



Historical Association education projects: Age of Revolution

Report of activities and impact

Summary

The Historical Association (HA) have worked with Age of Revolution since 2017 on a number of education projects. The different elements of this partnership work are outlined here and explained in further detail in the report which follows.

- Publication of online resources, including podcasts and teaching materials
- Planning and delivery of Teacher Fellowship programmes for primary and secondary teachers: in-depth, subject-specific continuing professional development (CPD)
- Conferences and events
- Great Debate public-speaking competition for secondary students

Online resources

The first element of partnership work to be developed was a selection of online materials, including education resources and podcasts (the latter supported by students from the University of Kent).

Website statistics for these resources are as follows:

[Podcast series: The Age of Revolutions](#) (September 2017–February 2021)

5,552 unique views

2,739 unique plays

Most-played podcast track: 'The significance of the Navy to Britain' (from 'The development of the British Navy' podcast by Bruce Collins): 249 plays

[Primary Scheme of Work: Waterloo & the Age of Revolutions](#) (September 2018–February 2021)

2,001 views

501 downloads

In addition to their obvious benefit for teachers and those looking to develop their knowledge of the period, these resources have also been of benefit to the Historical Association as hosting them as open-access resources gives members of the public an opportunity to sample the quality and nature of our content output.

Teacher Fellowship programme: *Teaching the Age of Revolutions*

Overview

The main area of partnership work for this project was the delivery of Teacher Fellowship (HATF) programmes for primary and secondary teachers. The HATF is a CPD scheme focused on providing sustained, knowledge-based professional development for teachers over two terms or more, through work with experienced teacher educators and academic experts to offer fully funded courses which address specific curriculum needs.

Each programme is split into the following stages:

1. A residential weekend covering academic and teaching issues.
2. An 8–10-week online course, requiring 3 to 4 hours' reading and discussion per week.
3. A one-day workshop to discuss course outcomes.
4. The creation of a teaching resource based on participants' learning from the programme, which may be published on the HA website subject to review.

This was the Historical Association's third Teacher Fellowship programme and these programmes focused on improving the teaching of late eighteenth and early nineteenth century history in schools through the development of teacher subject knowledge and subject pedagogy.

Outlines of the course content can be found in Appendix 1: HATF course content.

The programme on *Teaching the Age of Revolutions* was unique for several reasons.

Primary programme

This was the first HATF programme to include a dedicated strand for primary teaching, allowing us to work closely with teachers at this level in a new way and emphasise the importance of subject knowledge history-specific professional development at primary.

Participants

The amount of funding available for the programme meant that the number of participants was much higher than previous programmes, allowing more teachers to take part and disseminate their learning. We were able to accept a higher proportion of applicants and therefore could consider schools' need for development in addition to teachers' individual strengths and motivations. This also allowed us to include the following participants for the first time in a HATF programme, broadening the scope of those students who were impacted by the project:

- An international teacher (from the Netherlands)
- A university PGCE tutor
- A headteacher
- A heritage learning officer

In total, 27 teachers attended the residential and participated in the online course. 21 completed the programme and were awarded as Teacher Fellows.

Waterloo residential

The most unusual element of the programme was the residential weekend which took place in Waterloo, unlike previous programmes which had been hosted in universities in the UK. The weekend included battlefield tours and visits to local heritage sites, led by expert volunteers from the Age of Revolution project team included Mick Crumplin, Gareth Glover and Carole Divall, as well as lectures from leading historians such as Ben Marsh and Arthur Burns. These undoubtedly contributed to a greater engagement with the

history of the battle and its impact. In addition, the especially immersive nature of the residential helped to foster a sense of community amongst the participants (not least through the unifying experience of 'hypothermic history' following snowfall in Waterloo).

Comments on the impact of the residential are included below: Residential in Waterloo.

History community

One of the more unexpected benefits of the distinctive elements of the programme, as outlined above, was the bringing together of disparate elements of the history education community to share ideas. This was especially evident at the residential which added historians (within and outside of universities) and students to the already broad range of participants and teacher educators at primary and secondary level. As one participant remarked:

'This was the benefit of being in a community of historians with the time to discuss history, and not just in the sense of what should our next assessment be, or improve attainment, but sharing knowledge, pedagogy and humorous insights into historical characters.'

Outcomes

Based on their learning from the programme, the participants worked to develop resources to improve the teaching of the Age of Revolution in the classroom. Following review from the programme leaders, several of these resources were edited and published on the HA website for broader dissemination.

Secondary resources

- Key Stage 3 scheme of work: The 1798 Rebellion: told and retold
- Key Stage 3 enquiry: What did 'revolution' mean in the Age of Revolution?
- A-level resource pack: History is the province of the ladies: the revolutionary correspondence of Hannah Winthrop and Mercy Otis Warren
- A-level resource pack: Historical interpretations on Napoleon
- Moresnet: A small country in a big narrative (article published in *The Historian*)

Since March 2019 the secondary resources (excluding *The Historian* article) have had 1,971 views (excluding the Primary History article) and 659 downloads.

Primary resources

- Becoming an HA Teacher Fellow (article published in *Primary History*)
- Year 6 Scheme of Work: Saving Samuel Godley - a local history study
- Year 5/6 Scheme of Work: Why should we remember Peterloo?

Since July 2019, the primary resources (excluding the *Primary History* article) have had 589 views and 430 downloads.

Impact of HATF

The impact of the HATF programme on the teachers who participated is evident from their comments following and since the programme. The breadth of impact has been vast, encompassing specific learning and development within school as well as professional motivation and personal development. Select quotes are included below to give a flavour of different responses, and a full copy of the analyses of impact received from participants can be read in Appendix 1: Teacher Fellowship analyses of impact.

Residential in Waterloo

'The trip to Waterloo was quite the most powerful experience in terms of training I have received in my near 20 year career. It really brought home the power of experiential learning and enthusiastic and knowledgeable speakers.'

'The trip to Waterloo was a particular highlight as an immersive experience, helping me to contextualise the battle more fully, and engage with the personal experiences of the people both at the battle and managing the aftermath of it.'

'I also enjoyed meeting and sharing ideas with colleagues, not just from primary schools but also from secondary schools and beyond – this is really important if we are going to make the learning journey effective for our pupils.'

