



SCHOOLS HISTORY PROJECT

CORONA CPD CHALLENGES



Hi folks and welcome to [The Schools History Project's](#) (SHP) Corona CPD Challenges. This document is for anyone doing a History PGCE but not currently in school. It provides a series of challenges to help you ensure you are well prepared for your NQT year.

I have added a number of stars to each challenge so you can assess the investment required and reward yourself with a virtual star sticker or two when you are done. You can even print out and colour the attached wallchart to track all the brilliant CPD you are doing (I may have been home with a toddler too much but hey, who doesn't need a little motivation every now and then?). Do feel free to send pictures of you doing your Corona CPD Challenges and colouring in your chart on Twitter ([@1972SHP](#) or [@apf102](#)) 😊.

Your CPD challenges are divided into two sections: individual and collaborative. Depending on the input you have already received you might need to begin in different places. Most of the suggested reading can be found on the [Historical Association website](#). I recommend everyone starts with Challenge A. If you are completely at a loss for a route through thereafter, then I would suggest this as a good starting point: A -> C -> D -> K -> L -> Q.

Have fun, Alex Ford (SHP Fellow)

SECTION 1: INDIVIDUAL CHALLENGES

A: Engage with some history community wisdom

- Use the new ["What's the wisdom on..."](#) feature in Teaching History to develop / review your understanding of some key elements of great history teaching. For each of the pieces, make a note of your key takeaways.
- Begin with the piece on causation. Why does the author argue that getting the question right is so important? What kinds of 'patterns' of causation can you identify in causal topics you have taught on placement? Why does the author note the importance of covering the 'story'? How might you apply these ideas to at least one casual issue which you have taught, how would you improve it?
- Next move to the latest one on enquiry questions. What is the purpose of an enquiry question and what are its hallmarks? Why does the author believe it is so important to wrestle with the question? Try to consider some of your own enquiry questions by moving to challenge K but make sure your knowledge is solid first!
- Finally, return to consider evidence and interpretations. Share your takeaways with your fellow history trainees.



B: Deepen your wisdom

- Pick one of the ["What's the wisdom on..."](#) features listed above. Choose three or more of the articles referenced and read them to deepen your understanding of the thinking behind the summary.



SECTION 1: INDIVIDUAL CHALLENGES

C: Thinking History

- Ex-SHP Director, Ian Dawson has an amazing set of resources on his [“Thinking History”](#) website. A whole section of the site is dedicated to issues of pedagogy in history.
- Read Ian’s piece on [“What is History?”](#). How similar are Ian’s ideas to the ways in which students you have taught understand history? Consider how you might take some of Ian’s ideas and use them with Year 7s beginning their secondary study.
- Next You may like to look at the ways in which Ian suggests we might develop students’ [chronological understanding](#). What challenges does this raise for the way you approach chronology in your teaching?



D. Develop your subject knowledge

- Pick an area of your subject knowledge which is weaker and engage in some research. You may find this [list of helpful sources of use](#). Nick Dennis has also put together [a great list of resources](#) which seek to diversify understanding of the history we teach. You may also find [“In Our Time”](#), or the [“Revolutions Podcast”](#) helpful.
- Use [this proforma](#) to review your knowledge and then to make a note of key takeaways for students in relation to the topic area you researched. You could use this as the basis for some later enquiry or lesson planning. You may wish to keep coming back to this one over the summer.



E: Plan a ‘Meanwhile...task

- Use the Meanwhile, Elsewhere... / Meanwhile, Nearby... / Meanwhile, She... [format](#) as a template. Use this to plan an independent research task for students which takes them beyond the scope of the normal curriculum. Upload and share this on Twitter using the #historyteacher and relevant meanwhile... hashtags. You might also like to share this with the Meanwhile, Elsewhere website.



F: Create a knowledge organiser

- Think back to a topic you taught on placement. Re-visit the required knowledge and remind yourself about what students needed to know by the end of the topic.
- Have a look at some [example knowledge organisers](#) from history teachers like Rich Kennett.
- Produce your own knowledge organiser for your focus topic. Upload and share your organiser on Twitter using the #historyteacher hashtag.



G: Create a podcast / videocast

- Produce a short audio or video podcast on a key topic area in which you have some expertise. Focus on giving an overview of key areas. Share this on Twitter using the #historyteacher hashtag, as well as with your fellow trainees.



H: Get a grip on assessment basics

- Watch this [Leeds Trinity workshop](#) on designing assessment instruments. Make a note of your key takeaways. *NOTE: please ignore references to the SKAP3 assignment here.*
- Think back to a topic you taught whilst on placement and design an assessment instrument to fit with this.
- Think carefully about the purpose of your assessment instrument and what inferences you would want to draw. Share your work and discuss with your fellow trainees.



