


PROGRAMME AT A GLANCE

13 MAY 2022 | FRIDAY

08.30–09.00	Registration and exhibition										
09.00–10.00	Welcome and Presidential Lecture: Voices from the classroom: the experience of universal secondary education in the UK since 1945 Peter Mandler Bristol 1&2										
10.00–10.30	Coffee										
Session 1: 10.30–11.30	PRIMARY	ITE	SECONDARY							GENERAL	
	Making the most of your locality in your primary history curriculum Bev Forrest and Matthew Flynn SS Great Britain Wallace Suite	'Come together': using popular music in primary and secondary history learning and teaching David Ingledew, Damienne Clarke and Ailsa Fidler Wallace Suite	Decolonising the history curriculum in primary and secondary schools in Bristol Sarah Whitehouse and Justin Vafadari Bristol 2	Teaching historical interpretations to Year 7 – making complex concepts accessible to younger historians Laura Tilley Bristol 1	All roads lead to Constantinople: how the Ottoman Empire can enrich your history curriculum Tom Allen Conservatory	The West Indian soldier over time – teaching black history at Key Stage 3 through National Army Museum resources Tracey Weller Concorde Suite	Korea: a forgotten war? Ben Walsh and HA Teacher Fellows Castle View	Fresh eyes – take a look at RETEACH, a new free ALCS resource to pep up planning of old and new topics Carmel Bones Matthew Suite	Decolonising A-level history: how and why? Heather Sherman Empire Suite	Visit: The Red Lodge Museum 10.30–12.45	The impact of the 'girl conchies': female pacifism in World War II Steve Illingworth Old Vic Suite
Session 2: 11.45–12.45	Supporting pupils with SEND in history lessons Sue Temple SS Great Britain Wallace Suite	Conjectural History Robin Cowen Old Vic Suite	Teaching history through objects: the mobility of objects across boundaries 1000–1700 Katherine Wilson and Michael Bird Wallace Suite	Beyond Guernica – bringing the Spanish Civil War to the Key Stage 3 classroom Christopher Jones Community Street	Keeping the love of history alive for GCSE students Sally Burnham Conservatory	1979: the new 1919? The Iranian Revolution and global history Robin Whitburn and Abdul Mohamud Bristol 2	The wounded and the widowed: examining the lives of seventeenth-century people through Civil War petitions Alex Cazaly and Andrew Hopper Concorde Suite	Embedding black British history – mindsets and methods Pearson Empire Suite	Students, sources and six degrees of separation Andrew Payne Castle View	Patterns of migration in England's medieval empire: the case of Ireland Brendan Smith Bristol 1	Discovering Bristol in 1480 Giles Darkes Matthew Suite
12.45–13.45	Lunch and fringe										
Session 3: 13.45–14.45	Developing disciplinary knowledge in history Juli Ryzop Empire Suite	The school museum James Searjeant and Steve Smith Matthew Suite	BristolClio – a model for self-CPD and resource sharing in the history teaching community BristolClio Community Street	Teaching emotive and controversial history: a case study – Britain in Palestine at Key Stage 3 Andrew Wrenn Castle View	A new window on the Mughal world: the historian Ruby Lal and the astonishing reign of Nur Jahan Paula Lobo Bristol 2	Geography's just colouring! What can history teachers genuinely learn from the pedagogies and discipline of geography? Tremaine Baker Conservatory	Do Gypsy, Roma and Traveller children see themselves in your history classroom? Helen Snelson and Richard Kerridge SS Great Britain Wallace Suite	Teaching sensitive and controversial issues in AQA history AQA Matthew Fearn-Davies and Eoin MacGabhann Old Vic Suite	Mechanisms to support the understanding of historical narrative: the reflections of an experienced classroom teacher Tom Williams Concorde Suite	Mission France – the true history of the women of Special Operations Executive Kate Vigurs Bristol 1	Talking about crises of climate and environment in historical perspective Amanda Power Wallace Suite
14.45–15.15	Tea										
15.15	Primary Keynote: Tim Jenner Bristol 2					Secondary Keynote: Richard Kennett, Tom Allen, Sally Thorne, Ed Durbin Bristol 1					Walk: Bristol Harbourside 15.30–17.30
Session 4: 16.30–17.30	Exploring ancient civilisations: life in the city of Ur Karin Doull Wallace Suite	Discussing inclusive strategies to encourage pupils to study like historians in the primary classroom Judy Clarke SS Great Britain Wallace Suite	Developing a community among history educators Ailsa Fidler and Clare Stow Matthew Suite	Curriculum continuity in history – forging the framework to demolish the 'transition gap' Alex Fairlamb Bristol 2	Teaching Islam and Christianity in conversation across time: collaboration, conflict, co-existence, creativity Christine Counsell Empire Suite	Effective curriculum implementation in history: how to make your curriculum land in the right way David Hibbert and Hugh Richards Castle View	Enhancing your Key Stage 3 curriculum by teaching the partition of India Catherine Priggs and Steve Mastin Conservatory	Helping students build rich historical worlds at GCSE: a Viking case study Ed Durbin and Sam Jones Old Vic Suite	Making medieval history accessible to sixth formers Chris Eldridge Concorde Suite	Special Session Bristol: a city built on the wine trade This interactive session will give you an opportunity to taste some of the wines drunk over the centuries. Evan Jones Hotel Restaurant 16.00–18.00	
18.15–19.15	Round Table: Confronting controversial pasts Bristol 1										
19.30	Drinks reception sponsored by Hodder followed by dinner										

