

Annual Conference York

10-11 May 2013



What they said last year:

I was utterly impressed with the quality of the speakers and the amount of ideas and resources I came away with. I will definitely recommend it to other people.

Had a fab time and learnt a lot: thank you!

I've never been before but was so impressed I would definitely like to come again.

This was my first time at the HA conference and it was all very good and interesting. Thank you, and good to meet so many of you too.

A very enjoyable event, plenty to use and think about for the coming months, can't see how it could be improved!

Excellent overall, as last year. A great chance to network, get new ideas and go away feeling inspired.

Programme at a glance Friday

	General	Primary	Secondary		Commercial	Heritage	Visits	Enrichment			
	Registration and Exhibition										
	Presidential Lecture: Jackie Eales – How glorious was Gloriana? Elizabeth I and her historians										
	Coffee										
Session 1	09.30 - 10.15	Alan Forrest Napoleon and the creation of an imperial legend	Sue Temple Teaching history in the SEN or mainstream – learning from each other	Andrew Wrenn Muslim rescuers of the Holocaust: teaching emotive and controversial history in an inclusive KS3 classroom (Repeated on Sat)	Michael Riley History in particular (Repeated on Sat)	Neil Bates & Richard McFahn History teacher's lonely hearts club (Repeated on Sat)	David Barnes How the EBACC has affected teaching and learning at an urban comprehensive; strategies, successes and on-going issues (Repeated on Sat)	Session to be announced	York Minster Learning Revealed – reinventing learning in a place of worship	Marjan de Groot-Reuvekamp EUROCLIO, the European Association of History Educators – online learning with Historiana: your portal to the past	FEMG1
	11.15 - 11.45	FGAF1	FPST1	FSWR1	FSMR1	FSMB1	FSDB1	FHYM1			
	Lunch										
Session 2	12.45 - 13.30	Bill Sheils The Reformation: the view from the north	Hilary Pegum 1953 an eventful year: good stories and big questions for KS1 and KS2	Christine Counsell Interpretations of history: uncovering the jewel of KS3 (Repeated on Sat)	Katie Hall Planning a conceptually coherent KS3	Steve Illingworth Effective collaboration between schools and museums – a Salford project on the First World War	Kath Goudie Young enquirers at KS3: re-designing Year 7 with a focus on student-led historical enquiry	English Heritage Using historic sites: combining on-site visits, archival sources and new technology	Privilege Visit to York Minster	Maree Whiteley Convicts, The Empire and The Apology: exploring perspectives from a national curriculum in the land down under	FEMW2
	13.30 - 14.30	FGBS2	FPHP2	FSCC2	FSKH2	FSSIZ	FSKG2	FCAQA2	FHEH2	FVYM2/3	
	Break										
Session 3	14.45 - 15.45	Mark Ormrod England's immigrants, 1350-1550	Julie Wooding Creative ways of working with museums – a new approach to partnership working with schools	Diana Laffin Supporting and stretching your A-level students (Repeated on Sat)	Ruth Lingard & Helen Snelson 'Opening eyes, showing the horizon' – big thinking for people who don't yet know much!	Ben Walsh Motivation, mindset and metaphor: helping weaker or reluctant students to think and write like historians (Repeated on Sat)	Geraint Brown & Michael Fordham Rigorous history and Ofsted success: happy bedfellows (Repeated on Sat)	Session to be announced	Vindolanda Romans revealed: history at the edge of empire	Karin Doull & Helen Maddison Overlooked, oversimplified and overdue: primary documents, primary children and primary teachers	FEDM3
	15.45 - 16.15	FGMO3	FPJW3	SESSION FULL	FSSL3	FSBW3	FSBF3	FHBV3	FHV3		
	Coffee and Exhibition										
	AGM										
	Keynote Speech: Sir Richard Evans – Writing the history of nineteenth-century Europe										
	Wine Reception										
	Conference Dinner										

Programme at a glance Saturday

	General	Primary	Secondary		Commercial	Heritage	Visits	Enrichment	
09.00 - 09.45	Registration & Exhibition								
09.45 - 10.45	Keynote Speech: Marc Morris – The Norman Conquest: why did it matter?								
10.45 - 11.15	Coffee								
Session 1 11.15 - 12.15	Stuart Carroll Rethinking religious violence in early modern Europe SGSC1	Dave Martin Reading and writing historical fiction SPDM1	Rachel Foster 'Miss, is that a symbolic, directional or theoretical milestone?' Helping our pupils to find the argument in change and continuity SSRF1	Paige Richardson Making learning fun for them and us SESSION FULL	Aaron Wilkes Is it possible to Ofsted-proof your history lesson? SSAW1	Andrew Wrenn Muslim rescuers of the Holocaust: Teaching emotive and controversial history in an inclusive KS3 classroom (Repeat of Fri) SSWR1	Remembering Waterloo, Waterloo 200 SCWL1	York Archaeological Trust Touching the past: cross-curricular education using the archaeology of York SHYAT1	Melanie Jones 50 Shades of Grey... how your HA website can help add colour to your knowledge, planning and professional development SEMJ1
	12.15 - 12.30	Break							
Session 2 12.30 - 13.30	Richard Eales Thoughts on teaching the Crusades SGRE2	Penelope Hamnett & Sarah Whitehouse It depends on your point of view... SPHW2	David Barnes How the EBACC has affected teaching and learning at an urban comprehensive; strategies, successes and on-going issues SSDB2	Clare Buxton Motivational history in the Academy SSCB2	Richard Harris & Michael Maddison The return of '1066 and All That'... or is there an alternative? SSHM2	Neil Bates & Richard McFahn History teacher's lonely hearts club (Repeat of Fri) SSMB2	Edexcel Certificate in History SCPE2	Stuart Davies The future of museums in understanding the past SHSD2	Louise Zarmati Handmaiden no more: the happy marriage of history and archaeology in an Australian ancient history course SELZ2
	13.30 - 14.15	Lunch							
Session 3 14.15 - 15.15	Keith Laybourn In search of phantom fortunes: working-class gambling in Britain c.1906 to 1961 SGKL3	Alf Wilkinson Reputations in History SPAW3	Barbara Hibbert Applying to study history at university: what advice and help can you give your students? SSBH3	Ben Walsh Motivation, mindset and metaphor: helping weaker or reluctant students to think and write like historians (Repeat of Fri) SSBW3	Steve Mastin & Paul Nightingale How do I avoid teaching to the test? SESSION FULL	Elizabeth Carr 'Is this actually a real person, Miss?' Making diversity meaningful, motivating and rigorous SSEC3	Cambridge IGCSE History: A teacher's perspective SCCIE3	The National Archives Never had it so good? The rise and rise of British living standards 1900-1960 SHTNA3	Kate Brennan 'The history of York in 17 minutes' or using scripted drama to tell the stories of our cities and historical sites SEKB3
	15.15 - 15.30	Break							
Session 4 15.30 - 16.30	Ian Dawson Anne Herbert: a life amidst the Wars of the Roses SGID4	Jerome Freeman & Michael Maddison Planning for the new National Curriculum in primary history SPFM4	Christine Counsell Interpretations of history: uncovering the jewel of KS3 (Repeat of Fri) SSCC4	Diana Laffin Supporting and stretching your A-level students (Repeat of Fri) SESSION FULL	Michael Riley History in particular (Repeat of Fri) SSMR4	Michael Fordham & Geraint Brown Rigorous history and Ofsted success: happy bedfellows (Repeat of Fri) SESSION FULL	Session to be announced	Heritage Learning Setting the challenge – Museums in a Box SHHL4	Anne Roe Nelson's 'other' column and a local Tudor map of 'Armada' defences: fun and engaging ideas for teaching national stories with a local twist SEAR4
	16.30 - 17.00	Plenary / End Session							
17.00	Conference close								

