

Natalie Kesterton – Supporting Statement

My passion in teaching history is engaging learners with the past by setting rigorous enquiry questions and helping them to be excited about making connections between changes or causes, or comparing peoples' diverse experiences by establishing a sense of period about the past. Inspired by Keeley Richards' Teaching History (TH) 148 Article, my Year 11s have been planning a dinner party for America's 19th Century Abolitionists. The aim was to establish that the activism surrounding abolition was not a homogenous ideology where all abolitionists would argue or believe the same things; Year 11 argued about the nature of male black activism compared to female activism and it's intersectionality with the argument for suffrage. Would a white abolitionist have different reasons for ending slavery to an ex-slave and would these people have been able to tolerate a whole social event together? **(SE01)**. The new GCSE presents many opportunities to plan activities myself and in collaboration aiming at both the acquisition of subject knowledge and careful thinking about historical concepts, in this case the diversity of opinions at that time. **(SE10, SE11)**

As Head of Department I work to clarify enquiry questions on Schemes of Learning (SoL) with outcome activities to assess pupil understanding, hone historical writing skills and provide engaging and exciting ways to work. At KS3 I am working to update SoL to include a mixed approach to assessment and ensure that specialists and non-specialists have a clear sense of the enquiry question, required understanding and outcome activities. Whilst adapting to my school's decision to move to a two year KS3 I have returned to a SoL I helped Rachel Foster to implement using the 'The Black Death: an intimate history' by John Hatcher. By looking at how we used Hatcher as an historian I have adapted a shorter sequence of lessons that build a sense of period around the Black Death. **(SE02)**

Research suggests that meaningful feedback needs to give pupils an awareness of what they *do not* know, how to learn it and how to apply it to a written narrative, explanation or argument. I have introduced a flexible marking policy for the department that encourages teachers to use a range of feedback methods to improve historical thinking and knowledge **(SE04)**. I am leading in embedding low stakes knowledge testing so that students understand the value of knowledge-rich arguments to improve the quality of their writing **(SE03)**. YorkClio CPD sessions have led me to work on topic knowledge testing and to think about breaking down the skills used to construct an historical argument; such as students creating a timeline in order to show understanding of chronology before then experimenting with historical language to analyse the roles played by different causes. The new GCSE focusses on retention of knowledge and practice of skills so I have planned a number of revision guides for pupils myself and in collaboration. **(SE09)** I have also shared practical tips on extended writing at Ryedale by leading a number of whole staff CPD sessions.

More students choose History GCSE since I joined Ryedale; over half of the cohort from the full range of abilities. Results in the department have been consistently strong with 2017 achieving 85% A*-C. Leading departmental CPD has been stimulating and I have newly championed the HA and TH in a department that did not previously use it. This has included podcasts, reading and discussion of articles, and how we might adapt our practice as a result. Paula Worth's article in TH 164 stimulated a lively discussion of how we could include historians more in our teaching and encourage experimentation with getting students to 'write like an historian'. **(SE05, SE06)**

Membership of YorkClio has strengthened my subject community links and resulted in collaboration with other teachers on planning as well as ways to extend and engage high ability students through our 'History Nerds Group'. I have enjoyed spending a number of lunchtimes with my group of Year 11 History Nerds unpicking how far they felt John Hatcher had gone to construct his Black Death narrative. I have shared ideas with YorkClio including site map sketches to test knowledge of the GCSE site study and use many of the ideas shared at these sessions to refine my practice **(SE07)**. In October 2017 I contributed to the 'OneBigHistoryDepartment' blog sharing ideas on memorising American states **(SE08)**.

I have mentored trainee teachers since 2012. I particularly enjoy mapping out training plans tailored to trainee's needs and strengths; reflecting on their practice and my own as we work to develop their planning. We think carefully about historical concepts; I use the HA website to tailor a developmental reading package then we map out the outcomes and construct an enquiry question to drive each lesson forward. **(SE12)** The University of York PGCE team have invited me to be a core-group mentor for their pilot RQT development programme to support teachers producing sequences of lessons and then editing them to presentation/publishable quality.

I have been leading international History trips since 2012; students taking part gain a huge amount of knowledge and understanding as well as widening of perspective from the visit. I also promote a number of histories across the school as well as through lessons (working to include diverse and hidden histories when reviewing SoL). The PSHE coordinator and I introduced LGBT history month, International Women's Day and Holocaust Memorial Day to Ryedale including participation in the HET Holocaust Memorial Day live webcast with 9 set 1. I believe that modelling my own passion for history builds a sense of the complex and debated past in my students. I endeavour to mention key and current historical debates anecdotally in my interactions with pupils. I ensure that on 'what am I reading' notices books related to history are listed; I am currently reading *Elizabeth* by John Guy and have pondered his approach to Elizabeth's personality with Year 10. I also promote a love of visiting historical sites and am looking forward to sharing my Easter break experience of Sizergh Castle with my students.