PROGRAMME AT A GLANCE

14 MAY 2022 | SATURDAY

08.30–09.00	Registration and exhibition										
09.00–10.00	Keynote: Educational systems failure? Teaching British colonial history then and now Corinne Fowler Bristol 1 🎧										
10.00–10.30	Coffee										
Session 1: 10.30–11.30	PRIMARY	ITE	SECONDARY							GENERAL	
	Making learning memorable Susan Townsend Concorde Suite	Laying successful foundations for primary history in EYFS – teaching 'past and present' as part of the revised framework Andrew Wrenn Bristol 2 🎧	Making better decisions: developing critical engagement in early career teachers Alex Ford Wallace Room	Effective curriculum implementation in history: how to make your curriculum land in the right way David Hibbert and Hugh Richards Bristol 1 🎧	Sexes and the city: Delivering an inclusive curriculum at Key Stage 3 Andraya Holmes SS Great Britain	Teaching sensitive histories in a diverse classroom Jessica Kempner Conservatory	What can Stanley Spencer tell us about the First World War? Philip Arkinstall Old Vic Suite	Why did Martin Luther King say that? Adam Smith and Sam Pullan Castle View	Representation and its possibilities at Key Stage 4 and 5 Claire Holliss Empire Suite 🎧	Walk: Alleys, masts, merchants, markets, spires, towers and walls Rob Pritchard 10.30–12.45 🚶	Why does the massacre of the Armenians in the First World War still get overlooked? Paula Kitching Matthew Suite
Session 2: 11.45–12.45	Supporting pupils with SEND in history lessons Sue Temple Old Vic Suite	Practical approaches to chronology progression Stuart Tiffany SS Great Britain 🎧	Is there any history in here? Mentoring using the CCF and ECF as a launchpad for history-specific thinking Victoria Crooks and Laura London Wallace Room	Fresh eyes – take a look at RETEACH, a new free ALCS resource to pep up planning of old and new topics Carmel Bones Community Room 🎧	A Key Stage 3 history curriculum with historians at its heart Jennifer McCullough and Ben Walsh Bristol 2 🎧	Weapons of the weak: Using female Sikh history to uncover post-colonial resistance through source analysis Danielle Donaldson Conservatory	Using academic literature to enhance students' subject knowledge and history-specific vocabulary at A-level David Brown and Amy Diprose Empire Suite	Similarity and difference: the lost concept Seb Greenwood and Alexander Dickens Castle View	Process rather than event: using evidential thinking to help unpick the complexity of conquest Holly Hiscox Concorde Suite	Rome in the world/the world in Rome Lucy Donkin Bristol 1 🎧	Learning to manage the media in wartime: the Burma campaigns, 1941–1945 Philip Woods Matthew Suite
12.45–13.45	Lunch and fringe										
13.45–14.45	Dawson Lecture: Katharine Burn Bristol 1 🎧										
Session 3: 15.00–16.00	What can maps tell us about the past? Using the Historic Towns Trust's maps in Key Stage 2 Paula Owens and Giles Darkes Concorde Suite	Looking to develop engaging local history in Key Stage 2? Chris Trevor SS Great Britain 🎧	Putting the history into the Early Careers Framework Martyn Bajkowski Matthew Suite	Teaching Islam and Christianity in conversation across time: collaboration, conflict, co-existence, creativity Christine Counsell Conservatory	Partition: re-evaluating the teaching of empire Andraya Holmes Empire Suite 🎧	Developing substantive thinking: a project to create connections through a Key Stage 3 curriculum Sarah Jackson Bristol 2 🎧	Workshop on the AI Andalus curriculum Yasmin Kader, David Rawlings and Susan Douglass Community Room	Using place as an analytical lens to secure interplay between overview and depth and tackle similarity and difference Stuart Farley Wallace Room	Pearson Edexcel GCSE history: getting ready to teach the Migration thematic study  Pearson Katie Hall Old Vic Suite	Against the odds: 30 years of writing black British histories Stephen Bourne Bristol 1 🎧	Why did the Roman past matter in medieval England and Wales? Emily Winkler and Owain Wyn Jones Castle View
16.00–16.15	Tea										
Session 4: 16.15–17.15	Teaching history through enquiry Kerry Somers Concorde Suite	The best days of your life? Schools in the past Helen Crawford and Paul Bracey SS Great Britain 🎧	'History up close': helping trainee teachers to secure real engagement through historical knowledge Alison Kitson and Michael Riley Wallace Room	Mapping the history curriculum Key Stage 1 to Key Stage 5 Lynne Adams Bristol 2 🎧	Using oral traditions to study the Inkas with Year 7 pupils Paula Lobo Old Vic Suite	Teaching the history of the Holy Land in the twentieth century: very tricky, very important Kate Smeed and Dan Warner Meanwell Conservatory	A lens to illuminate the bigger picture: a local perspective of the Second World War Sarah Hartsmith and Andrew Sweet Matthew Suite	Helping students build rich historical worlds at GCSE: a Viking case study Ed Durbin and Sam Jones Community Room 🎧	Students, sources and six degrees of separation Andrew Payne Castle View	Kaiser Wilhelm II – the last German emperor Katja Hoyer Bristol 1	'Violent, refractory and noisy girls': women and youth justice in Bristol Laura Harrison and Rose Wallis Empire Suite 🎧

