

Careers in the History Curriculum



Throughout our teaching, we consider the **role of the historian** and other professions who are involved in the 'construction' and presentation of the past. Students study specific examples of how historians have studied and analysed the past, for example over time building an increasingly secure and sophisticated understanding about 'how historians use evidence'. We teach our students to think like, and to be, historians, ensuring that we teach the disciplinary traditions of history accurately and avoid misconceptions or misleading approaches.

Beyond subject content, we stress that studying history develops many work related skills and attributes – communication, research, questioning and evaluating, resilience and perseverance, organisation, reliability and sheer hard work!

History is actually very practical for the world of work, because it involves:

Learning about people – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)

Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?

Learning to locate and sift facts – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)

Presenting what you've learned in a way that makes sense to others – whether in graphs, essays or illustrated reports – **and** having the confidence to defend your findings.

All these skills are valuable in a whole range of jobs. So instead of only looking at 'careers in history' we also stress that there are many careers where it will help a lot if you've studied history.

Clearly, given our subject, students sometimes ask questions like those below. *This is how we try to respond:*

Q: What use is history to me? It's all about the past - how will it help me get a job?

*History **IS** both interesting **AND** useful! As a history student, you will never experience the events that you study; instead you have to build up a picture from the evidence that has been left. You have to become skilled at asking questions, sometimes awkward questions; you have learned not to take everything at face value. You have to develop empathy and understanding of the actions and achievements of others; you have to be prepared to put your case and argue it well; you have to use evidence to draw conclusions and make judgements. These skills are highly desirable in many different careers and studying History is excellent training for any career where you have to use evidence or make decisions, especially where those decisions affect other people. History students are not just limited to "becoming another history teacher" (unless they want to of course!), nor are they destined to gather dust in a museum or library (again unless they want to). There are so many careers out there that require the skills that a study of history can bring; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, and research to name but a few.*

Q: But I don't want a career in history, I just like the subject, so what use will it be to me?

Historians are trained to look for bias and prejudice in all the evidence they study. They know that human beings often have strong views on many subjects, which may affect the statements they make. There is no other subject that deals so well with sorting out what is useful and reliable evidence and what must be sifted out than history. Imagine believing everything you read in the papers, or believing every statement that politicians make! History helps you to make decisions about other people and to decide if you trust what they say.

If you enjoy history, it can lead you to a great future. Look at Dermott Murnaghan, journalist, David Sainsbury, Chairman of Sainsbury's, Diane Abbott, MP and broadcaster. You can also count the likes of Melvin Bragg, Anita Roddick, founder of the Body Shop, Monty Python's Michael Palin, Sacha Baron Cohen (AKA Ali G), Louis Theroux, Jonathan Ross, John Prescott, Gordon Brown, Al Murray and Coldplay's Chris Martin among other history graduates!

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Y7	Careers Focus – and <i>'job opportunities'</i> :
<p>What is History / The Roman Empire</p> <p>Middle Ages</p>	<ul style="list-style-type: none"> Lesson links to history related roles e.g. archaeologist / archivist. For example, when we study the Roman period in Y7, we look at the role of the archaeologist when piecing together evidence from remains such as that of the 'Ivory Bangle Lady' in York or the 'Flavius Fuscinus' Headstone from Ambleside. <i>Detective / Forensics / Archaeologist / Soldier / Engineer</i> Exploration of work skills / attributes when studying working lives / roles in historical periods e.g. role of a successful monarch / who built medieval castles and how? / medieval monks and nuns. <i>Military Commander / Religious Leader / Doctor / Builder / Architect</i>
Y8	Careers Focus – and <i>'job opportunities'</i> :
<p>Tudor and Stuart England</p> <p>18th and 19th Century Britain and Empire</p>	<ul style="list-style-type: none"> School visits to museums / historical sites which show history related roles in the workplace. For example, on our Y8 Enrichment Day visit to Lancaster Castle linked to our study of the Pendle Witch Trial, we ask tour guides to explain their career journey. Job adverts / references / CVs for different roles / individuals in history e.g. 'Plague Doctors' in 1665. <i>Politician / Advisor / Artist / Sailor / Publisher / Magistrate / Lawyer / Judge / Mayor</i> Study of Slave Trade in Y8 with links to workplace rights and modern slavery concerns. Study of Industrial Revolution looking at entrepreneurs / businesses / good and bad employers / health and safety in the workplace / trade unions. <i>Business Owner / Farmer / Importer / Exporter / Campaigner</i>
Y9	Careers Focus – and <i>'job opportunities'</i> :
<p>The 20th Century World</p> <p>Civil Rights in the USA</p>	<ul style="list-style-type: none"> Y9 has repeated references to the impact of social class on people's experiences, life chances, educational opportunities and career expectations, for example when we look at the position of women in the early 20th Century during the Suffragette era. <i>Domestic Servant / Factory Worker / Historian / Activist / Entrepreneur / Banker / Financier / Foster Carer / Pilot / Fire Fighter / Nuclear Scientist</i> Study of 'Jim Crow' era USA focuses on educational and employment opportunities for African Americans. <i>Activist / Public Speaker / Campaigner</i> Y9 Options discussion links to what qualifications in history could lead to.
Y10	Careers Focus – and <i>'job opportunities'</i> :
<p>Medicine Through Time</p> <p>Early Elizabethan England</p>	<ul style="list-style-type: none"> Medicine Through Time looks at 'healers' through time from Middle Ages to modern times, with focus on increasing professionalism and training / education of Doctors and others. Treatment of women in the workplace explored through case studies of individuals such as Florence Nightingale and the role of nurses in the First World War. <i>Scholar / Professor / Surgeon / Anatomist / Artist / Publisher / Scientist / Researcher / Nurse / Anaesthetist / Vaccinator</i> Early Elizabethan England looks at the structure of Tudor Society and the roles, education, life chances and expectations for different people within the hierarchy of the 16th Century, both in towns and in rural areas. <i>Religious leader / Prison Officer / Explorer / Cartographer / Teacher / Charity Worker / Playwright / Actor</i>
Y11	Careers Focus – and <i>'job opportunities'</i> :
<p>Weimar and Nazi Germany</p> <p>The Cold War</p>	<ul style="list-style-type: none"> Nazi Germany looks at role of women in the workplace in the 1920s in contrast with the 1930s, with focus on women encouraged to focus on family and home. There is also a strong focus on economic history, for example considering the impact on living standards of Hyperinflation in the 1920s and mass unemployment during the Great Depression. <i>Banker / Ambassador / Investor / Youth Worker / Road Builder / Journalist</i> The Cold War topic looks at the role of diplomats, translators and ambassadors. <i>Broadcaster / Aid Worker / Translator / Diplomat</i>

