The 21ˢᵗ Century History Teacher's Toolbox
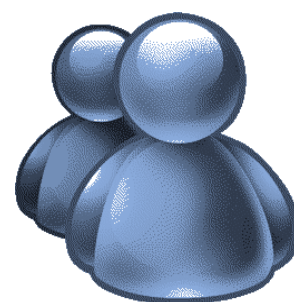
Practical Examples of how to use E-Learning Teaching Strategies in 21ˢᵗ Century History Lessons

The Historical Association
The voice for history

Nichola Boughey

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Contents:

Introduction:

History teachers spend most of their lives reliving the past in the most memorable manner in order to captivate and educate the students facing them in the classroom. However, rather than being entrenched firmly in the Dark Ages History teachers have instead actually been at the forefront of the development and use of new e-learning strategies and technology in the 21st Century classroom.

As a community of teachers members of History Departments established their own online staffroom in the form of www.schoolhistory.co.uk/forum, under the management of Andrew Field and a group of experienced moderators, almost a decade ago and unlike many of its counterparts in other curriculum areas it is still developing as an essential CPD tool for both NQTs and experienced teachers looking for inspiration and peer support.

One of the most active areas of classroom teaching over the last decade has been the development of online teaching tools/technology/ideology which has been collectively described as E-Learning. For some teachers the possibility of using E-Learning strategies and ideas in the classroom was initially limited due to hesitancy about trialling new ideas, the poor availability of ICT suites and a lack of funding for laptop trolleys in the classroom. However, in the last few years it has become clear that E-Learning can actually enthuse students and augment the more traditional classroom and homework based learning that takes place.

The government's recognition that schools needed to establish VLEs went some way towards embedding the use of ICT, websites and online tools into newly written SOW and lesson plans. However, if teachers are honest with themselves it has been the flourishing of social networking sites such as MSN, MySpace, Facebook and Twitter that drove our students to the Internet in their billions and all teachers need to do these days is tap into the enthusiasm for working and socialising online that already exists. After all it is better to go with the flow of the tide instead of trying to fight it.

With the development of laptops, net books, tablets, iPads and smart phones students today have access to a wide range of resources and the Internet has become the all encompassing point of access for their research no matter what the topic. Students like information at their fingertips and they love to use new technology to illustrate what they have learnt as witnessed by the rise in the number of student created educational Wikis, forums, blogs and teenage developed websites.

Through the Joan Lewin Bursary the HA has funded the research and production of this booklet. It is up to date at the time of printing but as with most new forms technology there are always new and more exciting e-learning tools being developed all the time.

The aim of this booklet is to suggest some ways in which History teachers in the 21st Century can tap into this enthusiasm and illustrate some excellent resources that already exist on the Internet and demonstrate how they can be effectively used in the classroom with students and set for homework tasks.

Nichola Boughey

Who am I?

My name is Nichola Boughey and I have been teaching History for ten years. From my very first appointment as a History teacher I was given the opportunity to experiment with and develop new technology in the school and over the years this trend has continued.

Over the last decade I have trained school staff and students in the use of the IWB in the classroom, online tools, the use of ICT in lessons and coordinated the implementation and use of the VLE for lessons and homework. In addition to this I have also delivered CPD to staff in secondary schools across Merseyside and PGCE students at both Liverpool John Moores University and Edgehill University.
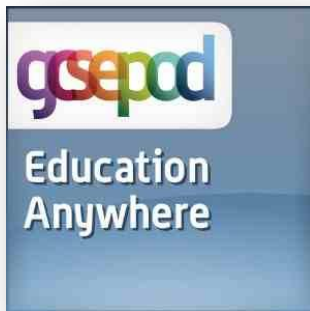
Outside of teaching I have also written a number of textbooks for Folens and Heinemann as well as producing the written content for sections of the BBC Bitesize History revision as well as interactive content for Folens and revision podcast material for GCSEPod! In addition to this I am also a moderator for the schoolhistory.co.uk/forum.

Most recently I was recognised with an award for the 'Most Creative use of ICT by a Secondary School Teacher'.

I am essentially a History geek who loves to combine my passion for History with my passion for technology and I hope that you find this booklet interesting and useful.

Nicky Boughey

Section 1
# *Online Tools for use in the History Classroom*

This section of the booklet will illustrate how some online tools can be used effectively in History lessons with practical examples based on teacher experience.

Weird and Wonderful Word Lists

What is it?

Every time History teachers start a new topic we often give students 'Key Word Lists' or spend the duration of the topic drilling new vocabulary into students. One of the key targets on my reports is often the phrase 'try to use more subject specific key words in your written work'. So how can I change this?

Simple – use www.wordnik.com
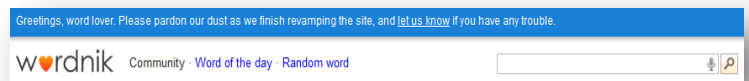
How do you use it?

This is a website that lets you create and store lists of subject specific keywords and phrases during the course of a new topic. Words you love, words you hate, words on a historical topic. They word lists are visible to everyone but can be added to by just you, a group of students, or anyone, as you wish. You simply have it on the board and add the words as you go – the website then provides the meanings of the words…

When a student clicks on one of the words, either at home or in school during the lesson, then the meaning of the word is displayed and an example of how it can be used in a sentence.

This makes wordnik a useful tool both inside and outside of the classroom.
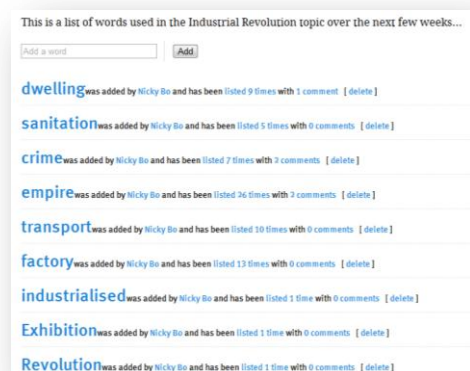
Terrific Technological Timelines

What is it?

When teachers say the word Timeline in their classroom many actually suffer body wrenching shudders. The reason why? Simple... Whilst this should be one of the simplest activities that students should ever be asked to do in a lesson.

It doesn't matter what topic... their own personal timeline for a History project, the history of scientific development in Physics or how the Pangaea took place in Geography they inevitably get it wrong.
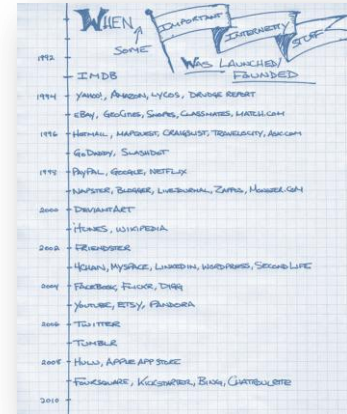
As any teacher out there who has ever attempted to get students to draw a nice, neat, simplistic timeline using a pencil and ruler across two pages of their exercise book will tell you - children just CAN'T do this neatly or well. They get the line wrong, put the wrong dates on, squish the writing etc until we are left pulling our hair out and they are pulling out the pages of a nice new exercise book because 'I hate it Miss/Sir!'

So let's bring the basic but necessary timeline into the 21st Century. If you can move your class into an IT rich room or have access to a Laptop Trolley then the following website might ease your heart palpitations... I should state that this activity requires a small amount of teacher preparation before the lesson.

www.timerime.com

How to use it in the classroom:

1. It doesn't matter whether you are in an ICT suite or in your classroom using laptops I recommend having the following key details on a PPT slide on your IWB.

2. Website URL: www.timerime.com.
3. A list of two or three websites (previously identified by the teacher) where students can gain reliable and accurate details for their new timeline.
4. Instruct students to enter the URL and click on 'Log or Register'.
5. The students enter some simple details to gain free access.
6. The construction of the timeline is simple from there with each stage outlined by the website.
7. Once the students have completed their timelines individually you can just get them to print them out.


Taking it Further:

8. An alternative lesson idea is to use this online tool collaboratively with an SEN class and the IWB. It is great for building up teamwork skills, confidence and everybody has the opportunity to collectively add their own events to a timeline and we then printed it out and put it on the classroom wall.
9. A nice additional feature of this website is that students, who may be G&T rather than SEN, can also link in to YouTube clips and music to make their timelines even more interactive. Great for posting to your school's VLE or even to show off a little on your next Open Evening!
10. You can use this for any topic at KS3, KS4 or KS5.
11. It can even be used in a cross curricular format as well.

Practical Penzu

What is it?

This is an online writing tool that can be used by students free of charge.

How to use it?
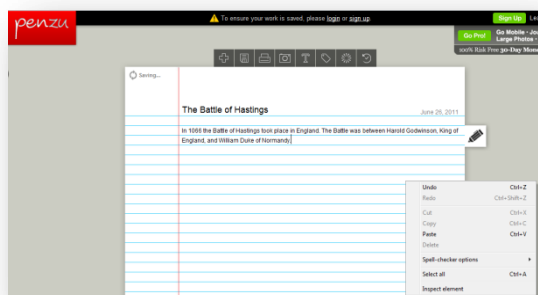
Want to encourage your students to work in a written format on the computer without the fear of them copying and pasting from the first website that they come to then try the website below:

https://penzu.com/home

Penzu is a safe and secure website that provides students with a space to write private documents in a format that is the closest to pen and paper that you can find on the Internet. It is a free of charge website that only requires students to sign up and then use the simple tools on offer.

Students can save their work as they go and it can be accessed anywhere with Internet access – great for A2 students undertaking Personal Studies. I used this in a classroom with a laptop trolley and WIFI access to enable to students to collate their own research on Stalinist Russia. They were enthused because it was not a normal Word document, they could store their work online which

prevented the need for a USB stick and they could then work from any Internet enabled computer in the school.

The website has military style encryption codes and this makes it a very safe environment for students to work in and the novelty of writing on 'paper' on the screen is very appealing – especially since it has features that allow you to 'paperclip' pictures to the document you are working on as well.

This is definitely a tool that can bring written homework and class work into the 21st Century.

Making Source Work more Saucy

What is it?

If using Timelines with students makes teachers shudder then Sources should come with a Health and Safety warning. Using sources is a great way to learn about the past and teachers love them... but the moment students realise that they have to analyse images and text etc in order to answer a question then the shutters come down, the eyes glaze over and their brains switch off!

