

# Yorkshire History Forum

## Widening Perspectives

Wednesday 27 March 2019

Leeds Trinity University

As the current National Curriculum for history states, one purpose of the history curriculum is to *“help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies, the relationship between different groups as well as their own identity and the challenges of their time.”* We can broaden our horizons, not just in our curriculum choices in terms of geographical and chronological range, but also in our choices of content – the people, places and events that inevitably end up defining what we teach and crucially, the perspectives of our pupils. We can also broaden our horizons in terms of the way we teach; what we teach, how and when, building our curriculum to ensure growing pupil confidence and comfort with gaining (and keeping) powerful knowledge and a deepening understanding of what it means to work like a historian.

Join us for an immersive evening of professional development, plus exhibition and refreshments all for just £10 for HA members and trainees (£20 non-member)



[history.org.uk](http://history.org.uk)

## Keynote speech

### Widening horizons within, and beyond, the taught curriculum

Will Bailey-Watson, subject lead for History PGCE at the University of Reading, formerly Head of History, current podcaster, blogger and History examiner.

The renewed emphasis on curriculum in many schools is giving history teachers a chance to rethink and reshape their curriculums at all age groups. But how many departments and teachers are looking to go beyond a fairly chronological, canonical structure and start asking new questions about the possibilities of a history curriculum? In this keynote session Will plans to share his thoughts reflecting on classroom experience and the literature of others, and suggest some ways that more perspectives, more voices and wider horizons might form part of a coherent, powerful history curriculum at any key stage.

## Primary Workshop 1

### either – Workshop A

#### Teaching the Holocaust in Primary School

Holocaust Educational Trust – speaker to be confirmed

By the later stages of the primary curriculum students are emotionally and intellectually ready to explore complex and challenging histories. Study of age-appropriate themes related to the Holocaust enables them to begin to examine a defining moment in human history which raises fundamental questions about human identity, behaviour and ethics. This workshop will explore the rationale for including discussion of the Holocaust in the primary classroom, demonstrate practical lesson ideas and provide access to the Trust's age-appropriate teaching resources.



### or – Workshop B

#### 'In Fourteen Hundred and Ninety Two Columbus sailed the ocean blue!'

Alf Wilkinson.

Alf has recently authored a series of Key Stage 1 and Key Stage 2 textbooks for Harper Collins and the International market

What makes someone a Significant Individual? Of all the people we could choose to study, which ones should we choose? Did Columbus really discover America, or had others been there before him? And is he memorable enough to spend curriculum time on him? And how do our Significant Individuals relate to our Key Stage 2 units of study? Join Alf to explore some of these issues concerning choosing and comparing Significant Individuals. Bring a USB stick and take away the powerpoint.



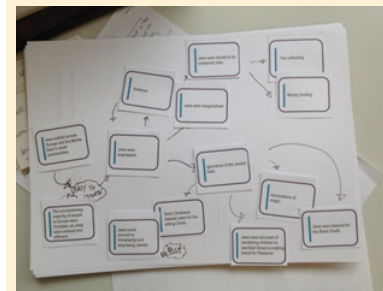
## Secondary Workshop 1

### either – Workshop A

#### Unlocking Antisemitism

Darius Jackson, lecturer in Holocaust and History Education, University College London Centre for Holocaust Education.

Research by the UCL Centre for Holocaust Education shows that young people are often mystified by the targeting of Jews for mass murder – this workshop shows how teachers can work with the film *Roots of Antisemitism* to uncover the origins of this 'longest hatred', and to explore continuity and change from medieval anti-Judaism to modern antisemitism.

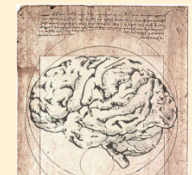


### or – Workshop B

#### Cognitive psychology in the history classroom

Hugh Richards, Head of History at Huntington School, York.

Cognitive Psychology has become a key part of the national conversation in education, and 'evidence-informed practice' has become a popular theme for training days and non-subject specific CPD. As one of the first Research Schools in the country, at Huntington we have been working on integrating research and Cognitive Psychology into our disciplines for several years. This session will aim to explore what Cognitive Psychology does and – crucially – does not have a place in History classrooms. It will focus on metacognition and memory, but touch on several other areas. The session will hopefully build your confidence to both incorporate and reject aspects of Cognitive Psychology, basing your decisions on how well it serves our purposes as History teachers.



