



# **My Learning My Future**

## **Where can studying History take you?**

Highlighting the relevance of History to future careers and opportunities



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## Why History matters

**Have you ever considered  
where studying History can  
take you?**

Today, we'll be exploring some of the career opportunities that are available to you, as well as the various pathways you can take to get there.

What pathways  
can you take with  
this subject?

What do you  
think these roles  
involve (daily  
task, etc.)?

What careers can  
you think of that  
use History?

Why is  
History an  
important  
subject?

How will History help  
me? MYPATH - YouTube

What skills do  
you think you  
might need for  
these roles?



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# Explore a career as a...

Here are some  
example roles  
and careers  
linked to

History



Museum Curator

icould case study

icould case study

Prospects case study



Research  
Manager/Data  
Analyst

BBC Bitesize case study

Prospects case study



Paralegal

BBC Bitesize case study



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# Explore a career as a...

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example roles  
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Conservation Officer

[icould case study](#)

[Prospects case study](#)



Lawyer/Solicitor

[icould case study](#)

[icould case study](#)

[Prospects case study](#)



Broadcast Journalist

[BBC Bitesize case study](#)

[Prospect case study](#)





# Discover more about the role

Explore careers using National Careers Service and find out about what jobs involve and how they are right for you

## Includes:

- Average salary
- Typical hours
- Work patterns
- Pathways/How to become
- Essential Skills
- Daily tasks
- Career path and progression
- Current opportunities

## Research Ideas:

Museum Curator  
Market Research Data Analyst  
Paralegal  
Conservation Officer  
Solicitor  
Broadcast Journalist

## National Careers Service

We provide information, advice and guidance to help you make decisions on learning, training and work.

This service is available to people who live in England.

### Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

### Explore careers

Choose from over 800 career profiles to discover what each job involves.

[Search job profiles](#)

### Find a course

Look for online learning opportunities and training courses local to you.

[Look for courses](#)

## Careers advice

### Making career choices

Whether starting your career, changing job or if you have been affected by COVID-19, understand and make the right choice for you.

### Getting a job

Be successful in the recruitment process with tips on great CVs, interviews and graduate scheme applications.

### Progressing your career

Move up in your career by developing new skills. Find opportunities like volunteering and online learning.

### About us

The National Careers Service can help you with your career, learning and training choices. [Find out more](#) about the different ways we can support you.

### Speak to a careers adviser

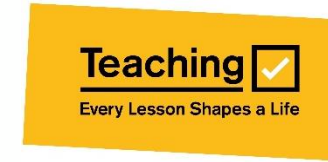
Wherever you are in your decision-making, you can call us on [0800 100 900](tel:0800100900) or [use webchat](#).

### Follow us

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[Facebook](#)  
[LinkedIn](#)  
[YouTube](#)



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# Why not teach History?

Start in the classroom, where you go from there is up to you. Bring your passion for your subject, keep learning, and pass your knowledge onto others

- No two days are the same – and neither are the pupils
- Once qualified you can teach throughout your life
- You could teach abroad
- Progress your career into leadership and management
- Bring your outside interests into the classroom and your subject

## Explore teaching

[Jem's Story](#)

[Shaniqua's Story](#)

## The right skills to teach?

Work well  
in a team?