Subject knowledge

'The Age of Revolutions programme has enhanced my knowledge and understanding of the period in ways I had not anticipated.'

'The programme has totally transformed [my] knowledge and understanding of the period... I have a much broader understanding of various economic, social, political, religious changes in this period. The ability to reflect a broader understanding has been really helpful when teaching revolutions, slavery and British political history in this period.'

'Prior to the course, my knowledge of the Age of Revolutions was patchy. I had unconnected pockets of history which seemed largely unrelated. The course has joined the piece of the jigsaw together, with Waterloo providing a useful lynchpin. From here, my knowledge of some neglected areas of history has developed, including the role of women and experiences of Latin America in the Age of Revolutions.'

Pedagogy and teaching practice

'The course taught me that in fact historiography is part and parcel of the field of history. Historical memories are in constant flow, and our understanding of the field of revolution is a never ending dialogue between ourselves and past participants.'

'It has also encouraged me to read broadly and widely around the subject, and reminded me of the benefits of exposing students to carefully and appropriately selected historical writing to deepen and broaden their understanding of time and place, as well as how historians might construct their arguments.'

'Perhaps more discreetly, the programme has emphasised the need to look at how students see History and help them to have a greater understanding of the process, the hunt for sources about the past and the creation of interpretations.'

Impact on participants' schools

'The programme has enabled me to put together a practical resource base for the school and to establish an effective curriculum development programme which I hope will be a lasting legacy'.

'The programme has also affected my own teaching as it inspired me to make links to the local university and records office. This triangulation (university-archives-school) is a very effective way in which to enrich learning in schools.'

'As I am the leader of history in my school, the programme will definitely influence what is being done in the history department. It has already influenced some other departments in my school as I have been asked to present some of what the history department does to others in a school CPD session.'

Impact on participants' own professional and personal development

'There is no doubt the opportunity to participate in the HA Teaching Fellowship this year has revitalised my teaching and appetite for the subject. In my seventh year of teaching, I felt a bit stuck in a rut and I was looking for a new challenge. The HA Teaching Fellowship Programme with the opportunity to meet with other enthusiastic professionals to help bring a much maligned and underappreciated period into the classroom was highly appealing in this regard and has superseded my hopes and expectations in every respect.'

'As a result of taking part in the programme, I am a more confident teacher with a greater understanding of the teaching of history in the primary classroom.'

'I have seen first-hand how the programme can rattle intellectual cages, spark all sorts of curiosity and create communication channels between like-minded, well-informed, kind and wonderful people.'

Several of the participants from the programme continue to be involved in the HA's work, including writing for *Primary History* and *Teaching History*, presenting at CPD events and conferences, and entering their students into competitions. One teacher now sits on the HA primary committee and another's school obtained the Gold Quality Mark offered by the HA.

Events and conferences

Following the Teacher Fellowship programme, course leaders and participants contributed to CPD events to disseminate their learning.

Historical Association Annual Conference

Two Age of Revolution workshops for teachers took place at the HA Annual Conference in May 2019:

- Katie Hall, Chelsey David and Will Bailey-Watson, *Refreshing the Age of Revolution* (16 delegates)
- Will Bailey-Watson, *'What did "revolution" mean in the Age of Revolution?' Exploring the fertility and fluidity of substantive concepts that just won't stay still* (35 delegates)

Feedback on these sessions was overwhelmingly positive. Comments from delegates included:

'Katie Hall very clear. The Age of Revolution is a topic I am just learning, very exciting.'

'Will Bailey Watson on age of revolutions, amazing food for thought.'

Schools History Project conference

Will Bailey-Watson repeated his workshop *'What did "revolution" mean in the Age of Revolution?'* twice at the Schools History Project conference in July 2019. Approximately 60 delegates attended in total and feedback was again positive. Comments included:

'Bliss to sit discussing revolutions with switched on historians'

Teaching Peterloo

40 primary and secondary teachers attended the one-day CPD event *Teaching Peterloo: people, protest, significance and interpretations* in Manchester in June 2019. This event included subject knowledge lectures from historians, a walking tour, and workshops for primary and secondary teachers.

Feedback was again extremely positive, including comments such as:

'Brilliant, very useful.'

'Lots of immediate 'take-away' ideas and slow-burning ideas to discuss and develop at school.'

'Thank you very much for offering us this great opportunity.'

'Thanks to ageofrevolution.org for sponsoring.'

'All workshops and keynotes were well detailed and informative. I'm bursting with ideas to take back to school. Thank you!'

Great Debate

The Great Debate is a public-speaking competition run regularly by the HA for students aged 16-18. In 2018-19 the question chosen for debate as part of the partnership work was 'What was the greatest failure of the Age of Revolutions?'

The competition involved 21 regional heats with the regional winners attending the final event at Windsor Castle.

Age of Revolutions resources page (Great Debate 2019, from Sept 2018): 7,231 views

Great Debate speeches 2019 (from July 2019): 4,316 views

Most-viewed speech: Shivanii Arun, winner: 896 views

Other Great Debate 2019 pages:

Find your heat: 1,101 views

Winners news story: 977 views

Appendix 1: Teacher Fellowship course content

Residential Schedule, 8–11 February 2018

Thursday 8 February

- 5.00pm Arrival at the IBIS hotel
- 6.00pm-8.00pm Welcome, dinner and icebreaker activities
- 8.30pm-9.30pm **Session 1:** Setting the scene for the battlefield visit to Waterloo

Friday 9 February

- 9.00am-10.00am Preparation for the visit
- 10.00am-1.30pm **Session 2:** Tour of the battlefield: Mémorial, Butte de Lion, Panorama, followed by visit to *either* Hougomont *or* Mont-St-Jean
- 1.30pm-2.30pm Lunch
- 2.45pm-3.45pm **Session 3:** Putting the battle of Waterloo in context
- 4.00pm-5.30pm **Session 4:** Site visits
- 7.30pm Dinner

Saturday 10 February

- 9.30am-11.30am **Session 5:** Visit to *either* Napoleon HQ (Caillou) *or* Wellington Museum
- 11.30am-1.30pm **Session 6:** Sources and objects in the Age of Revolutions
- 1.30pm-2.15pm Lunch
- 2.15pm-3.45pm **Session 7:** Making this work for your Key Stage
- 4.00pm-5.30pm **Session 8:** Round table: problems of teaching the Age of Revolutions

Sunday 11 February

- 9.30am-11.00am **Session 9:** Britain, the United States and France in the Age of Revolutions
- 11.15am-12.45pm **Session 10:** Project outcomes
- 12.45pm-1.30pm Lunch and Q&A: what's next?