Don't get me wrong - at GCSE and A-Level students can appreciate sources more... and there are lots of exciting ways to stimulate KS3 students about sources using more traditional methods and more of those thinking outside of the box ideas... see Ian Dawson's website for examples of this.

So my suggestion would be to introduce students to source skills using the IWB, a good picture or illustration of a historical event and a nifty piece of free software downloadable from the website below:

www.sharedcopy.com

How to use it?

1. Navigate to the URL www.sharedcopy.com via the IWB.
2. You need to previously register for the free website (you may need administrative rights to use it in your classroom) and it allows you to drag and drop a little widget onto your toolbar called sharedcopy.
3. Prior to the lesson starting you will need to log on to Shared Copy.

4. Once you have a website, diagram, PPT or even a word document on your screen you click on the newly installed icon on your toolbar and a smaller toolbar loads up with some tools that will allow you to utilise different annotation tools on your chosen document.
5. These annotations can be saved to your account.
6. You could print these out for your students to place in their exercise books.
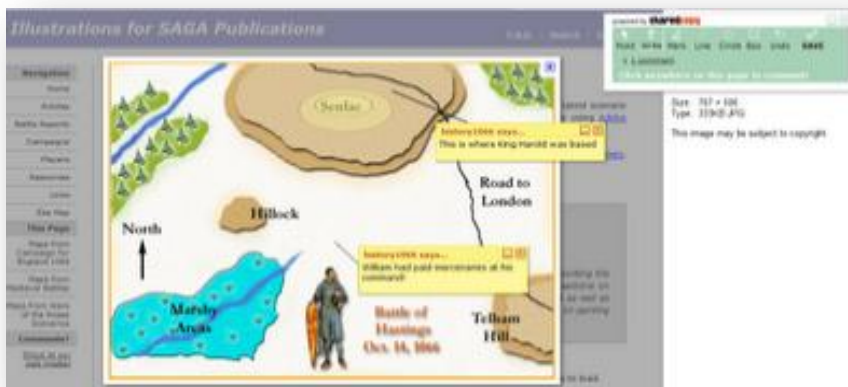
Here is an example of how one teacher has used it to add annotations to a diagram of the Battle of Hastings to help their class revise the key features of the Battle in the lead up to an end of year exam.

Taking it Further:

7. Alternatively you could set up a User Account with a generic safe e-mail and give each student the log on details and they could use it individually on laptops in the classroom or in an ICT suite.

General Thoughts:

It is just a different way for you to broach the idea of sources in the classroom. It could be used as a group via the IWB. It could be used individually on computers. It could be URL linked via the school VLE so that students can add the widget at home and complete a task for homework.

Three Wishes for an AFL Plenary

What is it?

In a world of lesson observations there are very few letters that cause teachers dread as much as AFL do! How can three little letters instill such fear into teachers?

The main problem is that nobody is very clear about what OFSTED actually want and will accept as effective and productive AFL in lessons. But no matter what level the class actually is, one website that all teachers will learn to love is:
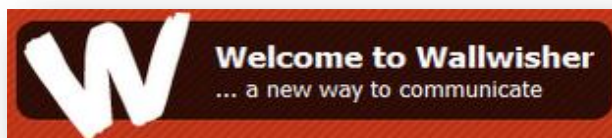
www.wallwisher.com

This is a free website that lets you create an interactive wall on your IWB which students can electronically stick post it notes on during or after the lesson to show what they have learnt.

How do you use it for AFL in the classroom?

Just navigate to the URL listed on this page and click 'Build a Wall' – the rest is very straightforward but effective! Teachers have set a wall up at the start of a lesson from the teacher's desk and using the IWB students can see the wall. As students complete tasks in class they can come up to the teacher's desk and post a comment about what they have learnt in the lesson or an answer to a question based on the topic.,

Experience has shown that most students love it. It actually encourages them to complete their work faster so that they can nip up to the desk at the front of the classroom to use a teacher's computer to post their thoughts...

What makes this online website even better is that once the students have all contributed the teacher can click on a button and it automatically generates HTML code. This code can then be copy and pasted this and embedded into a History VLE. It then acts as an obvious AFL tool, a revision tool and it allows the students to show off to their parents when they get home what they have been doing in school. **www.wallwisher.com** does not only grant one wish but three.

Wordly Wise Key Words

What is it?

There is no point in making lesson activities overly complicated. Sometimes we need to undertake the most basic of skills in the classroom – getting students to remember topic specific key words. This next online resource could not be any simpler or effective.
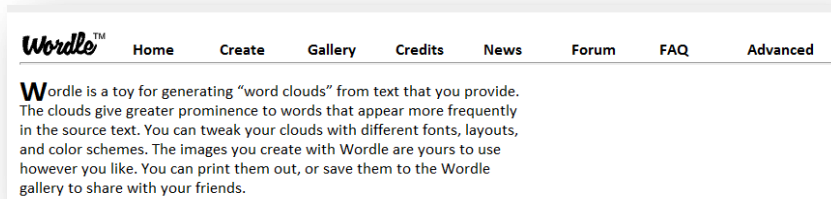
www.wordle.net

This is a fantastic and free websites that can be used by teachers in a number of different ways. I have outlined the ways below.

How to use Wordle?

1. Navigate to the URL above.
2. Click 'Create your Own'.

Suggestion One: Key Word Revision

- Type in the words that you want to use and then press 'Go'.
- You will then get a poster that you can print out and give to students to revise from. You can play around with font, size and colour before you print it out.


Suggestion Two: Connectives

- Like most teachers I need my students to explain their written answers more thoroughly so I have created laminated connective sheets to place on the classroom tables. I differentiate my tables by Levels so each table has slightly different levelled connectives on it.

Suggestion Three: Bloom's Taxonomy Questions

- This is a similar idea to above but I have placed different levelled Bloom's Taxonomy Question Stems into Wordle, laminated them and placed them on tables.

Suggestion Four: Key Stage 5 – not to be forgotten

- If AS/A2 students are over using words unnecessarily in their essays then if one hands in an essay electronically I can copy it into Wordle and the software identifies which words are used the most by making them bigger and bolder in Wordle.
- This same technique can be used with passages of text for students to analyse as it will help them to identify which are the key terms for an A-Level History topic.

Suggestion Five: Teacher Use:

Teachers can also use this free website tool to jazz up very boring layouts on school VLEs…

Zooming in on Sources

What is it?

As mentioned previously source work is a necessary evil for History teachers. However, with the right software the analysis of sources can be made a lot easier. There is a free website available called:
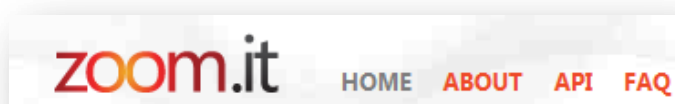
www.zoom.it

How to use it?
An example of Zoom.it being used in the classroom:

1. Navigate to www.zoom.it on the IWB.

2. Use the website for different Year 7 portrait analysis of Henry VIII and Elizabeth I.

3. I use the Hans Holbein portrait of Henry VIII for portrait analysis because I know that it captivates the student's attention.

4. The detail in the portrait makes the source interesting to students and them love examining Henry's image and looking for the hidden messages. There are lots of websites available that provide an analysis of the hidden messages in the portrait for teachers to read up on before the lesson.

5. Each student in my lesson is given a copy of the picture to annotate but the problem we had for a long time was zooming in on specific parts of the portrait - PPT can only do so much - and then we discovered www.zoom.it and we were flying.

6. I located an image of the Holbein portrait, right clicked on it and copied the URL into the suggested slot.

7. You are then ready to use it in the classroom – it brings up an image and when you click on it you zoom in.

This is a simple tool and as students complete annotating the portrait they have been given the teacher can zoom in on different parts of the portrait to discuss it further and add to their notes. It can be done with any image.

Now your Students can analyse films and Watchitoo!

What is it?

History teachers have an amazing number of historical themed films to watch in the classroom that can augment their studies. One of the age old problems for History teachers has been giving students a focus and purpose whilst watching the films.

The moment teachers draw the blinds and put a film clip on the IWB teachers fight the chorus of 'Miss/Sir can we sit on the tables?' or 'Miss/Sir can we sit on the floor to watch it?' Also every time we watch a film clip there is always a task to accompany it.

This task, inevitably, draws out the showing of film clips because students need to watch clips more than once to get the information you need them to... slowing down the lesson, preventing work from taking place and leaving teachers a little greyer at the end of the lesson than the start.

So let's change this situation by using a nifty little online website called:

www.watchitoo.com

How to use it?

Start by setting up your own free account and uploading film clips that you want the students to watch... really simple action from the content tab when you log in.

You should also set up 15-30 dummy account names (possibly an action for ICT technicians or an E-Learning Co-ordinator) so that when you get into an ICT room or have a laptop trolley in your classroom the students can log on to the website.

The concept is now simple. As the teacher you upload a film clip into 'Your Show'... I chose a Hastings clip from YouTube... and then invite each of the 'students' to watch the clip at the same time. The procedure for uploading the YouTube clip is very straightforward and self explanatory from the website www.watchitoo.com.

The neat little aspect about this is that there is a chat function alongside the video so that as student are watching the film clip they can chat and comment to each other, like MSN, about what they are watching. They can choose to watch it as many times as they want, collectively, before completing a task.

This is a different way to watch film clips together in the classroom, you're your students very focused, and discussing the film clip's topic as it is playing on the screen and not feeling like they are at the cinema.

There are so many films out there that this could be a task used on more than one occasion in the classroom... it could even be set up as a homework task for the students via your school's VLE through a direct link to the website.

Online Labelling Tool

What is this?

One key aspect of History lessons can often include the labelling of diagrams. During Key Stage 3 students will inevitably find themselves labelling at least one of the following:

1. Bayeux Tapestry
2. Motte and Bailey Castle
3. English Civil War Soldiers
4. Trench Diagrams
5. Battle of Hastings Map
6. Feudal Diagram
7. Estate Systems

One way to bring this labelling activity into the 21st Century is to use:

www.classtools.net

Classroom Use:

IWB Based:

1. The Post It activity from classtools.net can be used as a whole class revision activity in the lead up to exams.
2. All teachers have to do is save a picture to their computer, navigate to the above URL, click on the "Load Image" icon and the image will be uploaded to the screen.
3. Once this has been completed the students can collectively start to label the image as a whole class revision activity.