Conference Speeches

Presidential Lecture

Friday 10.15 – 11.15

How glorious was Gloriana? Elizabeth I and her historians

Jackie Eales

President of the HA and Professor of Early Modern History at Canterbury Christ Church University

Elizabeth I's spin doctors created a lasting image of her as Gloriana and when she died her reign was lauded as a golden age of peace and prosperity. Later historians have, however, drawn attention to her apparent failings as an indecisive and difficult woman, and even to her subjects' discontents with female rule. Just how glorious then was the Virgin Queen?

Keynote Speech

Friday 17.15 – 18.15

Writing the history of nineteenth-century Europe

Sir Richard Evans FBA

Regius Professor of History and President of Wolfson College, University of Cambridge

'Study problems, not periods', Lord Acton famously advised in his Inaugural Lecture at Cambridge. Centuries in themselves have no historical meaning; the historian writing a survey must choose a period that also constitutes a problem. This lecture argues that the years from 1815 to 1914, the only period in history when Europe dominated the world, are one such period.

Keynote Speech

Saturday 09.45 – 10.45

The Norman Conquest: why did it matter?

Marc Morris

Historian, author and television presenter

1066 is the most famous date in English history. Everyone remembers the story, depicted on the Bayeux Tapestry, of William the Conqueror's successful invasion, and poor King Harold being felled by an arrow in the eye. But why do we remember 1066 above all other dates, and why do the events of that year matter so much?

Secondary Pathway

Friday 11.45 – 12.45

repeated Saturday 11.15 – 12.15

Muslim rescuers of the Holocaust: teaching emotive and controversial history in an inclusive Key Stage 3 classroom

Andrew Wrenn

Cambridgeshire LA Humanities Advisor

Are there topics you avoid teaching through lack of confidence, knowledge or because they might stir controversy? Do you face extremist student or communal beliefs such as Holocaust denial that are hard to challenge? This workshop will examine how such issues can be addressed by using the little-known example of Muslims who rescued Jews during the Holocaust to show how emotive and controversial history can be taught in way that includes all pupils but also gets them to question extremist beliefs. Those attending will be given access to all the classroom materials used.

Code: FSWR1

Friday 11.45 – 12.45

repeated Saturday 15.30 – 16.30

History in particular

Michael Riley

Director, Schools History Project

Particular people, places and moments in time bring history to life and directly engage students with the lives of people in the past. But how do we blend particular experiences with wider knowledge in order to develop our students' understanding of history? This workshop will focus on ways in which the work of professional historians can be used to create interest in the particulars of the past. It will draw on historical enquiries

across Key Stage 3, GCSE and A-level in order to explore how we can move students confidently between the details and big pictures of history.

Code: FSMR1

Friday 11.45 – 12.45

repeated Saturday 12.30 – 13.30

History teachers' lonely hearts club

Neil Bates

AST Forthill Community School

Richard McFahn

Adviser and consultant

Two passionate history teachers WLTM like-minded male and female colleagues concerned over changes being made to the history curriculum at Key Stages 3 and 4. We are willing to share the principles which make up best practice in history teaching and which shouldn't be compromised on. If you would like to see fully worked-up examples of what great lessons should continue to look like, no matter what, we would like to meet you for some fun and maybe more but definitely a long term history future. GSoH essential.

Code: FSMB1

Friday 11.45 – 12.45

repeated Saturday 12.30 – 13.30

How the EBACC has affected teaching and learning at an urban comprehensive; strategies, successes and on-going issues

David Barnes

Head of History, Lampton School, Hounslow

Has the introduction of the EBACC led to changes at your school? If you don't work in a school, are you curious about its impact?

This session will explore the strategies we have used at Lampton to adapt to the EBACC, covering issues such as maintaining our aim of teaching engaging lessons that improve historical understanding, with larger classes and less timetabled lessons. It will also explore some of the successes we think we've had and the continuing difficulties we face. This will be an opportunity to share successful strategies and listen to ideas from colleagues at other schools and in roles beyond the classroom.

Code: FSDB1

Friday 13.30 – 14.30

repeated Saturday 15.30 – 16.30

Interpretations of history: uncovering the jewel of Key Stage 3 Christine Counsell

Senior Lecturer, University of Cambridge Faculty of Education

Since 1991, a distinctive property of England's National Curriculum for history has been the study of others' 'interpretations' of the past.

Typically, students explore how, why and in what contexts diverse interpretations are constructed. Curricular expressions have changed slightly, but the core idea has remained. What have teachers learned from over 20 years of working with this idea in the history classroom? What practical strategies seem to enliven it? Why are other countries now so interested in it? Where does it sit and fit within other important aspects of historical learning such as building secure knowledge and discerning patterns of change over time?

Code: FSCC2

Friday 13.30 – 14.30

Planning a conceptually coherent Key Stage 3

Katie Hall

History author and educational consultant

What do you really want from Key Stage 3? Are you wrestling with concepts, content and coherence? Not sure what a second-order concept is or how to embed enquiries? This practical workshop will focus your ideas for your department and offer some tips to help your long- and medium-term planning.
Code: FSKH2

Friday 13.30 – 14.30

Effective collaboration between schools and museums – a Salford project on the First World War

Steve Illingworth

Independent Educational Consultant and former Head of History

This workshop examines a recent Salford project to make accessible to secondary school students the rich First World War material found in the city's museum. As well as sharing fascinating resources and intriguing lesson ideas, relevant to schools across the country, we will explore how the Salford project can help to establish some general guiding principles for collaboration between schools and museums, as we approach the centenary of the First World War in 2014.
Code: FSSI2

Friday 13.30 – 14.30

Young enquirers at Key Stage 3: re-designing Year 7 with a focus on student-led historical enquiry

Kath Goudie

History Teacher at Comberton Village College and Seconded Mentor for the University of Cambridge History PGCE

How do you engage Year 7 with genuine historical enquiry, staying close to the evidential record and the work of real historians? How did Mary Beard transform our thinking about how to get Year 7 to use evidence and how did we incorporate local stories within our schemes? Resources will be provided for you to adapt to your context.
Code: FSKG2