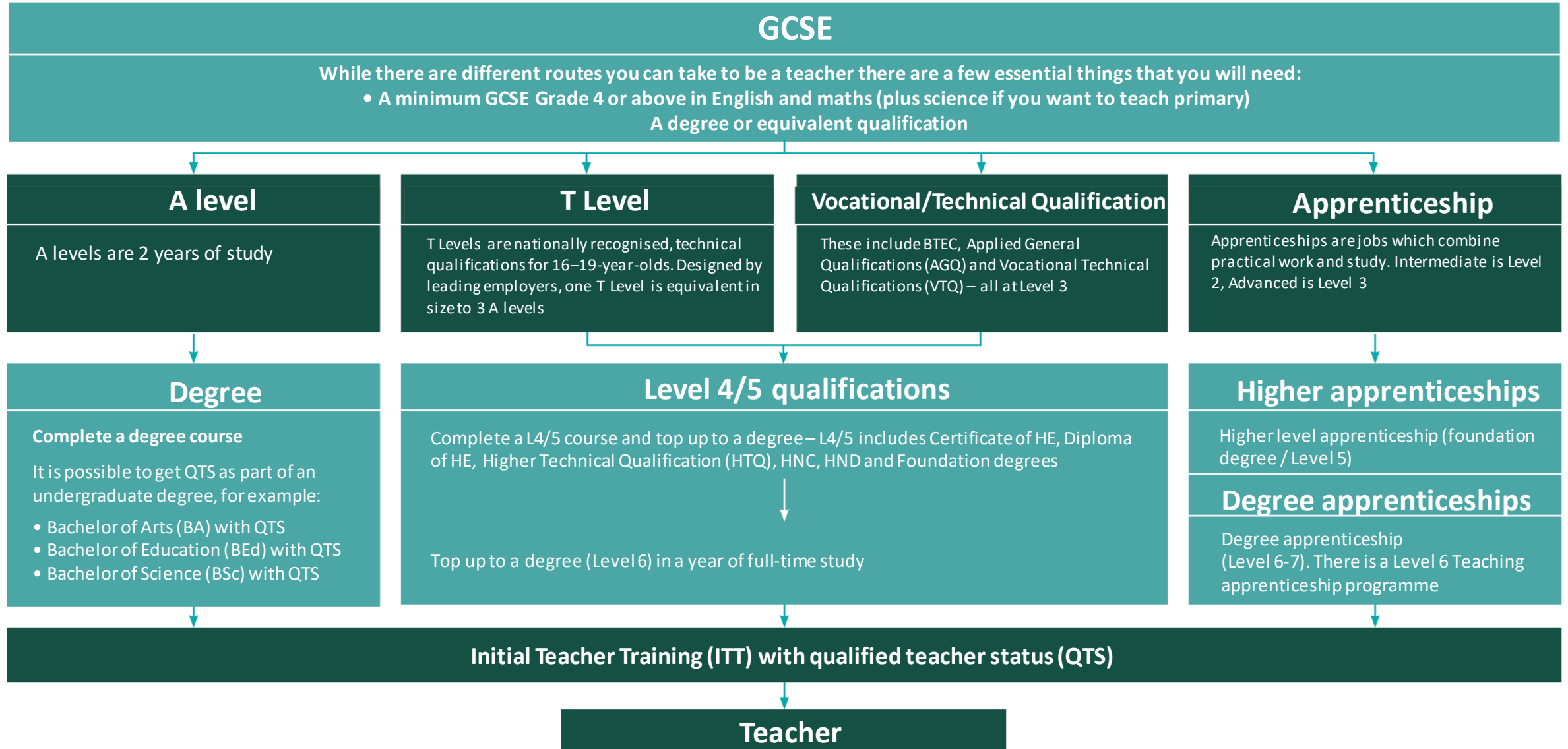
[Love to keep  
learning?](#)

Love to nurture  
imagination?

What makes a great  
teacher?



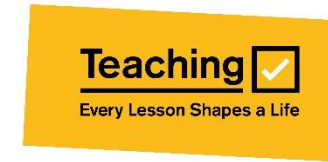
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# Why not teach activity?



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- Pick a topic in History you think you would like to try and teach
- Agree your choice of topic with your teacher and the length of session (and with which group)  
(It may be the perfect opportunity to try this with a younger class lower down the school, or as a transition activity for Y6)
- Plan a short activity to cover the topic in a way you feel will be engaging and memorable for your peers as part of a lesson starter, main activity or plenary

## Consider:

- What are you trying to achieve (teach)? Be clear what information you intend to impart
- How will you make it fun? How will you make it 'stick'? How long will this take?
- What type of activity will you plan for? (written/practical)
- How will you know others have learned it?
- How will you make sure everyone is stretched and challenged?
- What will the end-product be?