Post-it!

Use the "Load Image" icon at the bottom of the screen to put your image here, then use "add a label" to start labelling it!

Load Image → Add a Label

Add a Label
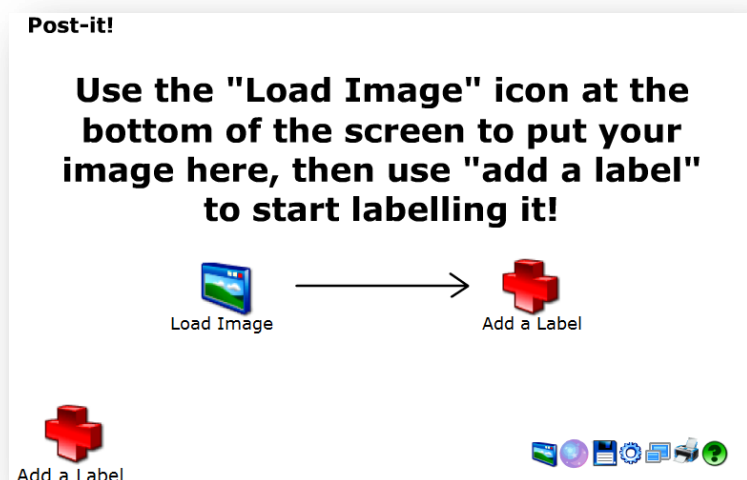
Alternatively:

1. Book an ICT suite or laptop trolley and instruct the students to navigate to the above URL.

2. Place a selection of subject specific websites on the IWB and instruct the students to locate a suitable image and use the information from the websites to correctly label a diagram that they find.

3. Students can then print the diagram out and glue it into their exercise book.

4. This activity could be used as a homework activity as well!
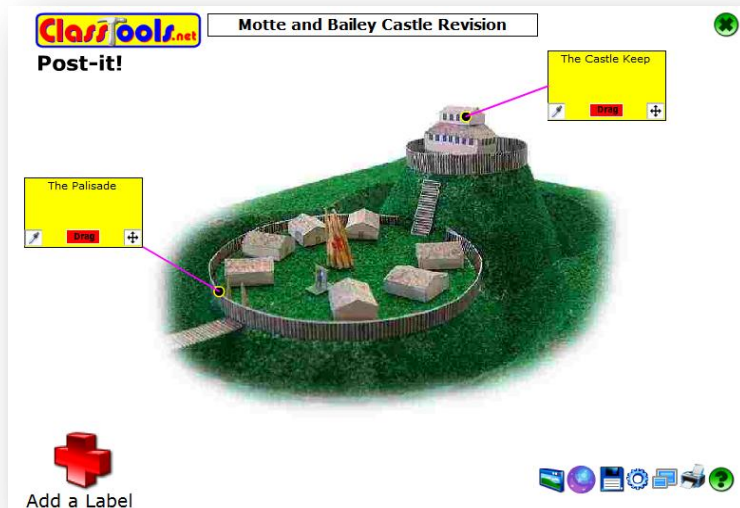
Arguing in the Classroom – Yes Please!

What is this?

Most of our students know what both connectives and linking words are. They have these words drilled into them at primary school but the moment they walk through those new doors at the start of Year 7 there is clearly an invisible machine the wipes out their prior skills and makes them a blank slate again... just great for us...

How many times have you stood in a room and asked for a student to explain why they have a certain point of view only to get the answer... 'because'.

Likewise, most of our students feel that full sentences, using connectives and backed up with evidence... not a necessity in their books. However, by the time students get to KS4 and KS5 they need to be able to explain their points of view and what better way to drill it into them that by rote . Only my rote involves the computer and a brilliant Web 2.0 tool called:
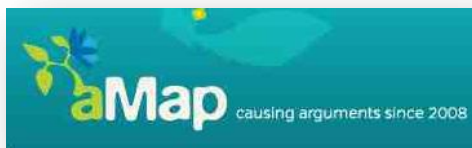
www.amap.org.uk

This website actively gets you to argue in favour or against a point of view. This website not only enables students to develop argument skills but also the skills of determining bias.

How to use this?

I'll demonstrate first of all with the classic Everton/Liverpool clash of supporters...

1. Before the lesson starts you need to either move the class to an ICT suite or book laptop trolleys.
2. Students then navigate to the URL www.amap.org.uk and click 'Start an Argument'.

3. They complete a basic free log in form and then write down the argument you have written on the board, i.e. Who is better Everton or Liverpool?
4. The students then use the easy to complete website pages to structure their arguments around the question.
5. Students pick up on this really quickly and understand both the software and concept quite easily.

This could be used with many different History topics:

- Roundheads versus Cavaliers
- Catholic or Protestants
- Revolutionaries or Tsars
- Communists versus Democracy

Like most online websites, and similar to Prezi and Zoom.it you can move the presentation around to see the rest of the arguments that you, or the students write, about the question.

Students can do this individually or collaboratively as a class when you 'invite them' to take part in your debate. This is great for developing student confidence in their own answers as well as getting them to construct full sentences.

Exploratree

What is this?

Learning how to plan an essay can be one of the most difficult skills that a History student can learn.

Diagrams can be one of the most useful teaching techniques to encourage KS4 and KS5 History students to develop essay planning skills for exams, controlled assessments or Personal Studies. Exploratree is a good website that can help develop essay planning skills. So how has it been used in the classroom?

How to use this?

1. One technique that can aid students with their essay planning is providing them with a basic set of fact sheets that can be used to answer the essay question and giving them a laptop/computer to work on.

2. Students should then log on to:

www.exploratree.org.uk

3. This is a free website where students can log on and use premade and editable diagrams to plan out their essay essays before completing them for homework or in class.

4. The templates are self explanatory and easy to manipulate as you can see by the illustration below:
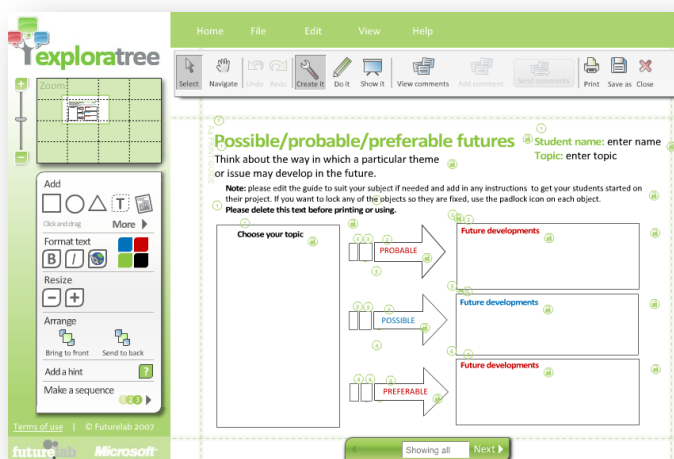
5. You can use this online tool for any Key Stage essay or activity. Teachers have used it successfully to help illustrate any number of the following topics with students from all Key Stages:

1. Long term causes of WWI.
2. Long term causes of WWII.
3. The Feudal System.
4. The Estates System.
5. Why did the Holocaust occur?

Terrific New Timelines

What is this?

This is a very simple timelines tool online... but it is one that teachers probably need to prepare for before the lesson but it is worth the effort.

There is a website called:

www.capzles.com

How to use this?

You simply need a number of photographs for an interactive timeline. There are two ways that this can be used.

Suggestion Number One:

Personal Timelines:

1. Set students the task of producing a personal timeline of their own lives (much easier with the use of digital photographs) for a homework. You can demonstrate with images of your own life at the end of the lesson when you set it.
2. Navigate to the URL above, join it for free and then follow the simple instructions to create an interactive timeline!

The example on the right is one that I use in school for Year 7's first official homework on timelines. You just need to register with the free website, download some personal timeline photos, edit the info and you have a timeline to demonstrate to the students...
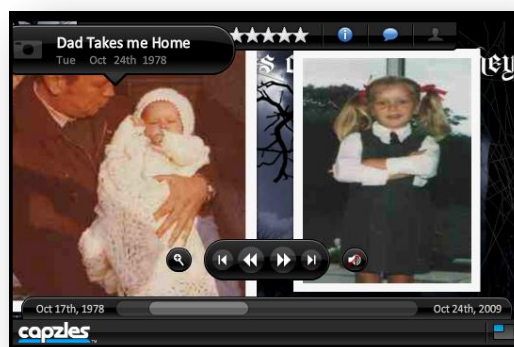
Suggestion Number Two:

In the Classroom:

Just think of the possibilities... you could use it with a class in an ICT suite or in the classroom with laptops to create timelines on the Battle of Hastings, the main events of the English Civil War, the long and short term causes of both WWI and WWII... there are lots of different possibilities here.

The great news is that the website allows you to create and edit HTML code which can then be embedded into blogs, websites and VLEs.

Picture Perfect for Portraits

What is this?

Every History teacher has had to analyse portraits and encourage students to understand that sometimes they can be exaggerated or inaccurate.

Trying to explain the concept that portraits and paintings do not always accurately reflect the true image of a person or an event can be quite difficult.

Over the last decade I have often tried to compare Holbein's portrait of Henry VIII to modern day airbrushing – a situation made very easy this year with a good example from David Cameron and the Conservative's 2010 Election Campaign.

Now we have an online solution to this situation that can be used quickly and easily in the History classroom.

How to use this?

1. An easy way to demonstrate this manipulation technique very quickly is to use a digital camera in the classroom, employing a student to take a photo of the class, and uploading it there and then to your classroom computer.

2. You then navigate to the website below:

www.aviary.com

3. Invite a student up to your computer and get them to upload the class photograph using the 'Upload' button.

4. The students can then the class can manipulate the image and enable you to explain that portrait painters have been undertaking this process for years.

This is a simple and interesting way to introduce the concept of propaganda into a lesson.

You can develop a debate into why did people in the past manipulate images? Of what use was it to them?

Random Name Picker

What is this used for?

Some students, no matter how much they enjoy History lessons, often lack confidence to put their hands up and volunteer answers. This does not help teachers who have to 'engage all' students according to the new OFSTED criteria.