PRESIDENTIAL LECTURE



Voices from the classroom: the experience of universal secondary education in the UK since 1945

Peter Mandler

President of the Historical Association

Last year's presidential lecture introduced the birth cohort studies, a unique resource for historians that has followed the lives of a representative sample of people born in the UK in 1946, 1958, 1970 and 2000. This year's lecture draws out some ideas about the experience of universal secondary education that we can learn from these and other representative samples of citizens' lives. What difference did secondary education make, both as a mirror and as a shaper, to social and cultural trends in the post-war world?

FRI: 09.00–10.00 | ●●● **FK1PM** | 🎥

FRIDAY AFTERNOON EDUCATION KEYNOTES



PRIMARY: Curriculum and teaching in primary history

Tim Jenner

Ofsted

Tim will discuss Ofsted's inspection methodology and what this means for teachers and subject leaders in primary schools. He will also share findings from Ofsted's visits to primary schools and discuss approaches to structuring a primary history curriculum and effective teaching and assessment in history.

FRI: 15.15–16.15 | ● **FK2PR** | 🎥



SECONDARY: Seeking new perspectives on the British Empire: whose story do we tell?

Richard Kennett
Gatehouse Green Learning Trust

Tom Allen
St George's School, Munich

Sally Thorne
Montpelier High School

Ed Durbin
Greenshaw Learning Trust

The city of Bristol has spent the last two years publicly wrestling with its colonial past. In this talk, four Bristol history teachers reflect on this process and the way in which it has impacted their classroom practice. They will discuss their approach to the teaching of the British Empire and transatlantic slavery, guided by academics, in an attempt to disrupt Eurocentric narratives and foreground the voices of the people who were affected by colonialism. The session will offer practical tips for your own classroom (both secondary and primary) on the stories that we tell about empire.