Once you have checked it with your teacher, try the lesson with a small group (as agreed by your teacher)

Try and get feedback during and after the session from those in the lessons and from the teacher

## After, consider:

- What you enjoyed about the experience
- Whether this is something, with training, you would enjoy
- How you felt when others learned from you





## 5 | Non-obvious jobs using History: Ever thought about..?

➤ How to become an Ecologist: Gabrielle's story - BBC Bitesize

➤ How to become an Architect: Tegan's story

➤ How to become a Media Researcher: Mona's story

➤ Careers ideas and information - History

### Everyone Can Be Creative

➤ Heritage Officer | Explore careers | National Careers Service

➤ Palaeontologist | Explore careers | National Careers Service

➤ Tourist Guide | Explore careers | National Careers Service



<https://www.bbc.co.uk/bitesize/articles/zhst2sg>



<https://nationalcareers.service.gov.uk/explore-careers>

# MYPATH Job of the week (History)



Journalist



Librarian



Careers using History





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# History careers in a changing world: How can I future-proof my career pathway?

The world will be changing drastically in the next few years to cope with the impacts of climate change and nature loss, and the need to lower greenhouse gas emissions and unsustainable practices. How might this steer your choice of career path using your History skills?

## Sustainability

means meeting our own needs without compromising the ability of future generations to meet their own needs.

*(UN definition)*



Founders4Schools



# History careers in a changing world



Human Rights Lawyer



Tourist Guide (in Gaelic with English subtitles)

## Every career

can be sustainable

1. Use your skills and passion for sustainability to help businesses adapt
2. Work for a company with sustainable values
3. Innovate for a sustainable future





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# A spotlight on Technicians using History

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Discover here how the technical jobs related to History keep industries moving and the real difference technicians make in our lives.

R010  
Archaeological  
Technician

R068  
Museum and  
Galleries  
Technician



**Technicians**  
We make the  
difference

[Visit the Gallery here](#)

[Find further resources here](#)



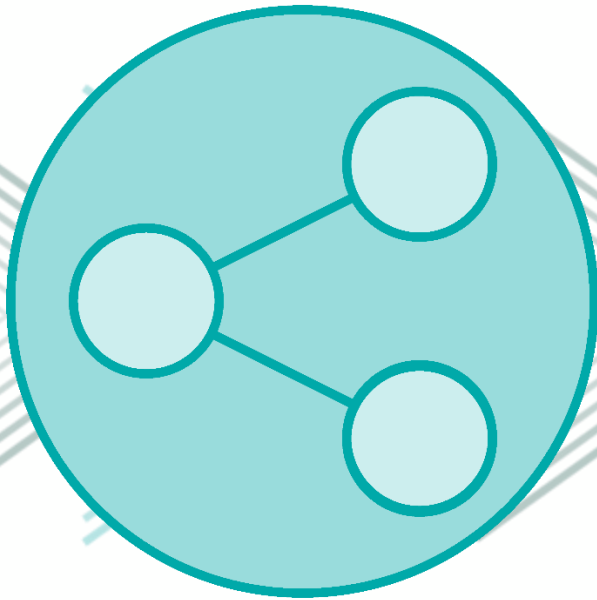


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## 7 | History Pathways



Combine Study  
and Work



Study



Work



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## 7 | Combine Study and Work

### Apprenticeships

- Museum Technician
- Archaeological Specialist
- Licensed Conveyancer
- Archive services Assistant
- Curator
- Cultural Heritage Conservator
- Historic Environment Advice Assistant
- Cultural learning and Participation Officer
- Heritage Engineering Technician

### T Levels

[T Levels | National Careers Service](#)

[T Levels | Education and Childcare](#)

[T Levels | Legal Services](#)

[T Levels | Media, Broadcast and Production](#)

### VTQs

[Vocational Technical Qualifications \(VTQs\) | National Careers Service](#)

- Applied History
- History Entry Pathway
- History
- Ancient History

[Find more >](#)



