

**Continuing your professional development as an early career history teacher**

**PRIMARY SCHOOL TEACHERS**

This document is designed for those in years 2-4 of their career who are teaching history. Its primary purpose is to nurture subject-specific career development immediately after the NQT year. Working with these ideas will help prepare an early career teacher for [HA Chartered Teacher of History](https://www.history.org.uk/primary/categories/CTHist) status in the 5th year of teaching and/or help prepare them for curriculum or other leadership roles.

This document can also provide inspiration for mentors working with early career teachers, but can equally be used in a self-led way in order to help the early career teacher build on their classroom practice with regard to the teaching of history.

There are five possible strands (A-E) that can be addressed in any order, or with a mix and match approach. They are not intended to be exhaustive.

**Strand A: Develop your subject knowledge**

Step 1: Audit your existing subject knowledge against the curriculum you are teaching and decide on areas that require further development.

Step 2: Research possible sources of knowledge.

Step 3: Make a plan that is realistic and engaging.

There are many ways of doing this:

* Read a history book
* Listen to podcasts or radio programmes
* Join a history book-group – real and virtual (including on Twitter)
* Attend local lecture programmes – e.g. local HA branch or local history society
* Visit historic and heritage sites
* Watch TV documentaries or online programs including historical fiction and drama
* Work with your local history or archaeological group, e.g. on a community history project
* Use the resources of a special interest group e.g. local migrant association, Holocaust remembrance association, Justice2History
* Join your local HA branch

Step 4: Adapt your teaching and resources to reflect your new learning.

**Strand B: Develop your knowledge of history teaching.**

Step 1: Audit – e.g. use articles in *Primary History* or on the HA website such as in the co-ordinator section to explore what those teaching history have thought about and done about various aspects of teaching and learning.

Step 2: Identify an area that you wish to focus on for your own development, e.g. curriculum design, diversity, progression, assessment, an aspect of teaching such as local and community history.

Step 3: Implement some of the thinking into your own practice in a systematic way.

**Strand C: Redevelop a sequence of lessons associated with a particular enquiry or topic.**

Step 1: Find out what historians and educationalists are saying about this topic at the moment. Tip: look at books, articles in history journals, history teaching journals, television or radio programmes such as BBC 4, or social media such as Twitter!

Step 2: Identify what you want your pupils to learn. Tip: this should identify content reflecting diversity as well as conceptual understanding. Reputable published schemes such as the Historical Association’s ‘schemes of work’ can be helpful. Check that the activities and resources are appropriate for the cohort of pupils.

Step 3: Scope out the number of lessons and any barriers to learning and other constraints you are working within.

Step 4: Identify the barriers to learning that you will need to remove and how you will know that learning has happened.

Step 5: Delineate your plans using a recognised and clear planning format.

Step 6: Deliver the sequence, evaluate and amend in the light of evidence.

**Strand D: champion history beyond the classroom within your school.**

Examples could include:

* Lead an assembly e.g. for Remembrance Day, Holocaust Memorial Day, a local anniversary.
* Organise whole-school engagement with a month or anniversary e.g. Black History Month, LGBT Month.
* Organise a History club in the school e.g. a historical fiction book club, a local history club.
* Organise a history visit or field trip.
* Engage with another subject area to provide an inter-curriculum theme such as with English, art, music.

**Strand E: Engage with the wider history community**

* Attend a subject specific CPD event e.g. HA Forum or a subject-specific webinar.
* Join the HA and read *Primary History* magazine.
* Join or organise a local history teacher network that includes a substantial amount of history, e.g. a local SLE or network.
* Regularly share your favourite classroom practices, or a sequence of lessons, or your thinking on a concept on Twitter or in a Facebook or other social media group.
* Lead some school CPD e.g. about effective practice in the subject.
* Co-write a history article for *Primary History* or a reputable educational journal or website.
* Co-present at a subject specific CPD event or local network meeting.

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