In addition, we all have some History students who feel that their role in class is to sit back and listen to other people give the answers without volunteering their own.

On the other hand some students in History classrooms have ALL the answers ALL of the time whether they are right or wrong.

Both SLT and OFSTED are now looking for whole class participation in question and answer sessions in the classroom so how can teachers ensure that the above issues are resolved.

How to use this?

1. Simple ensure that you have the random name picker website from www.classtools.net up and running in your classroom and get the students used to always being on their toes… just copy and paste their names into the available space.
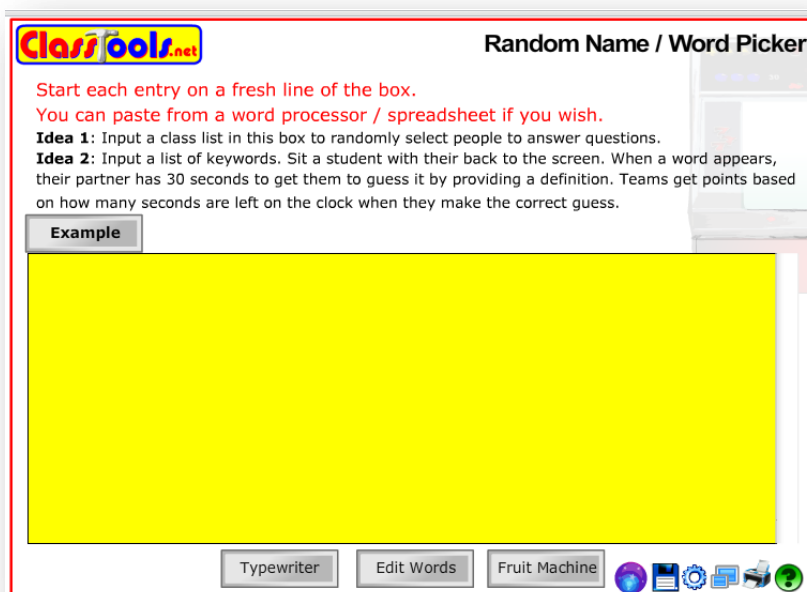
2. During the lesson you pull the level on the random name picker when you want an answer and students have no idea when their name might be called so they have to remain alert and on task at all times.

Another Suggestion:

An alternative use for this application can involve key subject words that students have been studying. Copy and paste them into the available space in advance and then during the lesson randomly spin the wheel and test the students when the wheel stops. Another technique for keeping students on their toes.

Interactive Crosswords

What is this?

This is a fantastic online tool that can be used by teachers before the lesson starts to develop starters and plenaries for use in History lessons. Follow the link below to discover the benefits of the website:

http://www.readwritethink.org/files/reso urces/interactives/crossword

How to use it?

1. We have all used historical crosswords in lessons with students in order to encourage them to revise content area, go over subject specific vocabulary or to simply illustrate what they have learned.

2. This is a simple tool that brings the crossword puzzle into the 21st century.

3. It is very easy to use and when it is in the create mode, the nifty online tool offers students the opportunity to enter words and create their own historically accurate clues before the online tool generates the puzzle.

4. This is a great tool to aid G&T students. Below are some simple screen shots of the online tool to illustrate exactly how easy it is to use in the classroom with students if you have access to computers.
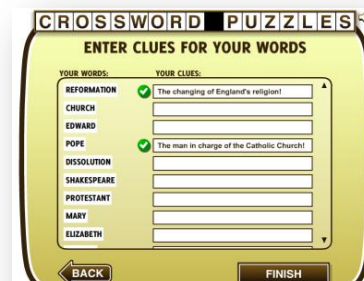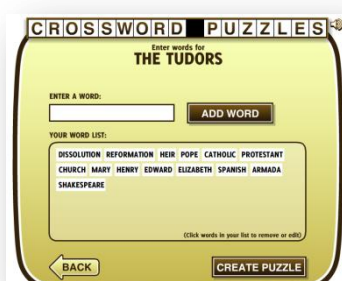
5. The tool also includes a Play mode with crossword puzzles which means that students can prepare crosswords for each other and then challenge their peers in the lessons.

Alternatively you could link to the crosswords via the VLE for them to play at home. This would make a very effective form of AFL and revision tool for different historical periods.

Hamburger Diagram

What is this?

This is an online tool that can be found on the excellent website:

www.innovateict.net/files/burger.swf

Getting students to understand how to structure essay plans has been an issue that I have addressed previously in this booklet but this tool found on the innovateict website provides a really useful interactive tool that illustrates the tried and tested hamburger diagram concept.

How to use it?

1. Book an ICT suite or laptop trolley and give the students an essay title on the board and some notes.
2. Direct them to the website URL above and they can then use the notes to complete the interactive diagram.

They should end up with a diagram like the one below but fully completed:

Nichola Boughey

Why did William win the Battle of Hastings?

Good Preparation...

Mercenaries...

Harold's poor judgement...

Luck...

Which was the most important reason and why...?
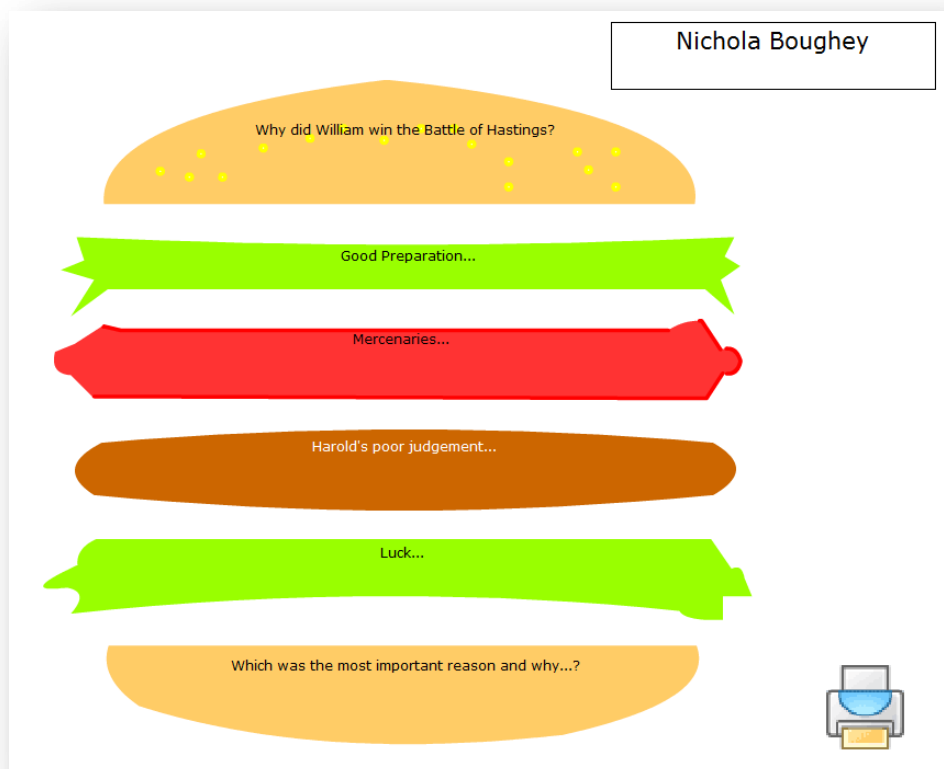
HTC Handheld Heaven

What is it?

Two years ago the E-Learning Coordinator working at my school convinced the head teacher to purchase 30 HTC Phones and pay for Internet access, limited of course, that students could access in lessons. This incorporated the new android technology.

I borrowed them for a lesson and the first thing that I did, the night before was create 30 new SKYPE accounts, i.e. Student 1, Student 2 etc…

In the lesson the next day I arranged for the class to work in pairs and one member of the pair would stay in class and the other would go to the Learning Resource Centre.

I gave each pair two pieces of paper with identical questions on that they had to answer. The challenge was that one of the pair had to go to the Learning Resource Centre and use library books and the other student had to stay in the classroom with a laptop. Each pair had to answer the questions using SKYPE as a means of free communication to ensure that they weren't duplicating information. Half way through the lesson they had to swap geographical positions in the school.

This was an exciting way to use hand held devices, laptops, SKYPE and the old fashioned but trusty textbooks.

Terrific Tag Galaxy

What is it?

The website www.taggalaxy.de is one that has been developed online to help students, in this case History ones, develop an understanding of the relationship between the words they see on their worksheets and in textbooks with images that are related to the word. This can give students a chance to see visual links to new words.
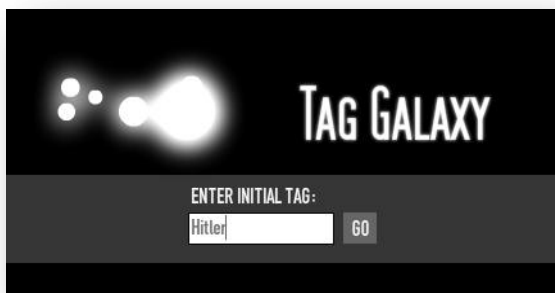
How to use it?

You type the word that you are examining into the search box and the computer screen turns into a galaxy with the key word at the centre of the screen and then associated words circling around it.

The example above was just typing Hitler into the website search box and then the resulting 'word universe' was created on the right hand side.

When the student then clicks on one of the planets it brings up a visual image of the word which can help the students to understand the word.

This website can be used with a whole class on the IWB as a starter activity or with students as a key part of the lesson via a laptop trolley or ICT rich classroom.

This is a great free website and one to 'spark off pupil's imagination' with so many different History topics!

Section 2
Online Tools for History Homework

This section of the booklet will illustrate how some online tools can be used effectively with students for online History homework. These will be accompanied with practical examples based on teacher and student experience.

Preventing Plagiarism in A2 Personal Studies

What is it?

Every student at A2 complains about the amount of research and writing that they have to do in History lessons compared to other subject areas. This is never more the case than when completing A2 Personal Studies in Year 13.

Students have a tendency to heavily 'borrow' passages from textbooks and insert them into their own written work. However, as teachers we know that students can be penalised by examiners if this is noticed during moderation which is why the website below can prove invaluable for A2 students completing their Personal Studies.

www.paperrater.com

How do students use it at home?