# Programme

4.00-5.00

**Exhibition and  
Registration**  
Free refreshments  
available

5.00

**Welcome**

5.15-5.45

**Keynote Speech:**

5.45-6.00

**Break/exhibition**

6.00-7.00

**Workshop 1**

7.00-8.00

**Workshop 2**

## Primary Workshop 2

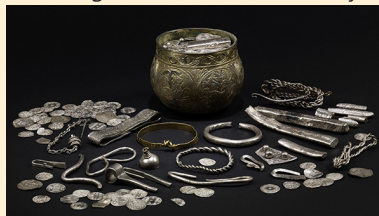
**either – Workshop C**

### **The Melting Pot: Comparing Civilizations at Key Stage 2**

Andrew Wrenn and Dr Steve  
Ashby.

Andrew is an HA fellow and  
free-lance history education  
consultant. Dr Steve Ashby is  
a leading archaeologist of the  
Viking period at the University  
of York.

This interactive workshop  
will show how the latest  
archaeological discoveries from  
Yorkshire under Viking rule can  
be compared and contrasted  
with those from other  
civilizations studied of roughly  
the same era, that is the Maya  
(Central America), Benin (West  
Africa) and Baghdad in 900 AD.  
Those attending will take  
away practical resources and  
approaches for immediate use  
showing how planning can  
combine local, national and  
international levels of history at  
the same time through  
the experience of enquiry,  
handling evidence and diversity.



**or – Workshop D**

### **World War II at Key Stage 1 – an approach through a Significant Person**

Sue Temple,  
Senior Lecturer in Primary History  
University of Cumbria

When your school is  
commemorating the 70th  
anniversary of World War II how  
can you make this appropriate  
for Year 1 and 2 children? We'll  
examine the life of Noor Inayat  
Khan (aka The Princess Spy)  
through some primary sources  
and explore how to develop  
a scheme of work around a  
significant person. We will also  
look at how you could approach  
controversial issues using the  
example of war with younger  
children.



## Secondary Workshop 2

**either – Workshop C**

### **Trying to make historians**

Tom Clements, curriculum leader  
of history and government and  
politics at Roundhay School in  
Leeds.

With new developments and  
advances in pedagogy, it can  
become overwhelming to know  
what to do first. This session will  
look at how one department  
has tried to utilise this wealth  
of research to develop their  
teaching of history across the  
age range in an effective and  
sustainable way. It will include  
practical examples of activities  
that aim to ensure that students  
will read, write, speak and think  
like historians.



**or – Workshop D**

### **Where does Morris fit in? Academic historians in the classroom and in the curriculum**

Tim Jenner Head of Humanities,  
Allerton Grange School.

This session will look at the  
impact which the work of  
academic historians can have on  
both curriculum and pedagogy,  
making the argument that our  
curriculum discourse should  
begin and end with the work  
of real historians. From practical  
examples of using historians  
in the classroom to broader  
conceptions of the History  
curriculum, this session will be  
of use for teachers who want  
to sharpen up their students'  
historical thinking and heads of  
department who want to defend  
'real History' from the ever-  
present threat of genericism.





# Yorkshire History Forum – Booking

## Wednesday 27 March 2019 – Leeds Trinity University



To book and make payment please visit:

<http://store.leadstrinity.ac.uk/>

### Prices

Non HA member – £20.00

HA Member – £10.00

Trainee/ Student – £10.00

Exhibitors can book a stand starting at £20.00 for small organisations and companies. Community groups, voluntary organizations, social enterprise and all museums and heritage organizations. The price for all other organizations is £120.00 (incl VAT). Refreshments and workshop places for up to 2 people are included.

- Please complete the online booking and payment form
- The booking link is: <http://store.leadstrinity.ac.uk/>
- Payment is due upon booking online and no refunds are available
- No invoices will be issued
- You will need your HA membership number to make a reduced rate booking
- There will be a choice of workshop sessions – primary and secondary – please indicate your first and second choice as appropriate
- Early booking is recommended to reserve your preferred workshop – the closing date is Wednesday **20 March 2019**
- Exhibitors are entitled to attend workshops but please book the workshop place
- A certificate of attendance will be provided at the event

email: [cpd@leadstrinity.ac.uk](mailto:cpd@leadstrinity.ac.uk)

phone: **0113 2837100 ext 556 or 0113 2837100 ext 560**