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## 7 | Study Pathways

### HTQs (Higher Technical Qualifications)

Higher technical qualifications (HTQs) | National Careers Service

You might find courses in:

- Art History and Visual Cultures
- Arts and Humanities



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## A levels

A levels | National Careers Service

You might find courses in:

- History
- Classical Civilisation
- Ancient History
- Humanities

## Higher education

Higher education | National Careers Service

You can explore undergraduate courses in History

You might find courses in:

- Archaeology and History
- Anglo-Saxons, Norse & Celtic
- Ancient and Modern History
- Ancient Near Eastern Studies
- Ancient History
- Ancient History, Archaeology and Social Anthropology
- Social Science





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## 7 | Work Pathways

### Supported internships with an education, health and care plan

[Supported internships | National Careers Service](#)

[Watch Saul's story](#)

**You might read about:**

- [Access to Work Funding](#) (if you have a disability or health condition)
- [Preparing for Adulthood](#)
- [Talking Futures](#) (A parents' toolkit for career conversations)

### School leaver schemes

[School leaver schemes | National Careers Service](#)

**You might read about:**

- [How to fill in an application form](#)
- [How to write a CV](#)
- [Interview help](#)
- [Progressing your career](#) (Careers Advice from NCS)





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## 7 | University League Tables

See at a glance the university ranking for History

[History Rankings \(thecompleteuniversityguide.co.uk\)](https://thecompleteuniversityguide.co.uk)

**Filter by:**

- Overall score
- Entry standards
- Student satisfaction
- Research quality
- Research intensity
- Graduate prospects







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# Discover Uni

Have you ever  
considered if higher  
education is right  
for you?

[discoveruni@officeforstudents.org.uk](mailto:discoveruni@officeforstudents.org.uk)

**1. Go to** <https://discoveruni.gov.uk/>

**2. Search for a course or subject**

(You should get a page of search results, you can filter these by university or college, whether you want to study full or part time or perhaps you want to see that courses are near you)

Once you have had a look at a few different courses and subjects now it is time to compare some side by side

**3. Check out this video which shows you how to use our comparison tool** <https://youtu.be/dBFzCQgTp8I> -  
Pick 5 courses and add these as a saved course and then you can compare

**4. Once you have your chosen five side by side, try to answer the following questions:**

- a. What kinds of qualifications do students on the course have when they start the course?
- b. How many have a placement year?
- c. How many courses let you study abroad?
- d. Which has the highest student satisfaction rating? How do you know this?
- e. What kinds of job do graduates from this course go on to?
- f. Which course has the highest salary after three years? (higher/lower than national average)
- g. Choose your favourite course and explain why you chose this course over the others?



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**4. Once you have your chosen five side by side, try to answer the following questions:**

Is the data I am looking at for a course or a subject?

- a. What year, or years, does the data relate to?
- b. How many students or graduates is this data based on?
- c. Does the data represent all the students on the course or subject area?
- d. Does the data include people like me?
- e. What factors might impact the data?



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## In 10 years time...

Job in 10 years time  
(related to History):  
\_\_\_\_\_

What GCSEs helped you get this job:  
\_\_\_\_\_

What KS5 Pathways choice did you make and what did you study:

Apprenticeship

T level

A Level

other L3 equivalent  
\_\_\_\_\_

Post 18 pathways choices did you make: explain:

Study & Work

Study

Work  
\_\_\_\_\_

Essential skills used in the job:  
\_\_\_\_\_

Progression route:  
\_\_\_\_\_



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## My local options...

Subject chosen (related to History):

---

Local college options:

---

---

Local apprenticeships options:

---

---

Other options:

---

---

The pros and cons of these options for me:

Pros:

---

Cons:

---

Consider how these will apply and explain:

Cost 

---

Travel 

---

Convenience 

---

Aspirations 

---

Personal circumstances 

---

Other 

---

Final choice – justify:

---

Next steps:

---



### 3 | Prepare a 3 - 5 minute talk to share with a small group on any role that interests you related to History



What's the role



Where do you need to go to carry out the role



Where has the interest come from



What's the chances of getting this role



What do you need to do to become one



Who do you look up to in this role



Where can you go to study and what level of study



What might a typical day look like





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My career path....