1. PaperRater is a free online tool.
2. Give the students the URL above and then direct them to navigate to the home page once they are working on their A2 studies at home.
3. They need to be instructed to click on the 'Use now for Free' icon once the web page loads.
4. They then copy and paste the document they want proof read, hopefully their nearly completed A2 Personal Study, into the required field on the page.
5. The website then undertakes a very thorough grammar check during which simple student mistakes are picked up on and corrected before the student hands in their draft for you to examine.

6. The website then uses a second sub routine to run a plagiarism detector to identify whether the manuscript contains sections of plagiarised text before they hand it in for the teacher for scrutiny.

7. In order to achieve the higher bands in A2 Personal Studies students have to have a developed writing style and PaperRater has a valuable proofreading system that not only checks grammar, spelling and plagiarism but offers suggestions to students about how they could further improve their own writing style.

Heraldic Homework Online

What is this?

This is a simple homework to design a Coat of Arms using a section of the Victoria and Albert Museum Website that can be used to introduce Key Stage 3 students to any topic involving a Royal Family.

It has been used very successfully for homework based around the Tudors and the French Revolution. The example outlined in this booklet involved a homework set about William the Conqueror immediately after the class had studies the Battle of Hastings.

www.vam.ac.uk/vastatic/microsites/british_galleries/designa/coat_of_arms/coat_of_arms.html

When to use it?

- This homework follows on directly after a lesson on 'Why William won the Battle of Hastings'.
- The instruction for the homework is simple: using information from the lesson and Internet research design a coat of arms that you feel reflects the new King of England in 1066.
- The students are instructed to the V&A website and given the URL to use at home or in the school computer suites.
- The students are asked to print off their Coat of Arms and bring it in next lesson along with a short paragraph explaining why they included specific elements of their design.

How do students use it?

1. At home students log on to the V&A website using the URL listed on this page.
2. They then click on 'Create a Coat of Arms'.
3. Students follow the instructions on the screen.
4. Students construct their Coat of Arms.
5. They should then 'Print Screen' it and copy it into a Word document.
6. Underneath the Coat of Arms they should write their explanation emphasising the different features of the design.
7. Homework completed.

Creative Collaborative Learning

What is it?

The idea of students offering each other collaborative peer support is always appealing to teachers. After searching for a more secure and student friendly version of Google Docs we finally have a collaborative website called:

www.ietherpad.com

EtherPad is the only web-based word processor that allows people to work together in *real-time*.

When multiple students are editing the same document simultaneously, any changes are instantly reflected on every student's screen. The result is a new and productive way to collaborate on text documents, useful for making classroom notes, drafting sessions, essay planning and more.
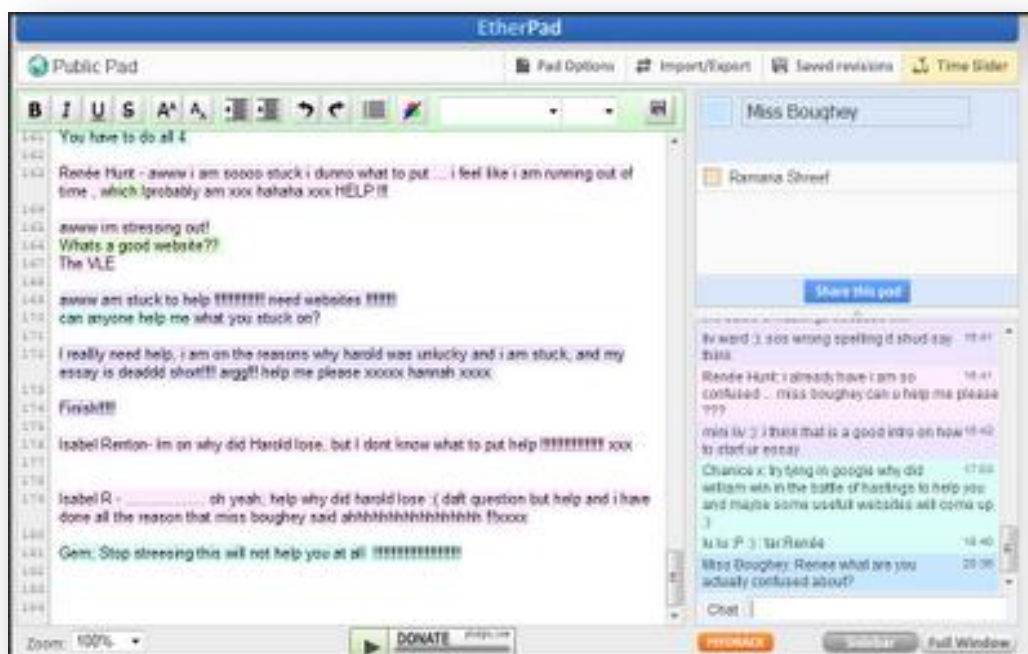
Homework Suggestion:

One fantastic aspect of Etherpad is that you don't have to join it to create a free public area. When you create an online collaborative Ethepad it produces a unique URL which you can give your students or link to from your VLE.

1. You can give the Etherpad a name, i.e. Why did William win the Battle of Hastings? This was an assessment essay title.
2. The students can then log on safely from home and peer support each other when they get stuck, clarify their impressions of the homework assessment and share useful websites.
3. A bonus feature is that a teacher can log on anonymously to oversee the process and nudge students towards a good resource or correct a fact.
4. There is also a chat function down the side where students can socialise with each other which was attractive to KS3 students using the website.

Etherpad is very popular with students, from all Key Stages, and the impact of it on assessment work and A-Level essays has been very evident.

A Map to Success

What is it?

As much as we would like to leave the map work to the Geographers we have to acknowledge as History teachers that we do need maps to explain events such as:

- The Alliance System in the lead up to WWI.
- The different arenas of battles during WWII.
- The Voyages of Discovery.

Almost every History teacher has struggled as yet another student talks about Germany being in an alliance with Australia.

How to use it?

A simple but effective homework can be to direct students to reliable and accurate websites that provide both physical and political maps of the world or continents. The students should then download or copy a specified map and then label/colour it for homework.

The website below is a great one for students to use (and teachers for lesson preparation).

www.atlapedia.com

Brilliant Biographical Cube

What is it?

All History teachers know that the ability to summarise information is an important post reading and prewriting activity that can help our students to synthesize what they have learned.

This online tool allows students to develop an outline of a new historical person they are just about to study during lessons; it can also be used before students create their own revision notes in the lead up to GCSE and A-Level History exams.

How to use this:

Provide students with the URL link below and ask them to navigate to it for homework:
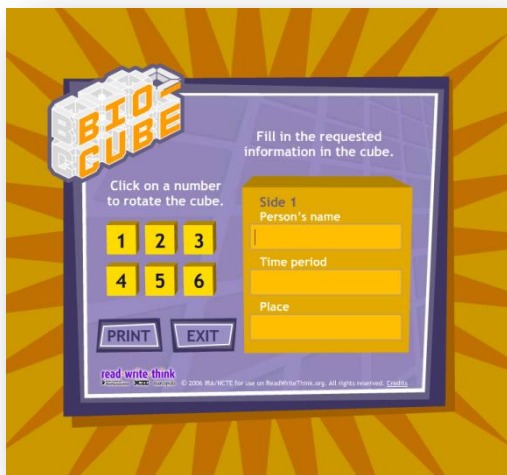
http://www.readwritethink.org/files/resources/interactives/bio_cube

Once the students have accessed the Bio Cube specific prompts on each side of the interactive cube ask them to describe a person's significance, background, and personality – based on information from websites that teachers have directed them to.
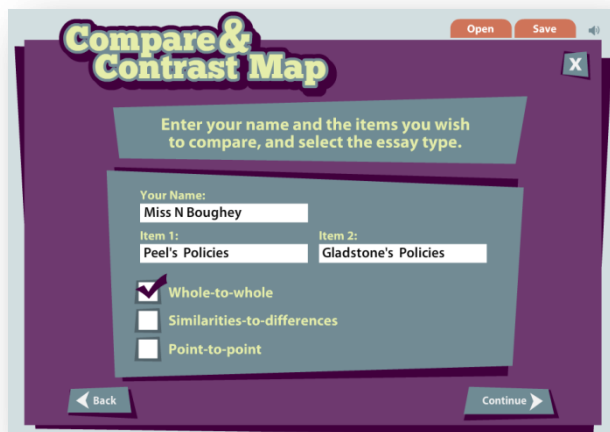
The finished printout of the person can be folded into a fun cube shape that can be used for future reference. This is a fun and interactive way for students to learn or revise about an important historical person from their studies.

Compare and Contrast Support

What is it?

One key skill for AS and A2 students to develop is the ability to compare and contrast the achievements and policies of different key people in History, i.e. the social, political or economic policies of Gladstone and Peel as British Prime Ministers.

Read, Write and Think has developed a fantastic free online interactive graphic organiser that can help students to produce an outline for one of three types of comparison essays: whole-to-whole, similarities-to-differences, or point-to-point.

This online tool is so easy and simple to use that it can be set as a homework task.

How to use it?

1. Just provide the students with the URL link below:

http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html

2. The online interactive tool defines the concept of comparison and contrast essays as well as giving practical examples.

3. The online tool then allows students to work through an essay structure in either a linear or more creative fashion structuring their argument.

4. The finished essay plan can be saved, e-mailed, or printed.

Interactive Timeline
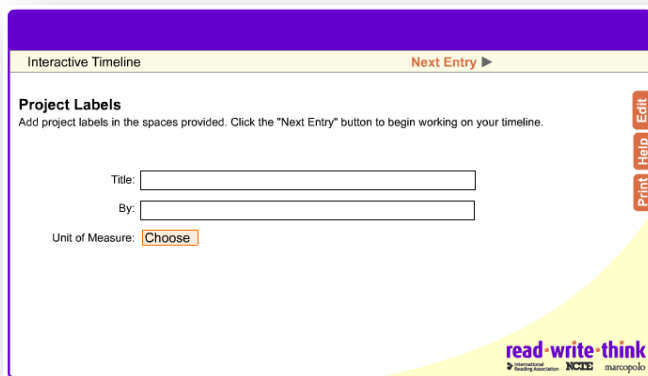
What is it?

