmental work in schools. Dr Peter Fleming (principal lecturer in Medieval and Early Modern History at the University of the West of England) considers the ways in which diversity is central to the work of the historian. He discusses this in the context of his research on medieval Bristol and considers some of the implications for teaching about the lives of medieval people to 11–12-year-olds. Dr Dean Smart (senior lecturer in History Education at the University of the West of England) talks about his research into the visual representation of people of colour and visible minorities in Key Stage 3 history textbooks. He then considers some broader issues in teaching history in such an ethnically diverse society as modern Britain.

The most substantial section of the diversity unit aims to support teachers in addressing some dimensions of planning and teaching that will help pupils to develop a more mature understanding of the theme. The section begins with two examples of long-term planning (one at Key Stage 3 and the other at A-level) each of which attempts to foster deeper thinking about diversity. It then provides six case studies that exemplify different ways in which diversity can be addressed in the classroom through individual enquiries and approaches:

1. *Diversity and society* explores some strategies for helping pupils to develop a richer and more complex

understanding of the lives of 'ordinary people' in medieval England. It features a film extract from Christine Counsell's workshop at the 2008 Schools History Project conference in which she introduces teachers to the potential of using Kevin Crossley-Holland's novel *Arthur: The Seeing Stone* as a device for analysing the experiences and attitudes of different people living on a manor in the Welsh Marches in 1199-1200. The case study also considers the power of different enquiry questions for investigating the diversity

that can be used to give pupils a richer understanding of the Crusades and the Indian Rebellion of 1857. The focus is on ways of encouraging pupils to move beyond a uniquely western perspective when studying these events.

6. ***Diversity and individuality*** addresses an often unexplored dimension of diversity and concerns the way in which individuals who live in the same society and are exposed to the same set of circumstances can respond differently

'It provided opportunities to develop my own ideas of teaching and learning and explore them confidently in participating in different teaching initiatives and involving others.'   *History teacher*

of medieval society, and explores the potential of the British Library's interactive resource on the Luttrell Psalter for investigating the lives of different people on the fourteenth-century manor of Irnham.

2. ***Diversity and the locality*** examines ways in which the study of local history can play a part in developing pupils' sense of diversity. It uses a depth study of a particular young girl in a Devon village to enlighten pupils' understanding of the social fabric of their immediate locality in Victorian times. The case study also features Dale Banham's and Chris Culpin's *Teaching History* article in which they investigate the power of focusing on the experiences of local Suffolk men when investigating WWI. Both these studies are used to prompt teachers' thinking about the ways in which local history can be used to help pupils grasp the diversity of past societies.

3. ***Diversity and ethnicity*** features history teachers whose creative planning has helped their pupils to explore the history of Britain's dynamic and ethnically diverse population. The case study examines the work of Dan Lyndon, who has successfully integrated black history into the mainstream history curriculum at Henry Compton School. It also features the work (referred to above) of teachers in Ipswich schools who helped pupils to explore the history of ethnic diversity in their locality by focusing on the diverse experiences of first-generation Caribbean migrants to Ipswich.

4. ***Diversity and wider world cultures*** considers some of the principles that teachers should bear in mind when taking on the teaching of cultures that are beyond their immediate experience. This is the point where most teachers – and their pupils – are stretched farthest by the demands of historical study: they are trying to understand ideas, attitudes and values from distant times and faraway places. The specific focus in this case study is on how schools might tackle the teaching of Islamic history to develop an understanding of diversity in the minds of the pupils.

5. ***Diversity and division*** asks how teachers can move pupils beyond a world view based on 'goodies and baddies', or 'them and us', by using sources that shed light on the varied experiences and attitudes of 'the other' during periods of conflict. The case study draws on recent historical scholarship and suggests some sources and approaches

to those circumstances – sometimes very differently. This is yet another challenge to stereotyping and over-simple generalisation. We need to help pupils to use the word 'they' with due care and attention. The case study focuses on the ground-breaking work of Alison Kitson who was concerned to help her A-level pupils avoid over-easy generalisations about the lives of women in Nazi Germany.

Teachers are asked to decide the implications of each one of these case studies for their own department. They are provided with three questions as a focus for departmental discussion:

1. Are there examples of existing enquiries in our schemes of work in which something like this is already done?
2. Are there examples of existing opportunities in our schemes of work where something like this could be adapted?
3. Are there examples of new contexts worth including in our schemes of work in which something like this could be devised?

Having identified areas for development teachers are encouraged to highlight one or two that need to be addressed as a matter of priority.

The e-CPD unit on diversity raises some important issues about content selection in history. It encourages history teachers to think about the ways in which they might provide a more inclusive experience of history for their pupils through the careful construction of a balanced and coherent curriculum. But the unit recognises that there is a danger in dwelling too much on diversity as a content imperative rather than as a mode of analysis. The most important contribution of the e-CPD unit on diversity is to support teachers' planning as they help pupils to analyse the nature and extent of diversity in past societies. Cultivating a disposition to challenge generalisations and to look for complexity is surely one of the most important things we do as history teachers. Only by revealing diversity can we, and our pupils, really begin to make sense of the experience of people in the past.

References
1. Sheldrake, R. and Banham, D. (2006), 'Seeing a different picture: exploring migration through the lens of history' in *Teaching History,* 129. The article also features on the e-CPD unit.

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