FRI: 15.15–16.15 | ●● **FK2SE** | 🎥

The four speakers are Bristol history teachers who work closely together and are part of the thriving Bristol network. With others during the pandemic they wrote a new textbook for the M Shed museum, Bristol and Transatlantic Slavery, Origins, Impact and Legacies. They are now working on a new Key Stage 3 textbook on the British Empire following the same model.*

** Tom is now based in Munich, but he is still an honorary Bristol history teacher.*

FRIDAY EVENING

Round Table: Confronting controversial pasts

INTRODUCED BY:



Jason Todd
Department of Education, University of Oxford

CHAIR:



Alison Kitson
Deputy President of the HA

PANEL:



Claire Holliss
Reigate College



Thabo Stuck
The BRIT School



Kennetta Hammond-Perry
*De Montfort University
Leicester*



Naheeda Maharasingam
Rathfern Primary School

All nations have controversial histories, yet leaving these histories unexplored can contribute to misunderstandings, divisions and intolerances in the present. The events of recent years, which have included large-scale global protests against legacies of slavery and colonialism, serve to underpin this point.

It is now 14 years since the publication of the Historical Association's TEACH Report, which sought to outline the challenges and opportunities relating to teaching 'Emotive and controversial' history. While much of this is still apposite, we need to take stock of how scholarship has shifted and the impact of contemporary public discourses on both the study and teaching of these topics.

This Round Table will explore a number of issues and look at how they are taught and what strategies are used in schools and universities, as well as public perceptions of more controversial histories.

FRI: 18.15-19.15 | ●●● FK3RT | 🎥

🎥 Also available online as a 'virtual' session (see page 4)

SATURDAY MORNING KEYNOTE



Educational systems failure? Teaching British colonial history then and now

Corinne Fowler
University of Leicester

This talk explores pioneering developments in British imperial history and considers why it is such a sensitive topic today. Looking back at her personal experience of school history education – both as a pupil and as a former teacher – Professor Fowler explores her personal experience of school history education and discusses how we can all help to approach 400 years of British colonialism. This is no easy task: these four centuries encompass widely different kinds of colonial activity in many parts of the world. Illustrating her own suggestions with examples from her child-led history and writing project *Colonial Countryside: National Trust Houses Reinterpreted*, she considers why this history is so resonant to pupils now, why knowledge about the British Empire matters, and why local history provides an excellent route for promoting a fuller understanding of colonial history.

SAT: 09.00–10.00 | ●●● SK1CF | 🎥

Professor Corinne Fowler specialises in rural Britain's colonial connections. She directs 'Colonial Countryside: National Trust Houses Reinterpreted', a child-led history and writing project that explores historic houses' many connections to the British Empire. Corinne was co-editor of the National Trust's interim report on the colonial links of properties in its care and found herself embroiled in the 'culture war' as a consequence. Her recent and forthcoming books include Green Unpleasant Land: Creative Responses to Rural Britain's Colonial Histories (Peepal Tree Press, 2020) and The Countryside: Ten Walks Through Colonial Britain (Penguin, forthcoming 2023).

SATURDAY AFTERNOON EDUCATION KEYNOTE



Dawson Lecture

Katharine Burn
Honorary Secretary of the Historical Association; University of Oxford

We are delighted to welcome Dr Katharine Burn who will be giving the inaugural Dawson Lecture. Katharine is well known to many for her work on teachers' continued professional learning and for her co-direction of the HA's annual survey of history teaching in secondary schools over the past 12 years. Katharine is particularly interested in how sustained engagement with historical scholarship can underpin outstanding CPD and concerned to ensure that effective curriculum planning remains responsive to the affective needs and desires of young people.

SAT: 13.45–14.45 | ●●● SK2DL | 🎥

The Dawson Lectures have been named after Ian Dawson to honour and celebrate individuals in school history teaching and history teacher education.

Making the most of your locality in your primary history curriculum

Bev Forrest

Consultant and Chair of HA Primary Committee

Matthew Flynn

Ryders Hayes School

In 2021, the British Association for Local History, in partnership with the Historical Association, provided the opportunity for six primary teachers to undertake a fellowship programme exploring effective teaching of local history in the primary school. They researched how the stories of people and places make their school communities exciting and unique. Bev, the course leader, will discuss the key findings from the programme. Matthew, one of the Teacher Fellows, will showcase his project, demonstrating how local history can have a significant impact on your community, the school and its pupils.