This is another online Timeline creator which is so simple that it can be easily set for a homework task and then provides printing facilities so that the students can bring it in for you to mark.

This activity is so simple it should end the era of badly drawn timelines with cramped handwriting.

How to use it?
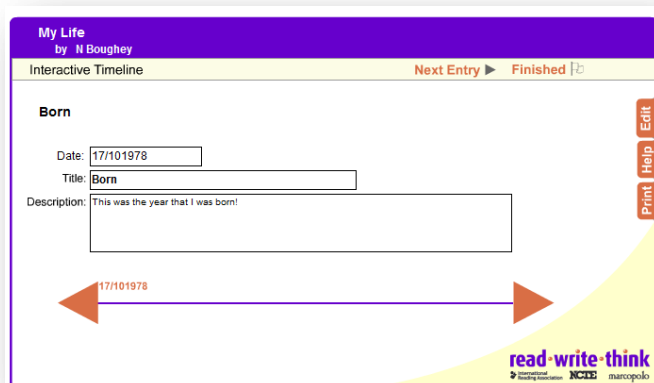
1. Get the students to navigate to:

http://www.readwritethink.org/files/resources/interactives/timeline/

2. Once there the students should access a previously specified website providing timeline information.
3. The students then follow the instructions on the screen to produce a very good timeline.

4. This online tool has been used effectively with students to produce their own personal timelines at home when introducing the concept of chronology.

Google Books Godsend

What is this?

This is an absolute must online homework tool for KS5 students undertaking A2 personal studies in History or looking for information that could be useful for their GCSE Controlled Assessment.

In order to achieve the higher bands with exam boards at KS5 students must read a wide breadth and depth of source material. This material must encompass the most basic of GCSE textbooks to renowned University level texts. It can be difficult for some schools and students to locate appropriate source material.

Google Books is a free website application available online that can help students overcome this problem.

How to use it?

1. Direct your students to the website below:
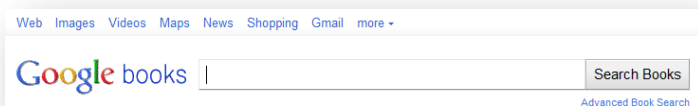
http://books.google.co.uk/books?source=gbs_hp_logo

2. Students can then use a simple search engine function, very similar to a standard Google search, to look for any online reference books that may be useful for their A2 studies.

3. The list of books available free of charge is growing every week and it definitely is an online site of worth to watch for the future.
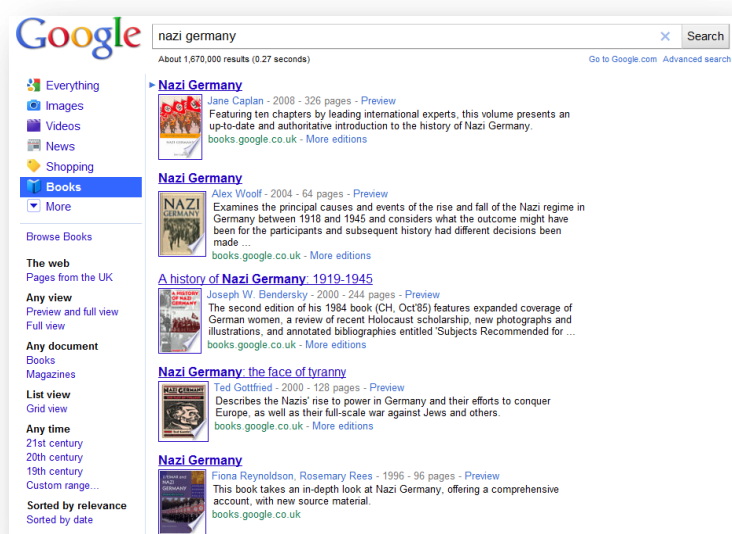
Marvellous Museum Box

What is it?

Towards the end of Year 9 students who have opted out of History can sometimes become disheartened and disinterested. In an attempt to enthuse students in the last few weeks of the summer term try setting students a project that will allow them to show you and the rest of the class what their favourite aspect of History was.

How to use it?

1. Give them the website address below either in class or for homework:

http://museumbox.e2bn.org

2. The inspiration for this online tool came from the fact that whilst travelling around the country Thomas Clarkson kept a box of evidence to help convince people that slavery was wrong.
3. This idea was the foundation for creating online History boxes to inspire students into thinking about what other famous historical people would have in their own boxes.
4. This website provides online tools for your students to then create an argument about why their event is the most important/significant in History by placing Historical items in a virtual box on the website.
5. What items, for example, would you put in a box to describe your life so far; the life of a Tudor Soldier or Roman Gladiator; or to show that being a peasant in the French Third Estate was wrong and unnecessary?
6. The great thing about the online website is that students can upload and display anything in their web box from a text file to a podcast to a movie.
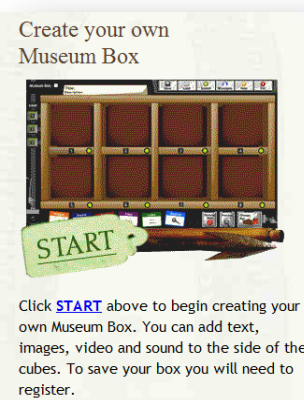
Once the students have completed their online History box they can also view and comment on the museum boxes submitted by others. This is a free activity but the students do have to sign up to the website.

Cramberry Cramming

What is it?

Cramberry is a fantastic online tool that can also be downloaded as an APP for the iPhone or iPad that allows students to create interactive flashcards that helps them to revise.

Located at www.cramberry.net and free of charge just inform your students that they simply need to log on to the free website and use the simple online tools to create and then study with online flash cards. The APP is free on the iPhone and it is a simple and easy way to look cool using a phone whilst studying for GCSEs and A-Level examinations.
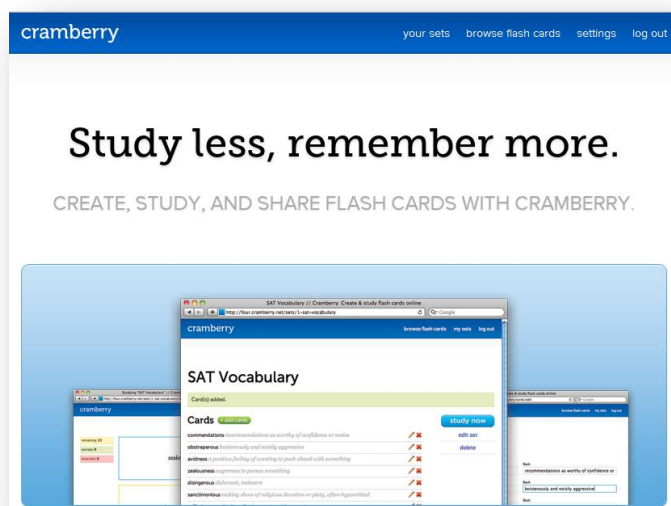
An additional feature includes a catalogue of free premade revision cards on Cramberry.

In addition, as students study Cramberry analyses their progress and shows them cards that they need to study more.

Sticky Stixy

What is this?

We often ask students to undertake History projects on various topics and whilst we wish they would just crack open some History textbooks occasionally we all know that they go to the WWW and click some buttons. With this in mind I have encouraged students to use the website below:

www.stixy.com
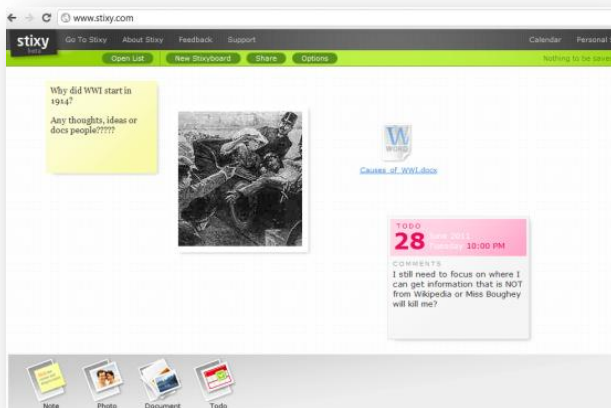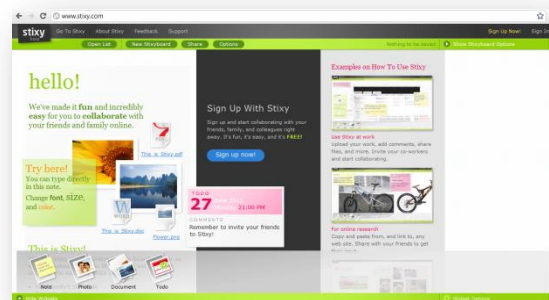
This is a free online site that allows students to collate information, set themselves reminders, create virtual post it notes, upload and store documents they find online as well as store any images they may later find useful for their project.

A really useful feature of this website is that if students have been working in teams on projects, i.e. a Holocaust presentation then they can work collaboratively on the same page at the same time so long as the person who sets it up invites other users via their e-mail address.

This is brainstorming and planning brought into the 21st Century.

Interpretive IMDB

The inspiration for this e-learning homework came from a workshop delivered by Neil Bates and Richard McFahn on 'Interpretations in History'.

So what is it?

IMDB is a well known and widely used movie database on the Internet. It can be found at:

www.imdb.com

You can research any film or actor on the website but what Bates and McFahn have done is find a way to use it for encouraging students to analyse interpretations of historical events through films.

How to use it?

In any lesson where you might use a film clip based on a historical event to establish how an event can be interpreted you can set the class a homework task of writing a film review about the movie you showed in class explaining how it is accurate or inaccurate according to the real historical event.