Secondary online course outline, February–May 2018

Mon 19 February	Task: Write a reflection of the residential
Mon 26 February	Online course Week 1: Was this an Age of Revolution?
Mon 5 March	Online course Week 2: The American Revolution
Mon 12 March	Online course Week 3: The French Revolution
Mon 19 March	Online course Week 4: The Napoleonic Wars
Mon 26 March	Reading 'week' (Easter holidays)
Mon 16 April	Online course Week 5: British politics, riots and reform
Mon 23 April	Online course Week 6: Industrial Revolution, social and economic change
Mon 30 April	Online course Week 7: Print, art and culture
Mon 7 May	Online course Week 8: 1848 Revolutions

Primary online course outline, February–May 2018

Mon 19 February	Task: Write a reflection of the residential, to be posted on Moodle
Mon 26 February	Online course Week 1: People in motion
Mon 5 March	Online course Week 2: Transport
Mon 12 March	Online course Week 3: Industry
Mon 19 March	Online course Week 4: Riots and reforms
Mon 26 March	Reading 'week' (Easter holidays)
Mon 16 April	Online course Week 5: Printing revolution
Mon 23 April	Online course Week 6: Arts
Mon 30 April	Online course Week 7: Science and religion
Mon 7 May	Online course Week 8: Was this an Age of Revolution?

Appendix 2: Teacher Fellowship analyses of impact

Primary

Teacher A, Liverpool

The 'Teaching the Age of Revolutions' Programme has been an incredible opportunity to learn about a period of history that I had hitherto never studied. Travelling to Belgium to study at the site of 'Waterloo' placed the era in context in a way that I have never experienced before. The subsequent historical and developmental tasks directed exploration of the Georgian period in an interesting and thought-provoking manner, constantly enticing one to research further and think deeper. As a result, my knowledge and understanding of this age has improved 100 fold, as we have covered a phenomenal amount in a short space of time - although I am well aware (and excited) that there is so much more to continue to learn!

The programme has provided a supportive learning environment and an exciting outlet for my creativity. As a result of taking part in the programme, I am a more confident teacher with a greater understanding of the teaching of history in the primary classroom.

The resource project required a great deal of research, which was daunting at the start but has given me a far greater depth of knowledge than I expected, particularly in my focused subject area. It has also given me the confidence to use original evidence at primary level. This has been particularly exciting, as it is truly putting historical resources into the hands of primary children rather than giving them a 'sanitised' or 'simplified' version of events. This means that children don't just 'mirror' the world of the historian, but **become** the historian, questioning and sifting through evidence, giving their own interpretation based not on what is simply presented in a text book, but on real resources.

I like to encourage and hopefully inspire others, both children and teachers, through my enthusiasm and delight in the subject. I have recently been contacted by Liverpool School Improvement who have asked me to showcase my 'Peterloo' resource at their History Co-ordinators Meetings later in the year where I will discuss the programme with 20-40 primary subject leaders. Following LSI recommendation, I was also contacted by the deputy Head at St Finbars School, Toxteth, in July and invited to work one-to-one with 2 teachers who were new to their year groups in order to 'enthuse' them about their history topics! In September, I will be joining Lunts Heath Primary School in Widnes, an outstanding 2 form entry, who in part selected me for my history expertise. Even before officially starting, in the summer term, I developed a new local history project for the school and taught a Year 3 class using many of the skills I have developed during the Age of Revolutions Programme.

I am currently in contact with the Education Officer at the 'People's Museum in Manchester' and hope to share my 'Peterloo' resource with him. This will be an excellent way to measure feedback on the resource as well as a potential way to market the resource more widely once it has been approved.

Teacher B, London

This course has been extremely beneficial to my learning and understanding of the period. The residential in particular was amazing. It was great to meet like-minded people and plenty of experts to question! I have continued to study by reading books and watching documentaries where possible for my own development. This, as a topic would never have been my first choice after a dull sixth form Industrial Revolution topic, however, I have enjoyed rediscovering that topic and understanding more about the revolutions around the world. I have found it fascinating how each Revolutions links to Britain.

I will be introducing the topic Age of Revolutions to my school for the coming academic year, teaching it in year 5. My resource has developed with this in mind. I think a very hands-on approach for the children and to get them thinking of their own questions and develop their understanding of using sources. Whilst I would

love to take the children on a residential trip to Waterloo, I don't think this would be financially viable for my school. I have looked at Apsley House Museum and the Science Museum for steam and industrial artefacts.

I shall be leading the teaching and planning for this topic and will pass on information to my year 5 colleagues.

Teacher C, London

At the start of this programme, my knowledge of the period and its historiography was largely confined to what was immediately relevant to the Saving Samuel Godley project. Although I would have liked to receive the extensive reading list of the Secondary group, the close connection between the group and the course leaders has meant that I have been able to ask for it retrospectively, and, because this programme has left my mouth watering for more, I know that I will continue to study this period event after the course has ended.

The programme has exceeded my expectations. From the outset I felt that, as a professional working with heritage education, I needed a better understanding of pedagogy. I also felt that it was important to adapt the Saving Samuel Godley project into something that could be used in schools without my intervention. I could not anticipate just how much this programme would affect the quality of the work produced, and impact my own career. The network of teachers has inspired a sincere appreciation about the challenges (and joys) of teaching history. I have also benefitted greatly from Karin's guidance, and her introduction to academic work about how to teach history creatively and how to teach in general. Often I found that I had been employing similar strategies absent-mindedly, but learnt a great deal from locating that practice against an established body of knowledge. I read more extensively than was required, loving the pedagogy challenges. This programme impacted my internship at UNESCO which I was working on concurrently. It has also shaped my choice to pursue further studies in community engagement, and to apply for more roles focused on education and youth engagement. I feel more capable to direct my personal study of pedagogy, and to seek answers to questions that have arisen in my own work relating to how best to teach a subject. Even the simple awareness of the best journals in the sector has facilitated research into lateral subjects, like STEM literacy, and how to circumvent challenges like multilingualism and low-levels of engagement. This has been one of the most valuable learning experiences in my career and I am so grateful for the chance to be involved. I am convinced that there should be closer collaboration between the heritage sector and practitioners in formal education and am going to advocate for this in all stages of my career henceforth. If I am able to, I would love to participate in a similar programme in the secondary track.