FRI: 10.30–11.30 | ● F1PFF | 🎥

'Come together': using popular music in primary and secondary history learning and teaching

David Ingledew

University of Hertfordshire

Damienne Clarke

Birmingham City University

Ailsa Fidler

Liverpool John Moores University

Popular music is a valuable and readily accessible resource for both primary and secondary history lessons. This session will explore, with reference to practical examples, how popular music can be used from Key Stage 1 to A-level as the basis for a wide range of history learning, from enquiry to evidential understanding, significance to interpretations. The collaborative session will also outline how popular music can be used to support pupils' transition from Key Stage 2 to Key Stage 3 history.

FRI: 10.30–11.30 | ●● F1PIC



Supporting pupils with SEND in history lessons

Sue Temple

University of Cumbria

We will discuss how to ensure that your history lessons are accessible to all pupils of varying abilities and explore a range of practical ways to support differentiation in your history lessons. This session will include aspects of the online course offered to members in spring 2022.

FRI: 11.45–12.45 | ● F2PST | 🎥

SAT: 11.45–12.45 | ● S2PST

Conjectural History

Robin Cowen

Retired CEO of The Learning Academy Trust

Students and teachers have a knowledge of history that is likely to be limited. But we also have a potential knowledge based on inference from what we know. With a nod to the genre of Conjectural History, this workshop gives practical ideas on how to enable the making and testing of conjectures as a powerful route to historical knowledge and understanding and the ability to actively engage in historical reasoning.

This is a practical workshop, so please ensure you have access to a device to engage in some quick research to test your conjectures.

FRI: 11.45–12.45 | ● F2PRC

Developing disciplinary knowledge in history

Juli Ryzop

Knowledge Schools Trust

This session will focus on how we can develop disciplinary knowledge through a knowledge-rich primary curriculum. We will look at how we can ensure that children build a deep understanding of the discipline of history, including how historians study the past and construct accounts. Using practical examples from the Knowledge Schools Trust Primaries, we will look at how a well-sequenced curriculum can build disciplinary knowledge from Early Years to Year 6.

FRI: 13.45–14.45 | ● F3PAP | 🎥

The school museum

James Searjeant and Steve Smith

Wyborne Primary and Nursery School

Do you have a school library? Do you have an IT suite? Do you have a resources room? Can you build a school museum? Yes you can. Our session will explain how you can build your very own school museum on a budget and how it will significantly enhance your curriculum offer within your schools and transform teaching and learning.

FRI: 13.45–14.45 | ● F3PJS

🎥 Also available online as a 'virtual' session (see page 4)

Exploring ancient civilisations: life in the city of Ur

Karin Doull

University of Roehampton

Ancient Sumer is one of the places where key developments began: writing, the use of the wheel, and mathematical and writing systems. These went on to shape or be developed by later civilisations. This session will provide some background subject knowledge for the period, the city of Ur and the archaeologists linked to its rediscovery. It will model some activities and resources that will help children to recognise characteristic features and consider historical interpretation. It will place the civilisation within a geographical and historical context and explore the themes of trade and power.

FRI: 16.30–17.30 | ● F4PKD

Discussing inclusive strategies to encourage pupils to study like historians in the primary classroom

Judy Clarke

Retired headteacher

Teaching across mixed-age, mixed-ability classes prompted an interest in engaging all pupils through inclusive strategies, rather than an over-reliance on text. Judy will discuss how changing her teaching style from an instructional approach, supported by differentiated worksheets, to planning and delivering through visual strategies, including practically engaging pupils through challenging primary and secondary sources, secured concepts, skills and subject vocabulary for her pupils, from the Foundation Stage to Year 6.

FRI: 16.30–17.30 | ● F4PJ | 📺

Making learning memorable

Susan Townsend

University of Roehampton

Neuroscience has led to a re-emphasis on the importance of retrieval practice in reinforcing long-term memory. Does this mean constant testing? This session aims to explore fun, interactive ways to make learning memorable and restore the importance of the 'wow' factor.

SAT: 10.30–11.30 | ● S1PST

Laying successful foundations for primary history in EYFS – teaching 'past and present' as part of the revised framework

Andrew Wrenn

Consultant

'Past and present', an important element of the revised EYFS framework, provides rich opportunities for preparing the



SUITABLE FOR: ● Primary ● Secondary ● General interest

youngest pupils to study history at Key Stage 1 and Key Stage 2. This practical session will show how activities such as sequencing artefacts and images, participating in questioning a range of adults, comparing past and present and analysing stories about the passage of time can strengthen pupil readiness to understand chronology, change and continuity, similarity and difference and handling evidence in later years. The session will make direct reference to how particular activities taught as part of 'past and present' link to specific second-order concepts in primary history.