You can direct them to the website for examples of how people write reviews, you can also produce an example of your own review (though based on another film naturally) and then the students could upload their own reviews to the website after you have proofread and approved them! This would also make a fantastic display on any notice board coming up towards Parents', Open or Option Evening!
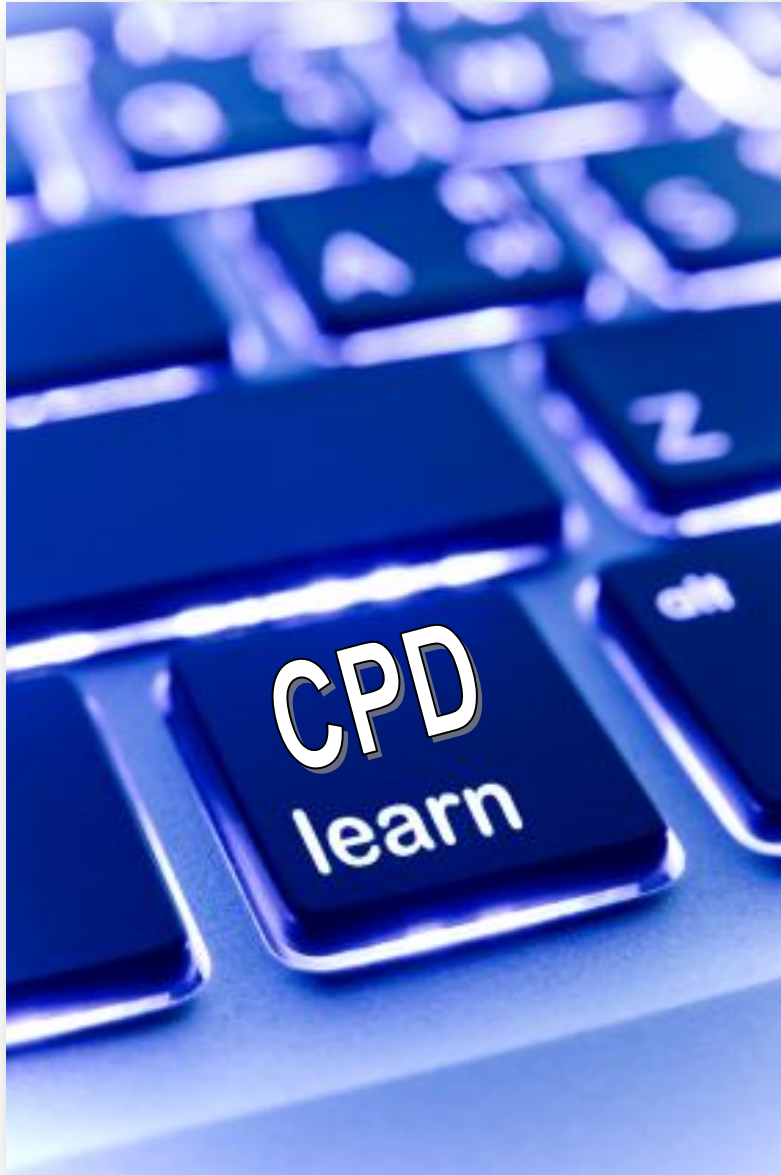
This homework could be used for a number of topics:

- Titanic
- Pearl Harbour or Tora Tora
- Saving Private Ryan
- Blackadder
- All Quiet on the Western Front
- Cromwell

Section 3
Online Websites for History CPD

This section of the booklet will illustrate how some online websites can provide effective CPD for History teachers in the 21st Century.

www.schoolhistory.co.uk/forum

www.schoolhistory/co.uk/forum is a History Forum set up by Andrew Field almost a decade ago to accompany his History resource site for teachers www.schoolhistory.co.uk. It currently has 7698 members from across the world and is moderated by the team of moderators below:

- Andrew Field
- Russell J Tarr
- Dan Moorhouse
- Dave Wallbanks
- John D Clare
- Lesley Ann McDemott
- Nichola Boughey

The moderators, who have over 80 years worth of collective History teaching under their belts, oversee the running of the Forum and offer advice, alongside a host of other experienced teachers who regularly contribute to the Forum under the different topic areas listed below:

- History Seminar Topics
- Teaching History
- Broader Issues in Teaching
- The International Area
- New History Teachers and Trainees
- Teaching Requests, Ideas and Resources
- ICT in the History Classroom
- The Café – friendly discussions on History Topics
- The Pub – The Place for more Robust Discussions

The Forum is a fantastic place to share and discuss resources with other History teachers as well as get some advice on career information and upcoming History conferences and CPD.

It's worth a look!
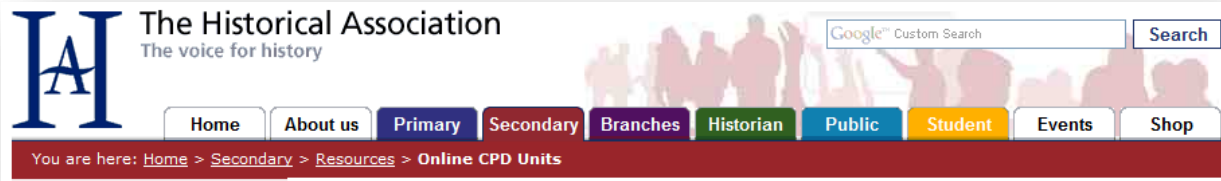
www.thinkinghistory.co.uk

Ian Dawson started this excellent in 2004. Initially the aim of the website was to provide activities, ideas and resources for PGCE and NQTs who were looking to expand their range of teaching methods but it has now developed even further and offers excellent resources for teachers at many different stages of their careers. The website focuses on the idea of VAK activities and provides a range of teaching lesson ideas that require physical movement and involvement from students – living graphs, washing-lines, role-plays and many others.

The purpose of the website is to deepen students' historical knowledge and understanding of key events. Teachers who have used them in the classroom explain that they work effectively because they essentially increase students' motivation and interest which leads to students engaging in more constructive discussion of the people and events that they are studying in the classroom.

What is particularly effective about the website is that many teachers have been influenced by Ian Dawson's ideas and it now includes ideas and teaching strategies from other teachers across the country. The website does not provide 'quick-fix' solutions for a lesson and you will need to prepare the activities in advance but it is well worth the effort.

This is a must website for History teachers looking for effective CPD.

http://www.history.org.uk

The Historical Association
The voice for history

Google Custom Search   Search

| Home | About us | **Primary** | **Secondary** | **Branches** | **Historian** | **Public** | **Student** | Events | Shop |

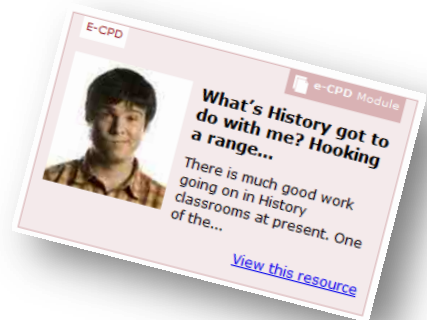You are here: Home > Secondary > Resources > Online CPD Units

One fantastic website for online CPD is the Historical Association. They have a number of useful website sections that can help with teaching ideas for the classroom.

One section is called "Online CPD Units in Secondary History" which offers teachers online courses to help with key historical skills and concepts in the classroom. Topics can include:

- Muslim Tommies
- Hand Held Devices
- Making History: Using Archives in the Classroom
- Survive and Thrive as an NQT
- What's History Got to do With Me?

E-CPD

e-CPD Module

What's History got to do with me? Hooking a range...
There is much good work going on in History classrooms at present. One of the...

View this resource

Another valuable section of the Historical Association website is the section about the HA Magazine 'Teaching History'. This is a magazine available to teachers who belong to the HA but on the website members can access back copies online of the magazine which features amazing articles that can enhance lessons and provide diversity within the classroom.

Journal

Teaching History 140: Creative History
Editorial 02 HA Secondary News 03 04 Ellen Buxton Fog over channel; continent...

View this resource

Journal

Teaching History 138: Enriching History
Editorial, HA Secondary News, Alf Wilkinson: Making cross-curricular links in...

View this resource

This is a very valuable website for online CPD.

http://www.schoolshistoryproject.org.uk

Over the last few years one of the most innovative and exciting forms of CPD to hit the forefront of History teaching has been the SHP Conference held in Leeds in the Summer Term. This Conference has been an amazing opportunity for History teachers to share their ideas with other teachers and they have supported this CPD with the website below:

The website has a section called 'Teaching Ideas and Activities' where teachers who deliver workshops at the SHP Conference upload their material for teachers to download and use in the classroom once they return to school. For History teachers who are unable to attend the SHP Conference this can be an invaluable CPD tool for enthusing you all year around in the classroom.
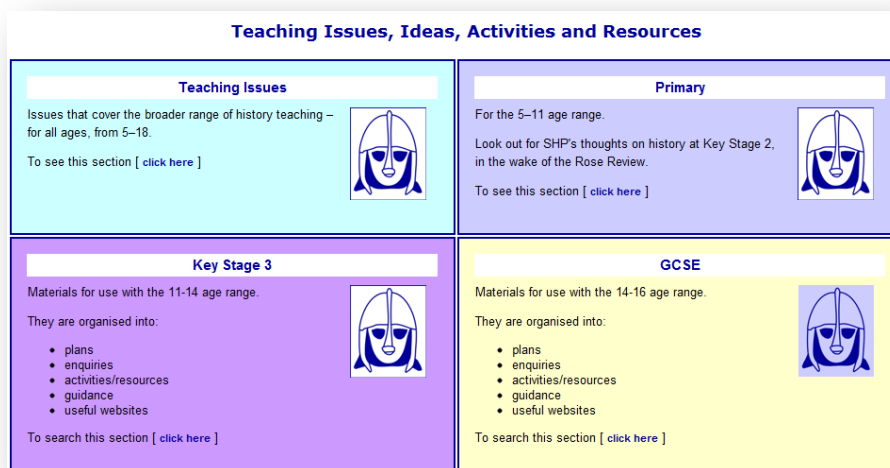
Just navigate to the correct section and choose the Key Stage that you want some inspiration for the classroom.