Teacher D, Kent

I studied this period while I was undertaking my History degree at university and have always been very interested in "The Age of Revolutions". However I must admit to having not necessarily read as much about the 18th Century in Europe since then. I have begun to read a fair amount since applying for and talking part in this course. For instance since seeing this opportunity I read "Manituana" by the Wu-Ming collective, a fictional yet incredibly detailed account of the American revolutionary war from the British viewpoint. "The Underground Railroad" by Colson Whitehead, a novel about slavery that gave me an understanding of American attitudes to slavery and equality. I also read "Bury the Chains" by Adam Hochschild – which again explained ideas about equality in the British Empire. I also read "Sugar Barons" by Mathew Parker and "Empire's Crossroads" by Carrie Gibson. I have also read "Year 501" by Noam Chomsky – Not related entirely to this period it does give a good understanding of how revolutions fomented in the Americas. I also read "Black Jacobins" by C.L.R James, a classic concerning the Haitian revolution written by a Caribbean writer at a time when such voices were only beginning to emerge. I also read Peter Ackroyd's "Revolution" and Roy Porter's "English Society in the 18th Century" – these two books provided detailed insights into the complexity of English Society at the time – I was surprised about how much the author's commented on

the struggle faced by the working classes – although this made the reading engaging and more fulfilling as opposed to a “top down” history. I also read a great deal about Fashion in the “Age of Revolutions”, particularly “Fashion in the French Revolution” by Aileen Ribeiro. This was a very detailed book on Fashion in this place and time/again showed the complexity of identities and how these were expressed through clothing.

I really enjoyed the lectures and seminars. I was again pleasantly surprised how the Historiography of the era was presented to us in such a detailed yet engaging manner and we were given competing ways of interpreting ideas and society in the Age of Revolutions. We were shown how there are complex issues with competing viewpoints about how this could be researched.

The online course provided brilliant tasks in terms of providing places for further research and as such it had a big impact. Another impact was that they also provided really meaningful tasks which more than anything made me think in much more detail about this time period and how to present the period to children. Thank you to Karin for these and I will use some of these tasks in my teaching.

It will affect my teaching a great deal. I will be much keener to liaise with other colleagues in terms of teachers, heritage locations and their speakers and indeed foster links with Universities.

I feel I have an incredibly improved understanding of the period. The trip to Waterloo was quite the most powerful experience in terms of training I have received in my near 20 year career. It really brought home the power of experiential learning and enthusiastic and knowledgeable speakers. The impact of this is that I will strive to provide opportunities like this for my Children.

The impact of this course has been considerable as a result of my attendance, I have learnt again about the importance of working with other professionals. I will also encourage colleagues to go on courses of a similar nature. This year, I have set up a local teacher network for history leaders in primary schools. I am keen to share the resources and tasks from the online course with them, including the philosophy tasks which were fantastic and were wonderful in terms of thinking about how to teach in different ways and also inspired me as a teacher in terms of the impact of my job on my pupils and my local environment.

Teacher E, Cornwall

I believe that through the Historical Association Age of Revolution programme my knowledge and understanding of the period and of teaching it has significantly improved... from total novice to having confidence as something of an expert in the field! Certainly this is the case in leading the development of teaching this period in particular and in leading the school team as we revisit the place and purpose of History in my school's curriculum.

The initial visit to Waterloo and indeed taking this pivotal point in the period as an initial focus provide relevance and a practical experience of the setting and period, as well as providing an excellent opportunity to build positive working relationships with colleagues.

On line Historical research and presentation tasks through the Moodle platform, delivered over a fairly rigorous timetable enabled me to build up a good overview of some specific subject areas within the period of study. The nature of these study units has also been structured in a fashion that opens up other areas for future personal investigation, and opportunities for the school to build resources.

The Discussion Forum's Development, Methodology, and Further Reading tasks certainly helped to embed the subject matter within the discipline of History as a whole (even of a number of the Further Reading Suggestions are still on the To Do List!).

As a result of the programme I feel equipped to lead a focussed review of the school's History Curriculum through a practical whole school programme including a closure CPD day, a series of whole school head-teacher led 'learning assemblies' working out from the story of Wellington and Napoleon events to underpin and contextualise a six week cycle of lessons exploring a range of different aspects of the period and fixing them within a local context with reference to the National situation.

Additionally, the use of relevant and appropriate articles from the Primary History and Teaching History – eg *What confuses primary pupils in history?* (PH 78 and 79); *Speed cameras, dead ends, drivers and diversions* (TH131) and *From road map to thought map helping students theorise the nature of change* (TH167) – will support my leading the school's review of our History teaching pedagogy and meeting children's needs in increasing their historical knowledge and developing understanding and skills in the subject. Furthermore, the methodology employed in implementing this subject review is transferrable and will support the school team's review of the curriculum and our Learning Policy as a whole.

With regard to my 'own teaching in future', this is limited as I will be retiring at Christmas. However, I intend to volunteer as a curate at a local museum under the Royal Cornwall Museum trusts volunteer museum scheme and I do feel that the programme has provided me with an on-going interest in the period and the expertise to lead workshops should this be desired.

Most important, as I leave the school, the programme has enabled me to put together a practical resource base for the school and to establish an effective curriculum development programme which I hope will be a lasting legacy as I leave my team. I trust that my enthusiasm for this subject will rub off as I lead them through the materials and ideas I have been inspired to prepare through my experience with the programme. During my final term, the school will be working very closely with at least two partner schools as well as continuing its relationship with other Falmouth town schools. I am seeking opportunities to share my experience and these materials with those colleagues, and I have already discussed opportunities of working with the National Maritime Museum Cornwall's education team to share expertise with visiting schools.

Secondary

Teacher F, London

The whole course changed my way of thinking about the Age of Revolutions - giving me in depth knowledge and changed my ideas about the historiography. I really liked the idea of revolutions as an ebb and flow - pushing forward then drawing back - in terms of the progress or change made. Also the relative importance and influence of each revolution on each other and the debate about it (which of course is political). In Britain the idea that in the early 19th century it actually confirmed/ created conservatism as opposed to anything more radical - I think this is what Arthur Burns was talking in his sixth form lecture (in one of the weekly activities), in Britain it was partly about controlling/ reducing the power of the state/ King.