Friday 14.45 – 15.45 SESSION FULL

repeated Saturday 15.30 – 16.30

Supporting and stretching your A-level students

Diana Laffin

Assistant Director of Teaching and Learning at Farnborough Sixth Form College

Effective teaching at A-level is like luxury lingerie- it feels good but it also stretches and supports! This session will share ideas that help to support students who are struggling and to stretch your most capable candidates. There will be some ideas for identifying those needing help, for developing independent learning and for addressing all student needs in a mixed ability classroom.
Code: FSDL3 SESSION FULL

Friday 14.45 – 15.45

'Opening eyes, showing the horizon' – big thinking for people who don't yet know much

Ruth Lingard

Head of History, Millthorpe School

Helen Snelson

Head of History, The Mount School and History PGCE tutor, York University

Able and interested students love big ideas, but they don't know much. How can we help them to engage with big concepts and also maintain the rigour of their thinking? We use online and face-to-face partnerships between schools, including in Germany. We draw in concepts from other disciplines and apply them. We've got our students thinking rigorously about national identities, memory and remembrance and history significant to young Europeans. Big thinking to complement their exam courses; and it's fun!
Code: FSSL3

Friday 14.45 – 15.45

repeated Saturday 14.15 – 15.15

Motivation, mindset and metaphor: helping weaker or reluctant students to think and write like historians

Ben Walsh

Deputy President of the HA

Most students find it challenging to write like historians, often because they have not first started to think like historians. Narrative history involves careful selection and deployment and explanation of events. Analytical history also involves selection and deployment, but also the use of historical data as evidence to explain or present a case on issues such as causes, consequences or significance. Historians also write to reconstruct the past, and so they often have to customise their work to make the past accessible to differing audiences with differing interests and needs. All of these are major challenges, and this session will explore ways in which students can be made aware of these challenges and be encouraged to overcome them. We will explore a range of different types of writing and consider the relationship between research, data, analytical thinking and narrative and discursive writing.
Code: FSBW3

Friday 14.45 – 15.45

repeated Saturday 15.30 – 16.30

Rigorous history and Ofsted success: happy bedfellows

Michael Fordham

Head of History, Cottenham Village College

Geraint Brown

Advanced Skills Teacher, Cottenham Village College

The Cottenham Village College history department was used as a 'Good Practice' case study by Ofsted in 2012, with the report highlighting enquiry-based planning, rigorous historical thinking and the development of historical literacy as

key strengths of the teaching there. In this workshop we shall share examples from our schemes of work at Key Stage 3 and GCSE which illustrate these ideas, and show the way in which the different enquiries are structured across a key stage in order to effect progression in pupils' historical understanding.
Code: FSBF3

Saturday 11.15 – 12.15

'Miss, is that a symbolic, directional or theoretical milestone?' Helping our pupils to find the argument in change and continuity

Rachel Foster

Comberton Village College

We all know what an argument about causation looks like. But how many of us are as confident we know what an argument about *change and continuity* looks like? What does it actually mean to get better at thinking about change and continuity and how we can get our pupils to see it clearly enough to begin arguing themselves? Frustrated by the limitations of our practice (just how many times can we ask our pupils to draw a graph?) the history department at Comberton Village College has been exploring how we can make our change and continuity enquiries more rigorous and more engaging – in a word, more *argumentative*. Based on our department practice from Key Stage 3 to AS-level, this workshop will explore underlying rationales and practical strategies for crafting change and continuity enquiries that examine change as a concept. It will also consider issues of progression from Key Stage 3 to AS level.
Code: SSRF1

Saturday 11.15 – 12.15 SESSION FULL

Making learning fun for them and us

Paige Richardson

Advanced Skills Teacher, The Norwood School

Do you sometimes get bored with yourself? Would you like to try some things that make learning more fun and effective for you and the kids? Are you struggling to engage some students and get those that don't like writing to write? This session will be interactive and look at ways to engage the less motivated students as well as ensure they enjoy learning, develop literacy and most importantly realise that history is not just for the clever clogs but something exciting and accessible for everyone.
Code: SSPR1 SESSION FULL

Saturday 11.15 – 12.15

'Is it possible to Ofsted-proof your history lesson?'

Aaron Wilkes

Aaron is an experienced history teacher and textbook writer, who manages a large and successful history department in a Midlands comprehensive school. He offers practical, down-to-earth advice, tips, tricks and techniques to help you prepare your lesson

Secondary Pathway

for the moment when that Ofsted Inspector comes calling!

Code: SSAW1

Saturday 11.15 – 12.15

repeat of Friday 11.45 – 12.45

Muslim rescuers of the Holocaust: teaching emotive and controversial history in an inclusive Key Stage 3 classroom

Andrew Wrenn

Cambridgeshire LA Humanities Advisor

Are there topics you avoid teaching through lack of confidence or knowledge or because they might stir controversy? Do you face extremist student or communal beliefs such as Holocaust denial that are hard to challenge? This workshop will examine how such issues can be addressed by using the little-known example of Muslims who rescued Jews during the Holocaust to show how emotive and controversial history can be taught in way that includes all pupils but also gets them to question extremist beliefs. Those attending will be given access to all the classroom materials used.

Code: SSWR1

Saturday 12.30 – 13.30

repeat of Friday 11.45 – 12.45

How the EBACC has affected teaching and learning at an urban comprehensive; strategies, successes and on-going issues

David Barnes

Head of History, Lampton School, Hounslow

Has the introduction of the EBACC led to changes at your school? If you don't work in a school, are you curious about its impact? This session will explore the strategies we have used at Lampton to adapt to the EBACC, covering issues such as maintaining our aim of teaching engaging lessons that improve historical understanding, with larger classes and fewer timetabled lessons. It will also explore some of the successes we think we've had and the continuing difficulties we face. This will be an opportunity to share successful strategies and listen to ideas from colleagues at other schools and in roles beyond the classroom.

Code: SSDB2

Saturday 12.30 – 13.30

Motivational history in the Academy

Clare Buxton

Head of Humanities Globe Academy (ARK Federation)

The HA surveyed its members in 2011, finding a worrying trend in history teachers' thoughts about the status of their subject. Through this session I aim to provide a practical approach to the leadership of history and to give tips on raising the profile of history with regard to its status, its teaching and its popularity. The workshop covers ideas for motivation in the classroom,

at home, through competition and through thematic days. I showcase some ideas for teaching and outstanding lessons as well as introduce you to my box of tricks!

Code: SSCB2

Saturday 12.30 – 13.30

The return of 1066 and All That ... or is there an alternative?