SAT: 10.30-11.30 | ● S1PAW | 📺

Practical approaches to chronology progression

Stuart Tiffany
Primary Teacher

A lively and practical session focusing on how timelines should underpin teaching sequences in primary school history, featuring a mix of discussion and modelled ideas. This hands-on session will cover how to build timelines and interact with them purposefully. Delegates can photo and video as they work!

SAT: 11.45-12.45 | ● S2PTI | 📺

What can maps tell us about the past? Using the Historic Towns Trust's maps in Key Stage 2

Paula Owens
Canterbury Christ Church University

Giles Darkes
Historic Towns Trust

Familiarisation with the maps and their narratives and the creation of teaching ideas and resources to exploit the Historic Towns Trust's portfolio of maps. We will explore some new teaching materials with both specific and generic approaches to the HTT's maps so that teachers can use the maps most relevant for them and apply the ideas in different map contexts. We also hope to demonstrate digital options presented by our maps.

SAT: 15.00-16.00 | ● S3POD



Looking to develop engaging local history in Key Stage 2?

Chris Trevor
Consultant

If you want inspiration for developing relevant local history for your Key Stage 2 classes, then this session will provide practical ideas, resources and a strategy for making local history relevant and engaging for children and teachers, along with the development of appropriate skills and concepts! There will be the opportunity to share good practice and what has worked for you with others.

SAT: 15.00-16.00 | ● S3PCT | 📺

Teaching history through enquiry

Kerry Somers
Halterworth School

In teaching primary history, we want our young historians to develop their enquiry skills, learn to analyse and use evidence to make their own judgements

about the past and appreciate that there is always a different perspective. History is a subject where creativity can thrive, and this workshop will introduce you to a range of activities – following the Hampshire approach to enquiry – that you can 'take away' and use to inspire your own little historians.

SAT: 16.15-17.15 | ● S4PKS

The best days of your life? Schools in the past

Helen Crawford and Paul Bracey
University of Northampton

In this workshop we will explore opportunities and approaches for teaching about schools in the past. This will encompass changes within living memory (EYFS and Key Stage 1), a theme post-1066 (Key Stage 2) and using your school as a focus for local history.

SAT: 16.15-17.15 | ● S4PCB | 📺

📺 Also available online as a 'virtual' session (see page 4)

Decolonising the history curriculum in primary and secondary schools in Bristol

Sarah Whitehouse and Justin Vafadari
University of the West of England, Bristol

This workshop will share the findings of a research project that worked with 12 schools in Bristol. The focus of the research looked at challenges and best practice in decolonising the history curriculum. Key focuses are using Bristol as a unique environment in which to explore place-based learning and how to use the child as a starting point in curriculum-making.

FRI: 10.30–11.30 | ●●● F1WV

Teaching history through objects: the mobility of objects across boundaries 1000–1700

Katherine Wilson and Michael Bird
University of Chester

This workshop will explore how using authentic historical artefacts with pupils can create engaging, unique and insightful learning opportunities, grounded in an evidential and experiential approach to 'doing history'. It will reflect on the success of a research network that brought together educators, academics, museum curators and trainee teachers to take medieval and early modern objects from the Grosvenor Museum, Chester into schools. For more information please see the conference website.

FRI: 11.45–12.45 | ●●● F2IWB

BristolClio – a model for self-CPD and resource sharing in the history teaching community

Laura Tilley, Laura Hill, Verity Morgan and Toby Dove
BristolClio

BristolClio is a CPD group of history teachers set up in September 2018 by Laura Tilley and Kate Hawkey. It was decided that there needed to be a platform for teachers to create their own CPD, especially at a time when schools were unwilling/unable to fund CPD opportunities. The group focuses on resource sharing, ideas and collaboration around a variety of different topics in

history teaching. This has culminated in a website due for release soon. We would like to share this CPD model.

FRI: 13.45–14.45 | ●●● F3ILT

Developing a community among history educators

Ailsa Fidler
Liverpool John Moores University

Clare Stow
Canterbury Christ Church University

This session will discuss how a community of practice can be achieved through a range of collaborative opportunities. There will be a focus on ways of supporting primary ITE students through providing feedback and subject-specific targets. We will be discussing some valuable lessons learnt.