I also had no idea the American Revolution began with protests about slavery and the British press-ganging men into the navy and in many ways the results were, again, conservative - this is a really engaging aspect which I would like to draw on while teaching it (although I need to do more reading). I also enjoyed thinking about the changing connotations about the word "democracy" from negative to positive and whether in fact we have reached an ideal version of it - or whether it needs to develop further. Does democracy today reflect its historical aspirations? (Mark Philip's podcast).

It has giving me a much deeper understanding of nationalism, state formation and early enfranchisement (which I teach in Politics). The Peterloo week's activities were really interesting. I had no idea about the number of women taking part - I also liked the fact it is in the north - teaching in London I often see

everything as London-centric so I think it is really important to teach and am planning lessons/ assemblies for the anniversary (this also fits in with my role leading on politics in the school).

On a more personal note I found the Waterloo visit quite emotional. My dad was a massive Bernard Cornwall and Patrick O'Brian fan and had a full book case at home; he was really into military history. I never really understood his passion for the subject but I can see it now, so it made me think about that too.

Teacher G, Devon

There is no doubt the opportunity to participate in the HA Teaching Fellowship this year has revitalised my teaching and appetite for the subject. In my seventh year of teaching, I felt a bit stuck in a rut and I was looking for a new challenge. The HA Teaching Fellowship Programme with the opportunity to meet with other enthusiastic professionals to help bring a much maligned and underappreciated period into the classroom was highly appealing in this regard and has superseded my hopes and expectations in every respect.

The opportunity to work with key pedagogical experts such as Ben Walsh and Katie Hall has been invaluable – their passion, knowledge and support has enabled me to push myself as a teacher and to build up my confidence in designing materials for other teachers. Thanks to the positive experiences of working with them and others on the programme I have become much more confident, even applying for a trip for a funded trip to Poland in August (which I got) which I never would have done had I not had this opportunity.

I have also gained a greater appreciation of the interweaving strands of the Age of Revolutions through the wider reading on the online platform and lectures by academics received on the residential back in February.

Finally, in the past I often felt quite isolated down in Devon. There are not that many CPD opportunities down here and though I have had the pleasure of working in some lovely history departments since living here, due to the nature of the area, these have often been quite small. HATF has changed this for me. Not only have I had the opportunity to make lots of new history teacher friends from the course who are based all over the country, I have also been participating more frequently and widely within the History Teaching community at large. I have regained an interest in Twitter (thanks to Ben Walsh and some of the other participants) which has allowed me to share ideas online and keep up to date with the latest developments in the field. I have attended CPD sessions run by the HA in London as a result of the positive experiences I've had in the programme as well as some of the new webinars. I have become an avid reader of the Teach History Magazine and have been using lots of articles from it to frame my planning – all in all, the feeling of inclusiveness that I've gained from the HA community as a result of my participation in the programme, has been a real game changer for me this year.

My resource has been put into my school's scheme of work for Year 8 next year and once published I hope it will provide teachers elsewhere the opportunity to teach this period of history (either as a standalone case study or as part of a wider investigation into the Age of Revolutions) with a view to developing source skills that are required by the major UK exam boards at GCSE, as well as allowing students to build a sense of place and period in the early 19th century and the key debates/attitudes/beliefs within it.

Teacher H, Oxford

One of the greatest benefits I derived from the experience of participating in the fellowship program was evident from the earliest days during Waterloo Residential. This was the benefit of being in a community of historians with the time to discuss history, and not just in the sense of what should our next assessment be, or improve attainment, but sharing knowledge, pedagogy and humorous insights into historical characters. This is the component I most valued during both my university studies and my PGCE yet have found the most lacking during my time as a practitioner. It was wonderful to have the time and space to discuss the brilliant revelation that the Napoleonic War was actually the first global war, and this is certainly having an impact on

how I teach the context of the run up to World War One as part of my new curriculum at iGCSE. It was also of benefit to re-engage with historiography as a learner, rather than teacher. Before the fellowship my knowledge of revolutions was sufficient to teach, but not in depth, and this has been improved by the weekly readings. However, Parker in her essay in *Teaching the Age of Revolutions* draws a significant point, that the way in which women are presented in History is peripheral, and those that are significant are exceptional, and their general involvement 'waned to the point of extinction'. If we consider the textbooks we use in class this appears to be the case, with women given their own discrete sub sections of a chapter, rather than being integrated into the main text as a way of providing the 'birds eye view'.¹ This captured my attention and helped me find my focus for my eventual project on Women in the American Revolution. It also helped significantly with another teaching project of mine, creating a resource for my classes studying the Russian Revolution that incorporated female voices to help provide the 'birds eye view'. However, I have found it difficult to balance the demands of Parker, History for direct social justice action, with allowing the sources to direct and shape enquiry and taking the Historical characters on their own values, an approach which I was determined to carry forward into creating my resource.

The opportunity for reading, researching and writing about interesting historical topics was of great benefit to me personally. My being able to have the dedicated time to follow up interesting points, such as the fact the French Revolution provided the blue prints of the Russian and Chinese revolutions has enabled me to re-think how I would approach material in Years 8 and 9, and how to build up a sound foundation of knowledge on these topics so to better prepare my students to understand the vocabulary and culture that goes alongside a revolution and protest. One of the most fascinating aspects of History is giving students a sense of period, and one of the best way to do this is using Michael Baxandall's 'period eye', learning about culture and meaning from the period as a way of interpreting art and visual culture.² The French Revolution helps to set up the visual culture of revolution, from marches, prints, epic paintings, news, letters and papers, food and fashion, and provide fresher approaches than can be found in popular textbooks. My greater confidence in this subject has certainly made me re-think how I would approach this topic, and what links I would want to build. As was pointed out by Andress in his podcast, the final few acts of the Ancien régime are seen as 'cou d'état against the people', and the subsequent visual culture that is produced by the people is a fascinating counter attack, again establishing the plan to which people will refer to when conducting subsequent revolutions in the late 19th and early 20th century.³ The idea of how to conduct a march, the use of colour and symbol as a way to identify sub culture and political party, as well as how to treat your deposed regime are crystallised at this point.