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	Careers Focus
KS5	<ul style="list-style-type: none">• University guidance / careers / help with personal statements. Students take a visit to the University when preparing for their coursework. This includes an opportunity to meet with and discuss the role of university librarians / archivists.• USA 'Civil Rights' paper focus on Trade Union rights and equality in the workplace for women, Native Americans, African Americans etc.• 20th Century Germany has a strong social and economic focus, looking at educational and employment opportunities and experiences, for example comparing the career chances of women in post war East Germany in comparison to those in the West.

We use our class displays to promote further study and careers linked to History:



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We share our own career journeys:



Mr D. Howarth

My Career Journey to becoming: Head of History at OLCC

School / 6th Form College : 9 GCSEs, 3 A Levels and 1 AS Level.

Part time jobs at school: I haven't been unemployed since I was 11! Part time jobs during my education years: cellar / bar work, working on a market, petrol station attendant, McDonalds, Debenhams, Booths.

Lancaster University: BA Hons in History and Politics

Work Abroad: During my summer breaks at University I worked on a Summer Camp in Pennsylvania, USA.

St. Martin's College, Lancaster: PGCE Secondary History

Teacher of History & Sociology: Vermuyden School, Goole, East Yorkshire, 4 years.

Teacher of History: Highfield School, Blackpool, 1 year

Teacher of History: Queen Katherine School, Kendal, 13 years. I was also Second in the History Department and a Head of Year (Progress Leader) for 12 years.

History Subject Leader / Head of Department: OLCC, 6 years. I also taught Law in my first year here!

**"Aspire not to have more
but to be more"**

the career journeys of some of the historians we meet in our lessons:



Lucy Worsley

(1973 -)

Career Journey to becoming...

**TV Historian, History Book Author,
Curator of the UK's Royal Palaces**

Early life: Lucy moved around a lot when she was young, due to her dad's job. She went to three different High Schools, in Reading, Newbury and Nottingham.

College/University: She went to Oxford University after her A Levels, where she studied Ancient and Modern History, gaining a 'First' in 1995. Her dad had suggested she should study sciences, and that she would never make a living from History!

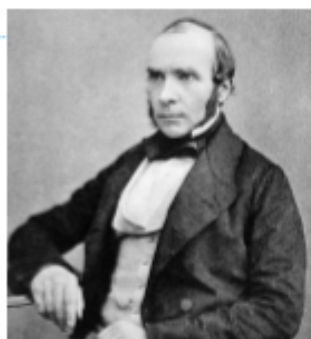
Job after University: Lucy got a job working for English Heritage, which looks after historical buildings and other sites. She was based at Bolsover Castle. From there, she moved to a similar role in Glasgow before getting the job of being curator for all the royal palaces. She is mainly based at Hampton Court, where Henry VIII lived.

Books: Lucy has written books about the Six Wives of Henry VIII and Queen Victoria. She has also written some children's fiction novels, such as 'Eliza Rose', about a young girl growing up in the Tudor Court.

Television: Since 2011 she has presented lots of engaging and entertaining history programmes on the BBC. Her current series is about 'History's biggest fibs'. She admits that she worried about how she pronounces her 'Rs' when she first started on television, but now that she 'just gets on with it', despite her minor speech impediment.

Recognition: In 2018, Lucy was awarded an OBE, presented by Prince Charles, for services to History and to Heritage.

and the career journeys of some of the historical individuals we study:



Dr. John Snow

(1813 - 1856)

Career Journey to becoming...

the Doctor who proved the link between dirty water and the dreaded disease Cholera

Early life: Snow was the eldest of nine children and grew up in a poor, dirty area of York, near the river Ouse. His dad was a coal labourer.

College/University: Snow left school when he was 14. He had only attended part time up to then, as he helped his dad at work a few days a week. However, Snow's teacher saw that he was talented, particularly in maths.

Job after school: Snow moved to Newcastle where he became an Apprentice to a Surgeon-Apothecary. During this time he treated people in the nearby village of Killingworth, where an outbreak of cholera was badly affecting the coal mining community.

University: After his apprenticeship and time as a Doctor's assistant in Yorkshire, Snow moved to London and paid for himself to go to medical school. He became a Doctor in 1838.

Famous for: Snow was one of the first Doctors to use Chloroform, and personally administered the anaesthetic to Queen Victoria during the birth of her last two children, Leopold and Beatrice. He then went on to show the link between dirty water and cholera, with his work on the 'Broad Street Pump', in London in 1854.