Richard Harris

Lecturer in History Education, University of Reading

Michael Maddison

HMI and Ofsted's National Adviser for history

Puzzled/worried/overjoyed/fed up (please delete as appropriate) with yet another history curriculum change? This workshop will (we hope) provide some perspective on what you have to do what you could do,

Code: SSHM2

Saturday 12.30 – 13.30

repeat of Friday 11.45 – 12.45

History teachers' lonely hearts club

Neil Bates

AST Forthill Community School

Richard McFahn

Adviser and consultant

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Code: SSMB2

Saturday 14.15 – 15.15

Applying to study history at university: what advice and help can you give your students?

Barbara Hibbert

Freelance Writer and Education Consultant.

Where should they apply? What grades will they need? Can your students stand out from the crowd? How can they best present themselves? The focus is on practical advice on choice of institutions, personal statements, additional application forms and interviews. Barbara Hibbert works as a professional tutor with Teach First participants and has recently revised the Higher Education Academy booklet on transition to university in history.

Code: SSBH3

Saturday 14.15 – 15.15

Repeat of Friday 14.45 – 15.45

Motivation, mindset and metaphor: helping weaker or reluctant students to think and write like historians

Ben Walsh

Deputy President of the HA

Most students find it challenging to write like historians, often because they have not first started to think like historians. Narrative history involves careful selection and deployment and explanation of events. Analytical history also involves selection and deployment, but also the use of historical data as evidence to explain or present a case on issues such as causes, consequences or significance. Historians also write to reconstruct the past, and so they often have to customise their work to make the past accessible to differing audiences with differing interests and needs. All of these are major challenges, and this session will explore ways in which students can be made aware of these challenges and be encouraged to overcome them. We will explore a range of different types of writing and consider the relationship between research, data, analytical thinking and narrative and discursive writing.

Code: SSBW3

Saturday 14.15 – 15.15

SESSION FULL

How do I avoid teaching to the test?

Steve Mastin

Head of History, Sawston Village College, Cambridgeshire

Paul Nightingale

History Teacher and International Co-ordinator, Sawston Village College, Cambridgeshire

We all know why teachers do it – pressure from senior leaders, time constraints, anxious pupils, the GCSE culture in which we live. However, is teaching to the test the best way to secure those GCSE grades? Steve and Paul have a proven track record of GCSE achievement within a department that has banned 'teaching to the test'. With tips to persuade senior leaders and resources to share, come and hear how one department bucks the trend so that more pupils (and teachers!) enjoy history. Not a markscheme in sight – promise.

Code: SSMN3 SESSION FULL

Saturday 14.15 – 15.15

'Is this actually a real person, Miss?' Making diversity meaningful, motivating and rigorous

Elizabeth Carr

Presdales School

This practical workshop will model enquiries and activities to develop students' understanding of historical diversity, with resources provided on topics including the Victorians and Stalinist Russia. It will explore the challenge of avoiding stereotypes without drowning in detail, and show

how characters lifted from the historical record can be used to motivate and engage students of all abilities and enhance their sense of period.

Code: SSEC3

Saturday 15.30 – 16.30

repeat of Friday 13.30 – 14.30

Interpretations of history: uncovering the jewel of Key Stage 3

Christine Counsell

Senior Lecturer, University of Cambridge

Faculty of Education

Since 1991, a distinctive property of England's National Curriculum for history has been the study of others' 'interpretations' of the past.

Typically, students explore how, why and in what contexts diverse interpretations are constructed. Curricular expressions have changed slightly, but the core idea has remained. What have teachers learned from over 20 years of working with this idea in the history classroom? What practical strategies seem to enliven it? Why are other countries now so interested in it? Where does it sit and fit within other important aspects of historical learning such as building secure knowledge and discerning patterns of change over time?

Code: SCCC4

Saturday 15.30 – 16.30 SESSION FULL

Repeat of Friday 14.45 – 15.45

Supporting and stretching your A-level students

Diana Laffin

Assistant Director of Teaching and Learning at Farnborough Sixth Form College

Effective teaching at A-level is like luxury lingerie- it feels good but it also stretches and supports! This session will share ideas that help to support students who are struggling and to stretch your most capable candidates. There will be some ideas for identifying those needing help, for developing independent learning and

for addressing all student needs in a mixed ability classroom.

Code: SSDL4 SESSION FULL

Saturday 15.30 – 16.30

repeat of Friday 11.45 – 12.45

History in particular

Michael Riley

Director, Schools History Project

Particular people, places and moments in time bring history to life and directly engage students with the lives of people in the past. But how do we blend particular experiences with wider knowledge in order to develop our students' understanding of history?

This workshop will focus on ways in which the work of professional historians can be used to create interest in the particulars of the past. It will draw on historical enquiries across Key Stage 3, GCSE and A-level in order to explore how we can move students confidently between the details and big pictures of history.

Code: SSMR4

Saturday 15.30 – 16.30 SESSION FULL

repeat of Friday 14.45 – 15.45

Rigorous history and Ofsted success: happy bedfellows

Michael Fordham

Head of History, Cottenham Village College

Geraint Brown

Advanced Skills Teacher,

Cottenham Village College

The Cottenham Village College history department was used as a 'Good Practice' case study by Ofsted in 2012, with the report highlighting enquiry-based planning, rigorous historical thinking and the development of historical literacy as key strengths of the teaching there. In this workshop we shall share examples from our schemes of work at Key Stage 3 and GCSE which illustrate these ideas, and show the way in which the different enquiries are structured across a key stage in order to effect progression in pupils' historical understanding.

Code: SSBF4 SESSION FULL

Friday 11.45 – 15.45

Teaching history in the SEN or mainstream classroom – learning from each other

Sue Temple

Senior Lecturer in Primary History, University of Cumbria

This workshop will examine a small piece of research which examined the differing approaches and attitudes of teachers of Special Educational Needs children (Speech & Language) compared to mainstream teachers. We will consider if any of the approaches used by SEN teachers are significantly different and what we can learn from each other in ensuring we teach good history lessons.

Code: FPST1

Friday 13.30 – 14.30

1953 an eventful year: good stories and big questions for KS1 and KS2

Hilary Pegum

Freelance School Improvement Professional

Use film, fiction and fear to build enquiries, develop skills and think deeply about how events are recorded and exploited. Stories of the East Coast Flood, the Conquering of Everest and the Coronation of Elizabeth II will provide rich sources for your colleagues and children to question, and move from now to the past and from detail to big picture and back again.

Code: FPHP2

Friday 14.45 – 15.45

Creative ways of working with museums – a new approach to partnership working with schools

Julie Wooding

Freelance Arts & Heritage

With a review of the National Curriculum in prospect, is this an opportunity for Museums to evaluate their schools programme and investigate the way they work with schools? Can museums and schools work together to produce a more creative approach to learning?

Code: FPJW3

Saturday 11.15 – 12.15

Reading and writing historical fiction

Dave Martin

Freelance History Adviser

Is it the story in history that grabs you? Do you want to use historical fiction in your classroom but are unsure where to start? Have you already tried getting your children to write historical fiction and been disappointed with the results? This may be the workshop for you.