My participation in the Fellowship did create curiosity among those I had trained with on my PGCE and had remained friends with. I know of at least one who is now thinking of applying either this year or the next for a place on a programme. Colleagues in my current school have, in conversations, expressed an interest in using my resource, as well as others from the project in their classroom teaching, which suggests that the project has also had a quantifiable benefit to the wider community.

¹ Parker L.A.H., 'Women's rights and the Limits of Revolution' in *Understanding and Teaching the Age of Revolutions*, eds Marsh B. and Rapport M. (Madison: University of Wisconsin Press, 2017) pp. 163-184

² Baxandall M. *Painting and Experience in 15th Century Italy: A Primer in the Social History of Pictorial Style*, (Oxford: Clarendon Press, 1972)

³ Andress, D. HA Podcast , *The French Revolution & The Terror*, Historical Association website, available at : [<https://www.history.org.uk/student/categories/815/module/8305/podcast-series-the-french-revolution-to-the-fall/8307/the-french-revolution-the-terror>], last accessed 29/08/2018

Teacher J, Essex

The Age of Revolutions programme has enhanced my knowledge and understanding of the period in ways I had not anticipated. My historical knowledge about the period had already been quite strong before participating on the course and I have been able to deepen it more.

I have always made it a point to analyse the word 'revolution' with my students. When at university, I remember how my professor for French Revolution and Napoleon, Steven Englund, started the course by teaching us the etymology of the word 'revolution'. He explained how the word means literally to go around, coming from the astrology field in explaining celestial movements. It was then used to describe a great change, such as the Glorious Revolution that removed the Stuarts from power. One of my professor's key arguments was that for him Revolution meant a change great enough to turn society upside down – that the culture had to be dramatically altered for it to be called a revolution. According to his definition, the American Revolution did not deserve the name, as the American colonists did not drastically alter their culture – their political system is *based* on the British, and should be seen more as a rebellion – while the French Revolution was a dramatic change in their political system, and changed their culture from fashion to the calendar to the concepts of citizenship. This interpretation has stayed with me ever since, and I often introduce the concept of Revolution to my students in this way, both at KS3 and A level. The programme, through its reading and presentations, however, has shown revolution as an encompassing term for new influences that shaped the world.

I was fascinated by the rich metaphor given to us at Waterloo about revolution being like a wave – the revolution is built on the ideas and actions of so many, without ever knowing where it will crash and how much change it will have on the 'sands' of society. This was the opening to a conference by academics and programme organisers that enraptured me. I am not embarrassed to say I am a nerd at heart and I loved hearing the professors analyse well known topics like the Battle of Waterloo as well as more overlooked events, such as Napoleon's management of the island of Elba.

For a long time I have considered historiography as this separate field from history that is taught to A level students as aside dish to the main course of 'real' history. The course taught me that in fact historiography is part and parcel of the field of history. Historical memories are in constant flow, and our understanding of the field of revolution is a never ending dialogue between ourselves and past participants. This was highlighted by the academics' overview of the historiographies of different topics, including the American and French Revolutions. Most I knew of and already owned, but there were some gems, old and newer, that I have either added to my Amazon wishlist or have already added to my home library. Some of the sources and passages shown to us I have used for my A level course on Britain: 1785-1870 and Coursework on Napoleon. The course has allowed me to fully appreciate the creation of history as one person's take on the past – affected by methodologies and selection and treatment of sources. This appreciation is something I incorporated into my coursework lessons. This has directly led to the resource I am submitting to the Historical Association. This will directly benefit my colleagues as they take on Coursework as I leave my school to a different one, and I hope other teachers will find use from it as well.

Teacher K, Northampton

The programme enhanced my knowledge and understanding of the period and its historiography particularly through the Belgium residential. It was excellent to have the privilege of listening to lectures from experts in the field and talking to them over lunches, and so to be exposed to recent developments in historical studies. All too often I find myself drawing on my own undergraduate degree knowledge and understanding which, twenty years on, now feels rather outdated. As a teacher I do not have to time to fully keep up with new research and am often limited to A level resources which do not have the depth of knowledge which I would like as a teacher. I believe that knowledge-based teacher CPD is crucial to enable students to achieve;

all too often in school we focus on the teaching skills and forget that there needs to be genuine academic subject knowledge underpinning it. The programme has affected my teaching in exposing me to new research and pedagogies on the teaching of the Age of Revolution and I have employed lots of the guidance, in particular, from the Ben Marsh book which we were given.

The programme has also affected my own teaching as it inspired me to make links to the local university and records office. This triangulation (university-archives-school) is a very effective way in which to enrich learning in schools. I used the Year 12 work experience week to set up an Archives-based work experience project, whereby students worked with Professor Matthew McCormack (University of Northampton) and the Northampton Records Office to research into the French Revolution from a Northamptonshire perspective. Students found the week challenging and extremely rewarding. It really enhanced their understanding of the historian's craft and use of sources, as well as allowing their passion and interest in the period to be further stimulated. I intend on running the experience again next year and I am also looking at ways in which to develop the external links further. Both the university and records office were extremely welcoming and enthusiastic to work with my school and as such it was very easy to organise. I am going to be recommending that other schools make similar links in our SWANN schools county network meeting in the Autumn term.

Teacher L, Berkshire

The programme has re-enthused me about the period of the revolutions. I rediscovered an interest in the social history of the industrial revolution and its impact on politics and protest. These were topics I last studied at GCSE and the programme enabled me to deepen my knowledge and challenged me to think again about what I understood by the term 'revolution'. This has gone on to influence my resource and the questions that I ask my students.

The visit to Waterloo impacted on my planning of school visits. My school runs a visit for all Year 7 pupils to Windsor Castle and all Year 8 to Hampton Court Palace. Being on the visit to Waterloo helped me to think again about what I want my pupils to experience and learn on our visits. I am still working on this but I am looking to include more personal histories to bring the places to life for my pupils, not just as royal palaces but as places of work and habitation for ordinary people.

The online course has improved my knowledge. For example, I had not previously studied the American Revolution so this element not only added to my knowledge of the American Revolution but also its impact on and links to other events of the period. The week on riot and reform helped me to make links between different elements that I already teach but that I was not explicitly drawing out with pupils.