SECTION 1: INDIVIDUAL CHALLENGES

I: Deepen your understanding of teaching the Holocaust

- The Holocaust is one area of the curriculum in history which is mandatory but often badly taught. Thankfully the UCL Centre for Holocaust Education is a fantastic resource for understanding how we can improve our practice here.
- Sign up for [an account](#) and read some of the research reports on teaching the Holocaust. Make some notes of your key takeaways.
- Next read, [Jackson, D.](#) (2013) 'But I still don't get why the Jews' in *Teaching History*, 153.
- Finally, consider how you might approach teaching the Holocaust, or possibly other emotive events, differently in your NQT year. Share your thoughts using the #historyteacher hashtag on Twitter.



J: Develop your understanding of subject specific literacy

- Read Chapter 2 of [Counsell, C.](#) (2004) *History and Literacy in Y7*. Reflect on the ways in which Counsell tries to get her Year 7s to see history as a form of argument by working through some of the suggested activities.
- Next consider how this approach in Year 7 might be propagated through students' work with causal argument across the Key Stages. It would be useful to read [James Woodcock](#) and [Jim Carroll](#) on this subject too. You might follow up with articles by Carroll in TH167, 161, 163 and 172
- Plan your own set of activities to develop students' causal wiring in a topic you have taught.



K: Plan your own enquiry question

- Make sure you have read "What's the wisdom on...enquiry questions" from Challenge A, as well as at least one other WtWo feature.
- Try to wrestle with your own enquiry questions on a topic of your choice, bringing together a clear focus on the topic area and your chosen second order concept (e.g. causation or historical interpretations). Make sure you consider what historical problem your question is setting up. You may find Byrom and Riley's article on "[professional wrestling](#)" helpful.
- Once you have a question or two, make a note of the basic lessons which would allow you to answer this question. Play around with changing the question slightly and notice how this impacts on the content you would need to cover as well as what the "problem" of the question becomes. You may find this basic structure helpful: [Quick Enquiry Outline.docx](#)
- Choose one of your questions which seems to work well. Focus on having a really good question; clearly sequenced content; and a rigorous and engaging outcome activity.
- Share your sequence on Twitter using the #historyteacher hashtag.



L: Grapple with historical significance

- Develop your understanding of historical significance. You could either read some of the articles suggested in this New, novice or nervous piece, or you could watch my online workshop on historical significance ([Part 1](#) and possibly [Part 2](#)). Make some notes of your key takeaways.
- Plan an enquiry based on historical significance using the basic structure and guidance given in Challenge K. Ensure that you are really engaging with an aspect of significance and that your question is not just a causation question in disguise. Read [Kerry Apps'](#) work on this for more inspiration.



SECTION 1: INDIVIDUAL CHALLENGES

M: Plan a sequence around West African history prior to 1600

- Use the resources from the [West African History seminar](#) organised by Nick Dennis.
- Plan a sequence of lessons on an aspect of West African history connected to the seminar. Use the guidance in Challenge K to help with this.
- Focus on having a really good question; clearly sequenced content; and a rigorous and engaging outcome activity. Share your sequence on Twitter using the #historyteacher hashtag.



N: Engage with local history

- That children should understand that history is all around us in the environment is one of the Schools History Project's driving principles. Read [McFahn, Herrity & Bates](#) (2009) 'Riots, railways and a Hampshire hill fort' in *Teaching History*, 134. Consider how the authors connect local history to developing students' understanding of disciplinary concepts such as evidence and historical interpretations.
- Imagine you have been asked to take Year 7 on a visit to a local historical site. Consider how you where you would take them; how this would contribute to their KS3 curriculum journey; what you would do at the site (where would you visit and in what order); and any activities, worksheets, prep, or follow-up work.
- Share your visit plan on Twitter using the #historyteacher hashtag.
- As a follow-up/alternative you may like to use the [OCR Historic Environment](#) GCSE unit and plan a visit for year 10 to address the criteria supplied (pp16-17).



O: Diversify your curriculum

- Many history courses are quite narrow in terms of who gets a voice. The Schools History Project has always held that we should be able to see the past in all its diversity. A good starting point is [Dennis, N.](#) (2017) 'Beyond tokenism...' in *Teaching History* 165. For extended reading try "[Silencing the Past](#)" by Trouillot.
- Read [Nicole Ridley's excellent blog](#) on "finding the women in the American West." Note how she turns to scholarship to deepen her understanding, and how this fundamentally alters her whole approach to teaching the topic.
- Alternatively, you may like to read [Paula Lobo's piece](#) on how a reading of Olusoga's "Black and British" helped her diversify her Year 9 curriculum. You might also like to read some of the excellent articles in [Teaching History 175](#) or explore the [TIDE project](#) resources.
- Choose a topic area and set yourself a research challenge to make that topic area more inclusive in the same way as Ridley or Lobo. You might like to create a "bounded task" in the same vein as Lobo. Share your results using the #historyteacher hashtag on Twitter.