For children to write historical fiction successfully they need to know and understand the writer's techniques. They can only achieve this through your teaching them how to read historical fiction with

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Primary Pathway

a critical eye; then the *writer within the reader* will be released. This workshop session sets out to show you exactly how this might be done with practical classroom guidance on planning, researching and writing good historical stories set in any historical period.

Code: SPDM1

Saturday 12.30 – 13.30

It depends on your point of view...

Penelope Harnett & Sarah Whitehouse
Department of Education, University of the West of England, Bristol

This workshop draws on a range of teaching strategies to encourage children to recognise different points of view held by people who lived in the past and also to investigate different interpretations of past events. It provides examples of ways to support children's writing about different interpretations.

Code: SPHW2

Saturday 14.15 – 15.15

Change to previously advertised session' Original session 'History mysteries, the end of Roman Britain, Anglo-Saxon England and the rise of Islam' cancelled

Reputations in History

Alf Wilkinson

HA CPD Manager

Why do we remember people in history the way we do? Winston Churchill once said 'History will be kind to me, because I shall write it!' This session will explore some of the names and events we come across in the KS1 and KS2 curriculum, and explore what contemporaries, as well as historians, have to say about them. Sometimes, by going back to the archive, we find a very different person or event emerges! And it has the advantage of making our children aware that there is always more than one story in history. You can help trial some new classroom materials I am developing too.

Code: SPAW3

Saturday 15.30 – 16.30

Planning for the new National Curriculum in primary history

Jerome Freeman

Freelance Education Consultant and Chair of the HA Primary Committee

Michael Maddison

HMI and Ofsted's National Adviser for history

This workshop will look at the implications of the new National Curriculum for history in primary schools. We will consider the issues facing all teachers in primary schools, including subject leaders, look at how you might approach revising your current curriculum in history, and review some practical approaches to implementing the revised programmes of study.

Code: SPFM4

General Pathway

Friday 11.45 – 12.45

Napoleon and the creation of an imperial legend

Alan Forrest

University of York

Napoleon would become a nineteenth-century hero, the stuff of legend in a romantic age. This lecture examines the genesis of the Napoleonic myth, and shows how throughout his career he consciously burnished his image, using art, public ceremonial and the printed word to gain popular approval and guarantee his place in history.

Code: FGAF1

Friday 13.30 – 14.30

The Reformation: the view from the north

Bill Sheils

University of York

The Reformation comprised a range of regional and local experiences, each with its own character and chronology. This talk will examine the broad characteristics of religious change in the north of England between 1520 and 1640, and identify local variation within the region also. The idea is to provide ways for teachers and others to use local sources and what they show us to challenge the national story and to engage students at all levels with the value of local historical materials and to introduce them to the ways in which historians approach processes of cultural and religious change.

Code: FGBS2

Friday 14.45 – 15.45

England's immigrants, 1330-1550

Mark Ormrod

University of York

This session explores the rich history of immigration to England during the Hundred Years War and the Wars of the Roses. We will explore the rich archival resources, covering the entire country, that reveal the important contribution of foreigners to the economy and culture of late medieval England. For further details see www.englishimmigrants.com

Code: FGMO3

Saturday 11.15 – 12.15

Rethinking religious violence in early modern Europe

Stuart Carroll

University of York

In the wake of 9/11 and civil war in Iraq, historians have been prompted to rethink Europe's own dark history of religious violence. This workshop will introduce current research on the area and place historical thinking in comparative perspective.

Code: SGSC1

Saturday 12.30 – 13.30

Thoughts on teaching the Crusades

Richard Eales

University of Kent

Unusually for a topic in medieval history, the Crusades, which set up western outposts in the Holy Land (and so in the Muslim world), are still closely linked with contemporary geo-political conflicts. Based on experience of teaching the subject in universities since the 1970s, this talk considers what students at all levels might learn from crusading history in the light of modern research.

Code: SGRE2

Saturday 14.15 – 15.15

In search of phantom fortunes: working-class gambling in Britain c.1906 to 1961

Keith Laybourn

Diamond Jubilee Professor of the University of Huddersfield

Determined attempts were made by the middle classes, and some religions, to legally stamp out working-class gambling in the early twentieth century since it was seen as immoral, corrupt, wasteful, godless and the sure-fire way to poverty. However, working-class gambling was a small-scale, affordable and endemic part of working-class culture and as greyhound racing, the football pools and other forms of credit and on-course gambling expanded it was inevitable that eventually off-course money-ready gambling would be legalised, as it was in 1961. Had the middle classes not become concerned about the growth of the pools, greyhound racing and the Irish Sweepstake Lottery in the inter-war years the law would have been changed earlier.

Code: SGKL3

Saturday 15.30 – 16.30

Anne Herbert: a life amidst the Wars of the Roses

Ian Dawson

Freelance writer and historian, national award-winning university teacher

In February 1486 'special protection' was given to Anne, Countess of Pembroke 'who had come from Wales to London by the King's command'. Tantalisingly we know no more of Anne's meeting with Henry VII but through evidence including wills, poetry and archaeology we can explore how Anne's remarkable life illuminates the attitudes and actions of those who lived through the Wars of the Roses.

Code: SGID4

Enrichment Pathway

Friday 11.45 – 12.45

EUROCLIO, the European Association of History Educators – online learning with Historiana: your portal to the past

Marjan de Groot-Reuvekamp

Vice-President and Treasurer, EUROCLIO

In this session we will inform you on the mission and aims of EUROCLIO and zoom in on our award-winning project Historiana, an international education programme, initiated to develop an educational website on the history and heritage of Europe that involves more than 30 countries. It offers teachers and pupils the opportunity to compare experiences of people, consequences of historical developments, and make connections between histories. The website offers a first real alternative solution to the idea of a European history textbook.

Code: FEMG1

Friday 13.30 – 14.30

Convicts, The Empire and The Apology: exploring perspectives from a national curriculum in the land down under

Maree Whiteley

Primary Teacher, Curriculum Consultant: P-10 History, Association of Independent Schools Western Australia (AISWA)

Changes over time, voices from the past and stories of nationhood. During this session we will take a brisk walk through the chronological narrative of the newly released National History Curriculum, now being implemented in Australian primary school classrooms. From our personal histories to stories of arrival and settlement, rights and freedoms, commemoration and celebrations to Australia's place in the world.

Code: FEMW2

Friday 14.45 – 15.45

Overlooked, oversimplified and overdue: primary documents, primary children and primary teachers

Karin Doull

Principal Lecturer in Primary History and Holocaust Education at University of Roehampton

Helen Maddison

KS1 & 2 Class Teacher and History Subject Leader, Lady Elizabeth Hastings' Primary School

Looking for some helpful tips and fresh approaches for using primary documents with primary age children? Learn how we developed resources through the Transatlantic Teacher Scholars Programme using documents from the National Archives (UK) and the Library of Congress (USA). We'll dismiss the myth that primary documents and younger children don't mix! (In fact they LOVE them!)