The online course also challenged me to think about how I would communicate to my students the new ideas and events about which I had been learning. It made me stop and think about different ways of teaching that I had not done before or that I had rarely used. It was also interesting to see the approaches that other teachers took to these aspects and to learn from their responses. It is sometimes isolating working in schools with just one or two other history teachers and the course enabled me to be part of a community of teachers grappling with the same questions and issues. Learning from one another was very useful.

As I am the leader of history in my school, the programme will definitely influence what is being done in the history department. It has already influenced some other departments in my school as I have been asked to present some of what the history department does to others in a school CPD session. Some of these ideas had developed from the online programme.

The programme has enabled me to explore a variety of components that comprise the Age of revolutions and engage with a range of Historiography on the period. My knowledge is undoubtedly better than it was

before – the Age of Revolutions is not taught at my school at GCSE or A Level and only makes a fleeting appearance at KS3. Therefore, reading for the online course introduced me to a plethora of material to develop my subject knowledge on the Age of Revolutions.

Teacher M, Wolverhampton

Janet Polasky's *Revolutions without Borders* (2016) in which she argues that national borders could not impede the flow of thought regarding rights and freedoms is particularly important for my resource on the 1798 Irish Rebellion. This is due to the fact that much of the ideas for the Rebellion were inspired by events in America and France. Moreover, Griffin's reinterpretation of the Industrial Revolution and its impact on the population, although not directly pertinent to my own resource, did demonstrate that new source material can change pre-existing orthodoxies to generate new History to debate. Lastly, Marsh and Rapport in their book *Age of Revolutions* (2017) refer to the definition of revolution as a 'moving target', which highlighted the need to be flexible in defining and teaching concepts in History to strive for better understanding. Ideas concerning the concept of revolution are transitory and a traditional definition of it, meaning a forcible overthrow of a government or social order in favour of a new system, is almost like putting history in a straight-jacket. It stops the concept being explored more fully, at any given stage of study.

The aforementioned examples are just some instances of how the programme has developed my knowledge and understanding of the period, which is demonstrated more fully in the blog posts that were produced for the online course.

Ultimately, the programme has reinforced the need for collaboration and to see what other professionals or professional organisations are doing and experimenting with in terms of teaching and learning. Discussing ideas with other professionals, as well as the experts on the residential, reinforced the need for different approaches to try and engage pupils with different areas of History. For example, using the personal stories of those involved in the Battle of Waterloo rather than battle plans, which can fail to resonate with a KS3 audience. Moreover, it has highlighted the possibility for greater links to be made between different schemes of work. For example, the interconnected nature of the French and Industrial Revolutions should be explored rather than teaching them separately, key themes and crossovers may be investigated. Perhaps more discreetly, the programme has emphasised the need to look at how students see History and help them to have a greater understanding of the process, the hunt for sources about the past and the creation of interpretations. Finally, it has enabled me to consider different approaches to teaching key concepts and skills which will in turn help my students as they grapple with interpretations and primary sources.

My department will continue to reassess their schemes in relation to new ideas and historiography and the Age of Revolutions Fellowship has been an important part of that; we cannot teach if we are not still willing to learn.

Teacher N, Canterbury

The Age of Revolutions has been revealed to me again, some bits for the first time really and others feel like they have been dusted off, having been placed on a shelf after my own A Levels were completed. My university studies and teaching have either focused on earlier medieval or twentieth century topics, though I have always clung to the French Revolution and Napoleon as a staple. Revisiting Peterloo and considering the industrial revolution from different angles has been reinvigorating. I have referred in my blogs to conversations held during the residential that shaped decisions for my resource and they have all revolved around interpretations or perspectives. Engaging again with academic historiography and untangling some of the knotty debates, for example on the involvement of women in all aspects of the period or the emerging academic focus on colonial regions, have influenced the conversations I have had with my History team at school and the books I have been reading at home. Even within the French Revolution and Napoleon I, where my subject knowledge is more confident, I have been more purposeful in my reading and have

updated my understanding of debates. I am perennially muttering to myself that I learn new things about this period every year I teach it and this is both the curse and the wonder of it, but this year I have sought out new aspects and features and my pupils have been the richer for it.

I am lucky to have a team of enthusiastic History teachers with me at school, who love to discuss historical issues and share resources. One of these teachers insists on teaching the industrial revolution while another is coming on board with me to teach the revolution in France. We plan to use some of our professional development time this coming academic year to meet in a 'book-club' way to share reading material and methods of exposing pupils to a wider range of reading and interpretations. We have also discussed contacting UKC to organise a History workshop or lecture day for our pupils and we have a partnership with local schools who could also benefit from this. I was particularly inspired by the university students' sessions during the Waterloo residential, where they chose an object to analyse and presented their ideas to us. This is something that could be adapted readily enough for A Level and IB pupils and would encourage them to engage more specifically with historical contexts and subsequent interpretations. Teaching IB, it is an important feature of the course to show inter-relationships between subjects and I am embarking on a cross-curricular project with Art and English focusing on revolution. We also run regular TeachMeets and LeadMeets where other schools attend and I would like us to present our results at one of these.

In terms of my own teaching, I enjoy creating resources and will often change the units I teach to start afresh or improve my own subject knowledge. However, I have taught the French Revolution and Napoleon I topics since my first year in teaching (2002) and some of my lessons are years-old. In my mind, they are 'tried-and-tested' lessons, with resources on hand and minimal planning required. However, meeting the range of teachers I have through this Fellowship has forced me to lift my head and look around at what others are doing and I am excited to see so many creative ideas. Though my submitted resource is very skills and knowledge focused, readying pupils in the curriculum content, I also relish class trips and, where possible, spontaneous activities and experiences. Particular inspiration came from Sacha's Hougoumont walk, where role-play characters were handed out and events were discussed in the context of personal profiles and decisions. When taking pupils on a trip, I enjoy finding sites that are a bit less obvious so during a recent trip to Paris, I was thoroughly engrossed in the roles that could be utilised at various places – Les Invalides and the Conciergerie spring immediately to mind, but I sought out one of the meeting rooms used during the Terror (now a jazz club by night) and visualised the radical figures of the CPS whispering in the corners.

In conclusion, there have been plenty of valuable impacts on me that I am grateful for, but it is the sharing of ideas and inspirations that I look forward to in the coming year.