Section 4
Useful Online Websites for Lesson Preparation
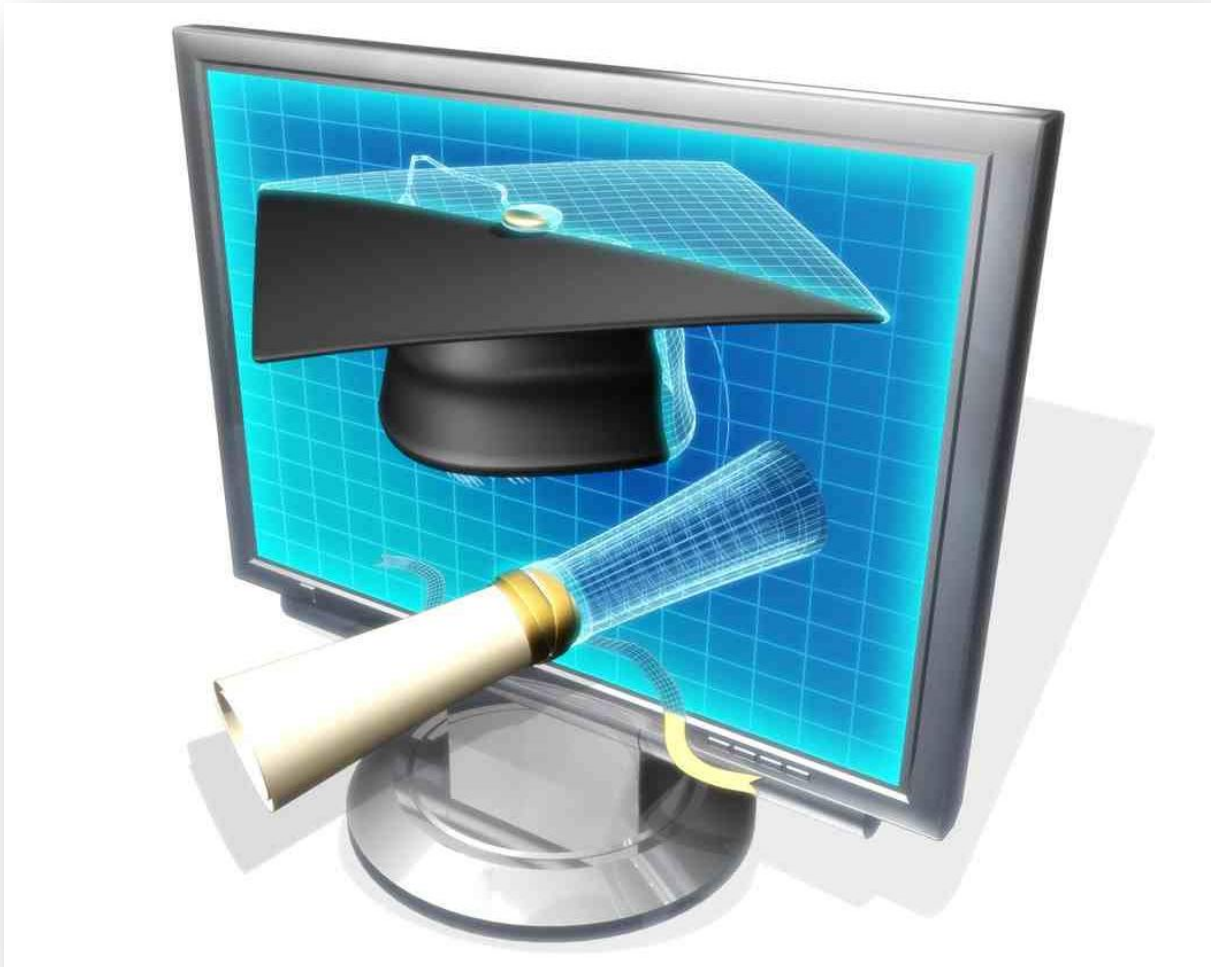
This section of the booklet will illustrate how some online websites can provide useful lesson preparation tools for History teachers in the 21st Century.

Graabr – Similar to Printscreen

Graabr is a piece of software that you download from the website below:

www.graabr.com

Graabr is described by the designers as one of the fastest and easiest ways for users to upload and share images on their desktop and via PPTs and worksheets all free of charge.

You just click through to the website and click on the download button and follow the simple instructions.

As the designers are keen to point out there are no long winded sign-ups, registrations, tagging, groups or comments, you basically just upload and share your screen with other people.

This can be used to 'grab' historical images right off web pages and use them in your lessons.

Lingro for new Language

We have all had homework handed in that has clearly been copied and pasted from a website. How do we know this? Simple! There are words in the completed homework that we know as teachers the student just doesn't know or understand yet.

We have no problem with students using new language so long as they make an effort to learn what it means.

If they do not have a teacher or a parent present to help them with new words then they can use the free website below to help them uncover the meanings of words:

www.lingro.com

This website is as useful for KS3 students learning new subject specific vocabulary for the first time as it is for KS5 students reading through university textbooks for source material.

MindMeister – Mindmapping Potential

This is a free online tool that can be flagged up to GCSE and A-Level students to help them with their History revision.

Mind mapping has become one of the most popular form of revision techniques for History students today and whilst the tried and tested formula of plain paper and coloured pens work for many students there are some out there who would like a more 21st century way of mind mapping.

The website below:

                                    www.mindmeister.com

Students just need to sign up once, for free, and then they are able to construct mind maps based on whichever subject they are studying in class or for homework.

Discover - Puzzlemaker

Puzzlemaker is a fantastic free online tool from the Discovery Channel. Using the website below teachers can create a number of puzzles online that can be printed out and given to students in class free of charge:

http://www.discoveryeducation.com/free-puzzlemaker/?CFID=12988999&CFTOKEN=75313128

The Puzzlemaker website is a puzzle generation tool for teachers, students and parents. Teachers can use a number of puzzle creating options to create and print customized word search, criss-cross, math puzzles and more-using subject specific key word lists. Or alternatively pupils can be given laptops in class and asked to design quizzes for their fellow students. The online tools are easy to use and allow you to create the following types of quizzes:

- Word Search
- Criss-Cross
- Double Puzzles
- Fallen Phrases
- Math Squares
- Mazes
- Letter Tiles
- Cryptograms
- Number Blocks

One great aspect about this website is not only
will it allow you to create printable word searches and other puzzles but it will also create HTML code that will allow you to embed interactive word searches into VLEs and websites.

Section 5
Useful Online Websites for Student Use

School History

www.schoolhistory.co.uk

BBC History Website

http://www.bbc.co.uk/history/

BBC Schools and Learning Website for History

http://www.bbc.co.uk/learning/subjects/history.shtml

Spartacus Website

http://www.spartacus.schoolnet.co.uk/

http://www.johndclare.net

Section 6
# *Value for Money History Websites*

Whilst the majority of this booklet has been focused on free e-learning technology I thought it would be useful to acknowledge those websites that we have to pay for but are worth their weight in gold!

Contentgenerator.net

Andrew Field has created a brilliant set of interactive resources for teachers, of all subjects, to develop and use in the classroom with students. Andrew has generously made some of his interactive templates free of charge, see the list below, and these can be created, stored, uploaded as flash files or HTML codes to VLES. The free software is:

- Multiple Choice Generator
- Match Up Generator
- Fling the Teacher Generator
- Teacher Invaders
- Half a Min
- Random Cards
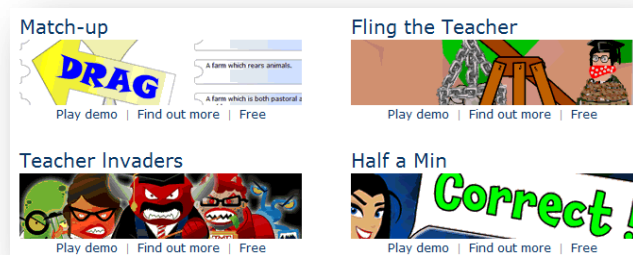
Andrew has also created additional software, which is excellent value for money, and I would recommend for establishing AFL for students in all Key Stages. You can check the website for prices but you would be able to purchase:

- Penalty Shoot Out Generator
- Walk the Plank Generator
- Interactive Diagram Generator
- Hoop Shoot
- En Garde
- Practice Paper Generator
- Grade or No Grade
- Wordsearch
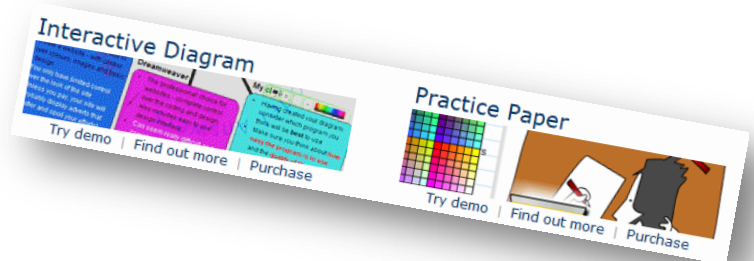
It is well worth a look and the students love the games that are produced.

www.activehistory.co.uk

Russel Tarr has created a fantastic website that offers teachers a very different, unique and interactive way to bring History alive in the classroom using online technology. Russell has created award winning activities such as the 'Henry VIII Talking Heads' activity and for a subscription fee you can have access to the activities for use in your classroom or on your VLE.

Testimonials from teachers who have purchased subscriptions to activehistory.co.uk have only praise for the material on the site. Apart from the interactive resources the website also has some fantastic lesson plans and ideas for visual, audio and kinaesthetic lessons.

Whilst a lot of the material on the website is based on a subscription there is a sizeable amount of quality material that has been made available free of charge for teachers visiting the site.

I would advise that you take a peek and see what you think of it yourself before you commit yourself to purchasing a subscription.

History Resource Cupboard

http://historyresourcecupboard.co.uk/about.html

History Resource Cupboard has been set up by Richard McFahn and Neil Bates. Both of these teachers have very clear passions for teaching outstanding history lessons and have delivered many excellent workshops to History teachers across the country. This website is their attempt to share with History teachers the secrets of their success.

The lesson material for sale on this website has been developed and years of them practicing their teaching craft in real classrooms, which has allowed them to establish a deep understanding of how to teach engaging and interesting, yet rigorous enquiry based history lessons to students of all abilities.

The lesson material provided on the site are complete enquiries to download for a small fee- though some of the lessons on their website is available for teachers to download for free. Having sat in on more than one of their teaching workshops I can testify that their lesson material is worth its weight in gold.

Each lesson has hours of thinking behind it and is based on the principles that they have developed, under the leadership of a County History Adviser, by a group of ASTs and Leading Teachers. All of the lessons are fully resourced, have phase by phase guidance and, importantly, they have been tried and tested with real students in mixed ability classrooms.

This site is well worth a visit.

Thanks

Special thanks have to go to the people below for their inspiration and generosity in allowing their ideas and teaching suggestions to be included in this booklet:

- Neal Watkin
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- Neil Bates
- Sally Thorne
- Richard McFahn
- Ian Dawson