Code: FEDM3

Saturday 11.15 – 12.15

50 Shades of Grey...how your HA website can help add colour to your knowledge, planning and professional development

Melanie Jones

HA Education Manager

The HA is more than our journals...did you know about the fantastic support that the HA website can offer? From planning, to delivery, to your on-going professional development, the HA website is there for you. This session will show you how to get the most out of your HA.

Code: SEMJ1

Saturday 12.30 – 13.30

Handmaiden no more: the happy marriage of history and archaeology in an Australian ancient history course

Louise Zarmati

History Teachers' Association, NSW Australia

Ancient history is one of the most popular elective subjects in Years 11 and 12 and enrolments continue to increase each year. In this presentation I will discuss what we teach, how we teach it and reveal some of the secrets of our success.

Code: SELZ2

Saturday 14.15 – 15.15

'The history of York in 17 minutes' or using scripted drama to tell the stories of our cities and historical sites

Kate Brennan

Act the Facts, educational script-writing

Scripted drama works brilliantly for Key Stage 2 and 3 students, so the session would be suitable for primary as well as secondary teachers and museums'/historical sites' education officers.

Code: SEKB3

Saturday 15.30 – 16.30

Nelson's 'other' column and a local Tudor map of 'Armada' defences: fun and engaging ideas for teaching national stories with a local twist

Anne Roe

Adviser: Education Leadership, Improvement and Development (Humanities) Norfolk Heritage Learning Partner

12 Norfolk Heritage Schools (KS1-4) are using work with varied partnerships to deepen and enrich historical learning. This workshop will share a range of transferable approaches that we are using to engage students and the local community with national and local history. During the session you will have a chance to explore a particular case study on Nelson and to look at issues linked with commemoration. There will be opportunities to investigate a set of interesting resources and to learn about practical strategies for re-creating the Battle of Trafalgar in your classroom (complete with props, sound and visual effects).

Code: SEAR4

Visits

Friday 13.30 – 15.45 (2h 15m)

Privilege visit to York Minster

A guided tour of York Minster conducted by one of our qualified guides. Learn more about its art, history, and music and how these have changed with York over the centuries.

Our qualified voluntary guides will take you through the entire cathedral, pointing out its hidden treasures and stunning stained glass, giving you an informative and interesting look at its amazing history and life. Also included as part of the tour is The Orb – a must-see for all visitors: an elliptical treasure-house of stained glass, showcasing five examples of some of world's most important medieval art.

Code: FVYM2/3

Saturday 11.15 – 13.30 (2h 15m)

Self-Guided Tour of Clifford's Tower, with an introduction to the history of the tower by Louise Wyatt, English Heritage

Clifford's Tower offers stunning panoramic views over the historic city of York. Set on a tall mound in the heart of Old York, this imposing tower is almost all that remains of York Castle, originally built by William the Conqueror. In its time the tower has served as a prison and a royal mint, as well as the place where Henry VIII had the bodies of his enemies put on public display.

This visit is not suitable for wheelchair users or delegates with limited mobility. The tower has 55 entrance steps, uneven surfaces and hazardous walkways. Maximum numbers for this visit are 20.

Code: SVCT1/2

Saturday 14.15 – 16.30 (2h 15m)

A visit to Micklegate Bar and the Medieval Walls of York

This visit to York's westernmost gateway and the adjoining portion of the city walls will consider the role of Micklegate Bar in the history of York. The Bar has for many centuries been a site for ritual and procession, and has been the scene of several notorious incidents, including the spiking of the head of the Duke of York for display there in 1461. This visit with Chris Tuckley of York Archaeological Trust will aim to describe the Bar's medieval features and setting, as well as the key features of its surroundings and its special roles in civic life, and will include an opportunity to visit the exhibitions inside the Bar.

Please note Micklegate Bar is located on top of the City Walls and is therefore accessible by stairs only. There are also two steep internal staircases inside Micklegate Bar museum.

This visit is not suitable for wheelchair users or delegates with limited mobility. Maximum numbers for this visit are 25.

Code: SVMB3/4



Sponsored Session

Friday 13.30 – 14.30

AQA's change and continuity workshop

Join us on Friday 10 May from 1.30pm to 2.30pm to explore the impact of changes on GCSE and A-level history. Discuss with senior examiners what the changes mean for you and your students and the support we can offer you. Register for further details aqa.org.uk/ha-conference

Code: FCAQA2



Sponsored Session

Saturday 12.30 – 13.30

Edexcel Certificate in History

Steve Waugh, Chief Examiner

Have you considered teaching the Edexcel Certificate in History? Designed for use in UK state schools and based on our popular International GCSE specification, The Edexcel Certificate is equivalent to a GCSE, is included in school performance tables and will also count towards the English Baccalaureate measure. It also has no Controlled Assessment and is 100% externally assessed. This session will provide details of the features and benefits of choosing the Edexcel Certificate in History by looking at the qualification content and assessment, and the support offered from Edexcel.

Code: SCPE2

Saturday 11.15 – 12.15

Remembering Waterloo

Carole Divall & Michael Crumplin

Waterloo 200

A session that will primarily appeal to teachers and educators

Carole Divall, an English teacher, maintains a long interest in many aspects of the British Army during the Napoleonic Wars. She has published four books on these subjects and lectures widely on the life soldiers during this long conflict. She will discuss her research and the challenges that lay before Wellington's men. Michael Crumplin is a retired surgeon and curator, with a deep interest in the history of surgery. He will discuss the training, work and problems associated with disease and wounds 200 years ago, both in civil and military life.

Code: SCWL1



Sponsored Session

Saturday 14.15 – 15.15

Cambridge IGCSE History: A teacher's perspective

Jonathan White, Head of History, Latymer Upper School.

Jonathan White will share his experiences of teaching Cambridge IGCSE History. This qualification has been offered in schools around the world for many years and has been accredited and funded for use in UK schools since June 2010. A representative from Cambridge International Examinations will introduce the session and will be on hand to answer any general questions that delegates might have about the Examination Board.

Code: SCCIE3

Heritage Pathway

Friday 11.45 – 12.45

York Minster Learning York Minster Revealed – reinvigoration learning in a place of worship

Kate Whitworth

Learning Manager, York Minster, & Members of the Learning Team

York Minster Revealed is a five-year, £20m project, supported by a £10.5m grant from the Heritage Lottery Fund (HLF) scheduled for completion in Spring 2016. As part of this project learning opportunities across the Minster are being transformed.

This session will cover developments in formal Key Stage 2 education provision to a more discovery-led approach and some of the informal family learning opportunities we have introduced.

Code: FHYM1

Friday 13.30 – 14.30

English Heritage Using historic sites: combining on- site visits, archival sources and new technology

Lynne Minett

Education Manager (North of England)

Francesca Lashmar

Education Manager (South East) with support from other members of the English Heritage Education Team.