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## Essential Skills

Here are three  
key skills needed  
for a career that  
uses

History



	Video	Skills Builder Resource KS3	Skills Builder Resource KS4	Skills Builder Resource Post 16
 The use of imagination and the generation of new ideas	<a href="#">Watch here</a>	<a href="#">Short Lesson Creativity Step 6-8</a>	<a href="#">Short Lesson Creativity Step 8-10</a>	<a href="#">Short Lesson Creativity Step 10-12</a>
 The ability to find a solution to a situation or challenge	<a href="#">Watch here</a>	<a href="#">Short Lesson Problem Solving Step 6-8</a>	<a href="#">Short Lesson Problem Solving Step 8-10</a>	<a href="#">Short Lesson Problem Solving Step 10-12</a>
 The ability to set clear, tangible goals and devise a robust route to achieving them	<a href="#">Watch here</a>	<a href="#">Short Lesson Aiming High Step 6-8</a>	<a href="#">Short Lesson Aiming High Step 8-10</a>	<a href="#">Short Lesson Aiming High Step 10-12</a>



Skills Builder  
PARTNERSHIP

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	Creativity	Tick which apply
Step 6	I use creativity in the context of work	
Step 7	I use creativity in the context of my wider life	
Step 8	I develop ideas by using mind mapping	
Step 9	I develop ideas by asking myself questions	
Step 10	I develop ideas by considering different perspectives	
Step 11	I innovate effectively when working in a group	
Step 12	I innovate effectively by seeking out varied experiences and stimuli	

My Strength (s)

My area (s) of Development



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	<b>Problem Solving</b>	I can do this
Step 6	I explore complex problems by identifying when there are no simple technical solutions	
Step 7	I explore complex problems by building my understanding through research	
Step 8	I explore complex problems by analysing the causes and effects	
Step 9	I create solutions for complex problems by generating a range of options	
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options	
Step 11	I analyse complex problems by logical reasoning	
Step 12	I analyse complex problems by creating and testing hypotheses	

**My Strength (s)**

**My area (s) of Development**



	Aiming High	I can do this
Step 6	I set goals informed by understanding of what is needed	
Step 7	I set goals, ordering and prioritising tasks to achieve them	
Step 8	I set goals and the right resources to achieve them	
Step 9	I set goals and plan to involve others in the best way	
Step 10	I create plans that are informed by my skill set and that of others	
Step 11	I create plans that include clear targets to make progress tangible	
Step 12	I create plans that are informed by external views, including constructive criticism	

My Strength (s)


My area (s) of Development





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## Homework





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Where can studying History take you?

Name: \_\_\_\_\_ Tutor group: \_\_\_\_\_

Match the dates to the historical events:

1914 - 1918	 The Battle of Hastings
1642 - 1651	 The Protestant Reformation
1066	 World War I
1939 - 1945	 The Black Death
1517 - 1648	 The English Civil War
1347 - 1351	 World War II

Crack the code to reveal four jobs related to History. Can you then research each and tell us what you would do for them?

Use the [National Careers Service](#) website to help

**Morse Code Alphabet**

A ·—	H ····	N —·	U —··
B —···	I ··	O ———	V ····
C —·—·	J —·—·	P —···	W —···
D —··	K —··	Q —···	X —···
E ·	L —···	R —··	Y —···
F ····	M —·	S ···	Z —···
G —··		T —	

Four empty boxes for research notes, each with a Morse code sequence at the top and lines for writing below.

Creation of homework task accredited to Wolverley CE Secondary School, Worcestershire Careers hub.

### Explore careers

Find out what a job involves and if it's right for you.

Use the National  
Careers Service  
Explore careers tool  
to research for this  
homework

[Explore here](#)



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