Teacher O, Shrewsbury

Prior to the course, my knowledge of the Age of Revolutions was patchy. I had unconnected pockets of history which seemed largely unrelated. The course has joined the piece of the jigsaw together, with Waterloo providing a useful lynchpin. From here, my knowledge of some neglected areas of history has developed, including the role of women and experiences of Latin America in the Age of Revolutions. The research into these areas has provided a reminder that history is a construct by those who write it.

The primary effect of the course has been to re-engage with local archives. Following on from the Waterloo visit I presumed my local area was immune from the effects of the Age of Revolutions. However, I quickly found out Samuel Coleridge preached at a church a five-minute walk from the college. The same church was also where a young Charles Darwin attended. Further in the town was the world's first skyscraper, using materials from Ironbridge. Shropshire was at the forefront of a bygone age, yet at the centre of industrialisation. The Age of Revolutions, therefore, had effects, locally, nationally and internationally and I will endeavour to express this to my students.

A further effect has been to see the importance of teaching beyond the narrow curriculum. For students to have a thorough understanding of history, they need to understand patterns of change over a long period of time. One of the online articles discussed the links between the Russian Revolution and the Age of Revolutions. It was the impact of ideas I found particularly interesting and how these filtered down to the general population. In the local area, there were 1832 Reform Act parties in the street although most of those would still not have received the franchise. This raised lots of interesting questions for me personally.

Finally, the visit to Waterloo, personalised the battle because we learnt about the experiences of individuals. This will certainly affect my teaching of seismic events, to consider events from the top down but also from the bottom up. The site visit also re-emphasised the importance of creativity in teaching to fully engage students and not focus on a narrow curriculum.

The course has allowed me to make connections which will benefit the students. Gareth Glover will hopefully be visiting the college this year. The course has also encouraged connections with the wider history teaching community. From the course, I was told about Teach Meet History Icons and attended this. I have promoted this to younger colleagues because of its energising effect on myself as a teacher.

Teacher P, Cambridge

The HA teaching fellowship has immensely boosted both my understanding of the period of the age of revolutions (even changing my definitions of it), and how I will teach it to students. Whilst some aspects of the Age of Revolutions were familiar to me, others were much less so, and I gained a great amount from participating in a community of teachers debating and discussing aspects of the history and historiography of the period. The trip to Waterloo was a particular highlight as an immersive experience, helping me to contextualise the battle more fully, and engage with the personal experiences of the people both at the battle and managing the aftermath of it. Because of the programme I know much more now about the 1848 revolutions, as well as the American Revolution, which will significantly help in my teaching of Europe in the eighteenth and nineteenth centuries this year.

I will be teaching a significant amount of eighteenth and nineteenth century history this year, both British and European, and the course has given me a real insight into some of the latest research going on in this area. It has also encouraged me to read broadly and widely around the subject, and reminded me of the benefits of exposing students to carefully and appropriately selected historical writing to deepen and broaden their understanding of time and place, as well as how historians might construct their arguments.

I have been very impressed with the commitment and ideas of the other teaching fellows, and I look forward to bringing some of their ideas into my teaching. I will share the insights that I have gained in my own department, and hope to continue reading around the subject to develop my thinking even further.

Teacher Q, London

The programme has totally transformed my knowledge and understanding of the period in two ways. Firstly, I have a much better understanding of the historiographical background of the period. This means I feel more confident in planning and delivering lessons that are based upon a deeper understanding and access to historical research. In turn, this more nuanced understanding of the various interpretations historians have offered has, I believe, helped students to make better judgements on the lessons I have taught.

Secondly, I have a much broader understanding of various economic, social, political, religious changes in this period. The ability to reflect a broader understanding has been really helpful when teaching revolutions, slavery and British political history in this period. It has also really contributed to how I teach change/continuity: looking for some of those patterns of ebbs and flows that were referred to on the residential.

I will certainly attempt to use much of the material and experience gained with colleagues: this might mean reshaping part of our year 8 scheme of work, and making the enquiries regarding this period more focused. I would like us to be able to look at more aspects in detail, but also make connections between what we sometimes give the impression of being disparate elements – for example, racial, social, political, military, economic histories.

Teacher R, Reading

I cannot speak highly enough about the impact of the programme. Since enrolling I have listened to about 50 podcasts from the 'Revolutions' series and read at least 5 books that I wouldn't otherwise have read. I have taken a detour to see Robespierre's house, I have cuddled Rich Kerridge at the SHP Conference, and I have struck up a Twitter relationship of sorts with Dr Ben Marsh. My thinking and practice has become even more rooted in historical scholarship, and my thirst for informed curriculum conversations seeps ever more into my ITE teaching. My knowledge of the period is unrecognisable from a year ago and I intend to keep it going as I begin to collaborate with local teachers looking to improve their teaching of the Industrial Revolution.

Moving forward, I would love to become more involved with the HA. I am already on the committee of the local HA, and have recently set up a sub-committee supporting History teachers in Berkshire – this desire to immerse myself in the HA is a direct impact of the teaching fellowship as I have seen first-hand how the programme can rattle intellectual cages, spark all sorts of curiosity and create communication channels between like-minded, well-informed, kind and wonderful people. (Ben and Katie must take special credit here.)

In terms of the way my resources have already influenced people: a local school taught all five Year 8 classes my scheme of work, which we adapted together, and reflected on afterwards. They previously did not teach the Age of Revolution so that is immediately 150 pupils who have studied an intense, challenging sequence, prior to moving into Empire, Industrial Revolution, and Slavery. All three teachers said the SOW improved their own subject knowledge, but more than that, an under-graduate on placement in their department taught one of my lessons and cited this in her recent application to study on my PGCE, identifying the excitement from teaching something so necessary and relevant.

Teacher S, Netherlands

Participating in the project was very useful for me on different levels. On one hand it was nice to be at the other end of the classroom for a change and enjoy the lectures and workshops of professionals. It greatly improved my knowledge of the period. On the other hand, it was interesting to study the age of revolutions and think about how to use this in my history lessons. Learning so much on different aspects of history made me reconsider some of the subjects I teach in class. I'm trying to incorporate lesser known histories in my lessons to illustrate the bigger events or to highlight some subjects that aren't mentioned in the textbooks