Find out how English Heritage can help you to develop fascinating studies of historic sites and your local historic environment. How can your students get the most out of their visit to a historic site? Where can they find out about the significance of a particular site, both locally and in the story of England? How are English Heritage sites interpreted? What makes a fascinating local study? The session will feature case studies produced by teachers, online resources available from English Heritage and lots of ideas for creating exciting enquiries centred on historic sites and on your local historic environment.

Code: FHEH2

Friday 14.45 – 15.45

Vindolanda Romans revealed: history at the edge of Empire

Barbara Birley

Assistant Curator, Vindolanda Trust

The Vindolanda Trust brings our Roman past to life at its two museums and extensive excavation site in the heart of Hadrian's Wall Country. The lives of the soldiers and civilians who lived and worked on Rome's northern frontier are revealed through on-going archaeology, imaginative displays and ground-breaking exhibition techniques. Our well-established and enjoyable education programme is designed to meet a wide

range of users and to provide teaching professionals with a dedicated and friendly booking and advice service.

Code: FHV3

Saturday 11.15 – 12.15

York Archaeological Trust Touching the past: cross-curricular education using the archaeology of York

Chris Tuckley

Head of Interpretation, JORVIK, DIG, Barley Hall, Micklegate Bar Museum

Frances Bennett

Education Officer at York Archaeological Trust

This workshop will explore the methods and resources used by York Archaeological Trust's education team to encourage students of all ages to explore and engage with the past. Come along for an insight into presentation techniques, to handle genuine artefacts and to make use of our evolving set of interpretational materials.

Code: SHYAT1

Saturday 12.30 – 13.30

The future of museums in understanding the past

Stuart Davies

Independent Researcher and Consultant

Museums are one of our most popular places to visit. Each year over 100 million visits are made. History and heritage has never been so popular. Yet the historical collections and information that museums hold, but are not displayed, are a staggeringly under-used resource even when the popularity of museums as a means to broaden the primary school curriculum is taken into account. How has this situation developed and what can be done to change it in the future?

Code: SHSD2

Saturday 14.15 – 15.15

The National Archives Never had it so good? The rise and rise of British living standards 1900-1960

Andrew Payne

Head of Education and Outreach, The National Archives

How true was Macmillan's claim that 'most of our people have never had it so good' and more importantly how can researchers, teachers and students find out? The National Archives and University of Sussex, together with an intrepid band of history teachers, have searched the archives, datasets and homes of the Fab Four (or two of them) to find the answers. So was Mac right? Or was he being economical with the actuality? Judge for yourselves.

Code: SHTNA3

Saturday 15.30 – 16.30

Heritage Learning setting the challenge – Museums in a Box

Jane Avison

Manager, Heritage Learning

In 2008 Heritage Learning launched Museums in a Box, an exciting and innovative outreach project that uses genuine artefacts to inspire pupils to create their own museums in school. Developed in partnership with schools, the project supports the development of personal, learning and thinking skills. Using original artefacts as evidence in the construction of arguments, pupils are inspired to ask and answer important questions, discover alternative perspectives on the evaluation of evidence and offer new interpretations of the past. This presentation and interactive workshop will enable you to discover first hand the Museums in a Box project.

Code: SHHL4

Schools – upgrade to Corporate HA Membership and get up to four conference places at member rates!



**Secondary upgrade:
+ £43**

**Primary upgrade:
+ £19.50**

**Contact membership
on 0300 100 0223 or see
www.history.org.uk**

HA Annual Conference 2013 – Booking Form

To book your place please either complete the form in BLOCK CAPITALS, tick as applicable and return to: Conference Bookings, The Historical Association, 59a Kennington Park Road, London SE11 4JH, or book online at www.history.org.uk or telephone 020 7820 5989 or 020 7735 3901

To take advantage of the Early Bird booking fee, please book by 28 February 2013

Pathways – Friday 10 May – Please tick the sessions you wish to attend

Time Slot	General	Primary	Secondary	Secondary	Secondary	Secondary	Commercial	Heritage	Visits	Enrichment
11.45-12.45	<input type="checkbox"/> FGAF1	<input type="checkbox"/> FPST1	<input type="checkbox"/> FSWR1	<input type="checkbox"/> FSMR1	<input type="checkbox"/> FSMB1	<input type="checkbox"/> FSDB1	<input type="checkbox"/>	<input type="checkbox"/> FHYM1	<input type="checkbox"/>	<input type="checkbox"/> FEMG1
13.30-14.30	<input type="checkbox"/> FGBS2	<input type="checkbox"/> FPHP2	<input type="checkbox"/> FSCC2	<input type="checkbox"/> FSKH2	<input type="checkbox"/> FSSI2	<input type="checkbox"/> FSKG2	<input type="checkbox"/> FCAQA2	<input type="checkbox"/> FHEH2	<input type="checkbox"/> FVYM2/3	<input type="checkbox"/> FEMW2
14.45-15.45	<input type="checkbox"/> FGM03	<input type="checkbox"/> FPJW3	SESSION FULL	<input type="checkbox"/> FSSL3	<input type="checkbox"/> FSBW3	<input type="checkbox"/> FSBF3	<input type="checkbox"/>	<input type="checkbox"/> FHV3	<input type="checkbox"/>	<input type="checkbox"/> FEDM3

Pathways – Saturday 11 May

11.15-12.15	<input type="checkbox"/> SGSC1	<input type="checkbox"/> SPDM1	<input type="checkbox"/> SSRF1	SESSION FULL	<input type="checkbox"/> SSAW1	<input type="checkbox"/> SSWR1	<input type="checkbox"/> SCWL1	<input type="checkbox"/> SHYAT1	<input type="checkbox"/> SVCT1/2	<input type="checkbox"/> SEMJ1
12.30-13.30	<input type="checkbox"/> SGRE2	<input type="checkbox"/> SPHW2	<input type="checkbox"/> SSDB2	<input type="checkbox"/> SSCB2	<input type="checkbox"/> SSHM2	<input type="checkbox"/> SSMB2	<input type="checkbox"/> SCPE2	<input type="checkbox"/> SHSD2	<input type="checkbox"/>	<input type="checkbox"/> SELZ2
14.15-15.15	<input type="checkbox"/> SGKL3	<input type="checkbox"/> SPAW3	<input type="checkbox"/> SSBH3	<input type="checkbox"/> SSBW3	SESSION FULL	<input type="checkbox"/> SSEC3	<input type="checkbox"/> SCCIE3	<input type="checkbox"/> SHTNA3	<input type="checkbox"/> SVMB3/4	<input type="checkbox"/> SEKB3
15.30-16.30	<input type="checkbox"/> SGID4	<input type="checkbox"/> SPFM4	<input type="checkbox"/> SSCC4	SESSION FULL	<input type="checkbox"/> SSMR4	SESSION FULL	<input type="checkbox"/>	<input type="checkbox"/> SHHL4	<input type="checkbox"/>	<input type="checkbox"/> SEAR4

Please complete session choices for one delegate only. For additional delegates please copy a blank form and fill it in.