P: Create a textbook chapter

- Try to write your own KS3 textbook chapter to support a topic area. Research how textbooks are structured by looking at online resources from SHP, Hodder and others.
- Think carefully about your overarching enquiry question (go back to Challenge A if you have not done this), tasks, pictures and outcome activity.
- Aim to write a chapter of 4-8 pages with 200-350 words per page. Share your chapter on Twitter using the #historyteacher hashtag.



SECTION 1: INDIVIDUAL CHALLENGES

Q: Wrestle with the shape of the curriculum

- Watch [Rich Kennett's talk](#) on what makes an effective history curriculum.
- Next read and take some notes on [Ford, A. & Kennett, R.](#) (2018) 'Conducting the orchestra to allow our students to hear the symphony...' in Teaching History 171.
- Based on your research, plan out a series of key enquiries you think would work well for Year 7, 8 or 9 (or all three). Think carefully about how these will be sequenced to build knowledge over time. Think also about the harmonies and resonances of the knowledge you build at Key Stage 3 and how this might support students in Key Stage 4.
- Share and discuss your plan with your fellow trainees.



R: Get to grips with Legitimation Code Theory

- This one is not for the faint hearted, but Legitimation Code Theory (LCT) offers many fascinating insights into what makes teaching effective.
- This [video](#) is a nice introduction to the idea. I would suggest following up by reading Maton's [piece on autonomy codes](#).
- If you have managed to grasp all of this, you might like to watch an online lesson or explanation. You can then look for how autonomy tours are working / not working in the lesson. [This PowerPoint](#) takes you through a few things to try with autonomy tours and has some linked things to watch / activities.



SECTION 2: COLLABORATIVE CHALLENGES

S: Start a mini pedagogy discussion

- In a small group, pick an area of pedagogy you want to improve. Research and read something from Teaching History or another reputable source.
- Agree a time to meet online and discuss your findings.



T: Have a mini book club

- In a small group, choose an area of subject knowledge you want to improve. Choose a relevant podcast or video to watch.
- Agree a time to meet online and discuss the key takeaways for students. You could think about how you might plan an enquiry on this topic.



U: Review the elements of great teaching

- Agree a time to meet as a group. In preparation for your meeting, make a note of the key aspects of really effective lessons in schools in your view.
- Meet and discuss your list of elements. When you have found some agreement, compare these to the suggestions in this [PowerPoint](#). You might even like to try some of the activities together. A prompt sheet for lesson planning can be found [here](#).



V: Critically evaluate a lesson

- In a small group, choose an online lesson to watch. This could be from the Oak National Academy or any other source.
- Make some notes about what is effective/less effective in the approach. You may find [this framework](#) a helpful starting point.
- Agree a time to meet online and discuss your thoughts about what made the lesson effective or otherwise. Consider the way content was delivered, the effectiveness of activities and the means of checking understanding.



W: Get some interview practice

- You will find a [bank of interview questions](#) here and some guidance on [interviewing online](#) as well as [setting up your office space](#) for the day.
- Work in a pair to ask each other interview questions. Focus on giving solid examples.



X: Start a bigger pedagogy discussion

- In a small group, pick an area of pedagogy you want to improve.
- Complete a “New, Novice or Nervous” trail linked to this area. Use the [“regular features”](#) section of the HA website. Pick one of the “New, Novice or Nervous” article trails and work your way through it.
- Reflect on how these articles shape or change your understanding of how to approach a key aspect of history teaching and discuss these together as a group.
- Write a list of recommendations for other new teachers and/or jointly plan some resources linked to your work.



Y: Critique *your* lesson

- Work in a pair or small group to share and critique a video lesson which you have produced. It might be helpful to each agree a focus.
- Prepare and deliver a 15-30 minute lesson and share this with your group. You should then work on giving each other feedback on what is working well and what is less effective. Use the [basic framework](#) here as a starting point.
- You might then plan some next steps for your online teaching professional development.

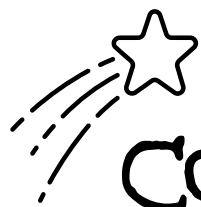


SECTION 2: COLLABORATIVE CHALLENGES

Z: Have a proper book club

- In a small group, choose an area of subject knowledge you want to improve.
- Choose a relevant work of academic history to read. You might for instance like to try Sands' "East West Street"; Rubenhold's "The Five"; Olusoga's "Black and British"; Kaufmann's "Black Tudors"; Frankopan's "Silk Roads"; or any number of other fantastic historical reads.
- Agree a time to meet online and discuss the key takeaways for students.
- Alternatively you might join an existing book club like the [History Teacher Book Club](#) or [HA Book Club](#).





CONQUER YOUR HISTORY CPD CHALLENGES