Please note that all workshops have limited capacities, and places are allocated on a first-come-first-served basis. Popular sessions book up quickly and first choice cannot be guaranteed.

Delegate Fees

Corporate members can buy up to 4 tickets at member rates.

	Prices	
	One day	Both days
HA Member Conc*:	<input type="checkbox"/> £75	<input type="checkbox"/> £135
HA Member:	<input type="checkbox"/> £110	<input type="checkbox"/> £210
Non-Member	<input type="checkbox"/> £165	<input type="checkbox"/> £300

*Concessions please tick: Full time students NQTs Retired Unemployed

Dietary requirements: Please specify

Conference Dinner – Friday 11 May, 7.30pm
3 course meal and wine, price £45

Please tick the box if you wish to attend, and choose your courses:

Starter	Main	Dessert
<input type="checkbox"/> Soup	<input type="checkbox"/> Chicken Breast	<input type="checkbox"/> Banoffee Parfait
<input type="checkbox"/> Chicken Parfait	<input type="checkbox"/> Pork Loin	<input type="checkbox"/> Crumble Tart
<input type="checkbox"/> Salmon terrine	<input type="checkbox"/> Mushroom Strudel	<input type="checkbox"/> Cheese

Booking Summary

	Item Cost
Registration Fee	
Conference Dinner	
Total	£

Personal Details – please complete all fields

Full Name:

Job Title: Membership No:

Organisation:

Address:

Postcode:

Telephone daytime:

Telephone evening:

Email:

Please tick to receive email updates from the HA

Payment Details

Please select your preferred method of payment:

Cheque

The sum of: made payable to:
The Historical Association

Invoice (Institutions only)

Orders to be invoiced must carry an official purchase order reference:

Debit / Credit Card

Maestro / Visa / Mastercard / Delta account for the total amount of:

Card number:

Expiry Date:

Security Code:

(Switch / Maestro card only) Issue number:

or Start Date on card:

I have read and agree to the terms stated.

Signature:

Date:

Please state the credit card holder's name and address on a separate sheet of paper if different from the booking address.

Terms and Conditions

Refunds on cancellations will be made as follows:

- Received on or before **14 April 2013**: 50% refund
- Received after **14 April 2013**: no refund

No refunds will be made for delegates not attending conference or for missed reservations. All prices include VAT where applicable. We reserve the right to amend charges should VAT change after we go to print. Please ensure that you and your belongings are adequately insured for the duration of the conference. We reserve the right to cancel any session or event should they not be viable to run.

Please tick here if you do not want us to disclose your personal data to selected third parties who can provide you with information about goods and services.

Please tick here if you do not wish your email address to be included on the delegate list in conference packs.

Park Inn by Radisson, York City Centre, North Street, York YO1 6JF



Hotel Accommodation

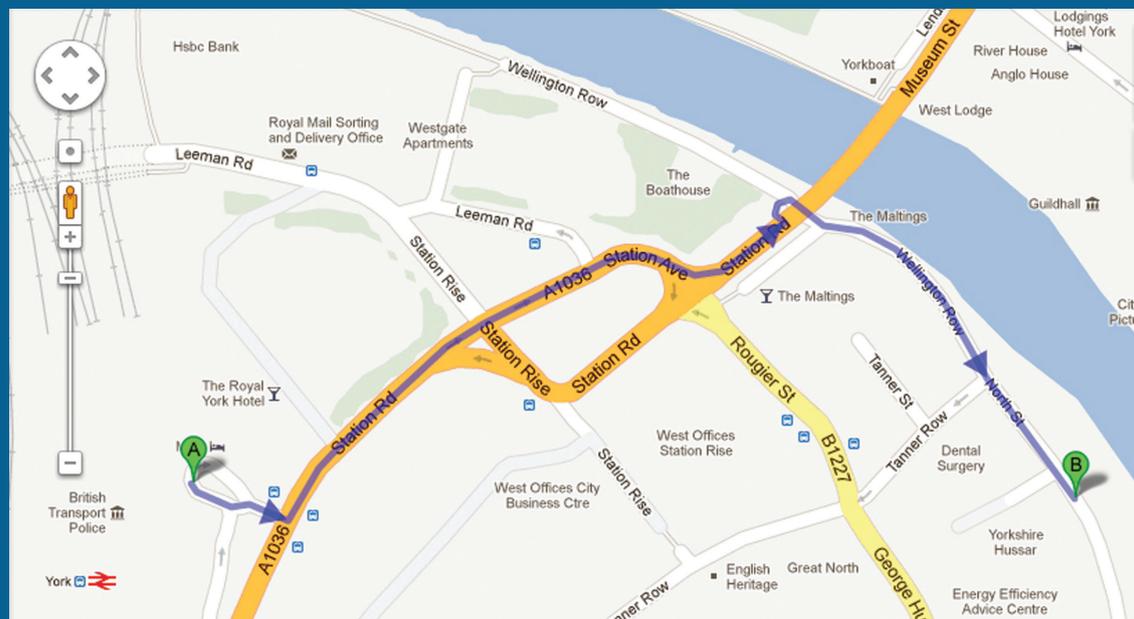
We have secured a limited number of discounted hotel rooms for our conference delegates at the Park Inn Hotel, where the conference is being held. If you wish to book accommodation please contact the hotel directly, quoting 'The Historical Association Conference' to get the discount, on tel. 01904 459 988 or at: conferences.york@rezidorparkinn.com
Prices: Bed and Breakfast, £79 per room single occupancy or £89 per room double occupancy. Additional nights can be added at the agreed rate, subject to availability.

How to get there

The Park Inn hotel is a short walk from York Railway Station. From the station, walk out onto Station Road (A1036) and as you approach the river, take the stairs and turn left into Wellington Row. Continue on to North Street, the hotel will be on the left.

Key to map:

- A: York Train Station
- B: Park Inn by Radisson



Conference Dinner, 7.30pm, Friday 10 May

Three-course meal with wine, coffee and mints at £45 per person

Starter

- Leek & Potato Soup with Herb Sippets
- Homemade Chicken Liver Parfait, Onion Confit, Crisp Crostini and Sun Blush Tomatoes
- Terrine of Salmon, Mange Tout Salad and Green Sauce

Main Course

- Pan Fried Breast of Chicken, Crushed Sweet Potato, Asparagus Spears and Mushroom Sauce with Crispy Bacon Garnish
- Loin of Pork, Roast Potatoes, Traditional Sage Seasoning, Apple Sauce, Roasted Roots and Claret Sauce
- Wild Mushroom & Leek Strudel, Asparagus & Pea Risotto, Red Pepper Sauce and Parmesan Crisp

Dessert

- Iced Banoffee Parfait with Butterscotch Sauce
- Warm Apple & Pear Crumble Tart with Vanilla Ice Cream
- Cheese Selection, Celery & Grapes