FRI: 16.30–17.30 | ●●● F4IFS

Making better decisions: developing critical engagement in early career teachers

Alex Ford
Leeds Trinity University

Many trainee teachers struggle to unpick the complex decisions made by experienced teachers. As a result, they find it difficult to move beyond surface features of lessons they observe and therefore make complex decisions themselves. This session will explore the use of Legitimation Code Theory as a simple toolset for helping trainee and early career teachers to engage in more critical observation of teacher decision-making in order to support their own ability to make well-considered decisions in lesson planning and delivery.

SAT: 10.30–11.30 | ●●● S1IAF

Is there any history in here? Mentoring using the CCF and ECF as a launchpad for history-specific thinking

Victoria Crooks
University of Nottingham

Laura London
University of East Anglia

The ITT Core Content Framework and Early Career Framework have established

a core curriculum for beginning and early career teachers that is expressed in generic ways. This session seeks to explore how those supporting history teachers at this point in their careers can support history-specific thinking and development while still meeting the requirements of the CCF and ECF.

SAT: 11.45–12.45 | ●●● S2ICL

Putting the history into the Early Careers Framework

Martyn Bajkowski
Pleckgate High School

Considered from the subject mentor's point of view, this session will highlight examples and provide guidance as to how a mentor might help support and develop their staff by interweaving key historical pedagogy with the research foundations of the Early Career Framework.

SAT: 15.00–16.00 | ●●● S3IMB

'History up close': helping trainee teachers to secure real engagement through historical knowledge

Alison Kitson and Michael Riley
UCL Institute of Education

The premise of the workshop is that real engagement with history in classrooms is supported by teachers' deep subject knowledge, often developed over years, and that this can be challenging for beginning teachers. Drawing on real examples of practice, Michael and Alison will share insights into the transformative role of teachers' subject knowledge in capturing students' interests. They will then suggest how school mentors, course tutors and the trainee teachers can work together to maximise opportunities to develop subject knowledge in meaningful ways and harness the knowledge that trainees already have.

SAT: 16.15–17.15 | ●●● S4IAK

Korea: a forgotten war?**Ben Walsh and HA Teacher Fellows**

Many scholars and veterans of the Korean War see it as a 'forgotten war'. The same might be said for the Korean War in the history classroom. There is great potential in giving the Korean War a higher profile, from Key Stage 3 to GCSE or A-level, whether for straightforward historical interest – the fact that the war is an excellent vehicle for teaching students about key concepts – or to build a better understanding of the Cold War. This workshop will explore reasons for giving the 'forgotten war' a higher profile and will provide ideas, approaches and resources for doing so.

FRI: 10.30–11.30 | ● **F15MW****Decolonising A-level history: how and why?****Heather Sherman***York College*

In this session we will look at how to approach decolonising A-level history in circumstances where we, as A-level teachers, are more restricted by specifications compared to Key Stage 3. This session is suitable for all exam boards and units, and will look at how to approach decolonisation in a wider context and then also in a specific context, with examples from an Edexcel A2 Britain paper.

FRI: 10.30–11.30 | ● **F15HS** | 🎥**Fresh eyes – take a look at RETEACH, a new free ALCS resource to pep up planning of old and new topics****Carmel Bones***Consultant*

A chance to explore RETEACH with your own curriculum 'gaps' in mind. It's designed for teachers seeking guidance on difficult-to-teach topics, with resources to help offer students broader perspectives using free-to-access guides written by experts. The session will provide case study examples and a chance for showing and sharing, so that you leave with takeaway ideas to make

up-to-date adjustments to your teaching.

FRI: 10.30–11.30 | ● **F15CB****SAT: 11.45–12.45** | ● **S25CB** | 🎥**The West Indian soldier over time – teaching black history at Key Stage 3 through National Army Museum resources****Tracey Weller***National Army Museum*

In 2001, the National Army Museum curated a fascinating new exhibition exploring the little-told story of Caribbean people in the British Army and of the British Army in the Caribbean. This practical workshop will show how to make best use of the exhibition's free online resources, including an interactive timeline spanning 300 years of history, taking in transatlantic slavery, the rise and transformation of the British Empire and the World Wars. New film resources on the life of Walter Tull, the British Army's first black officer during the First World War, and the experience of Caribbean women during the Second World War will also be featured. Come and see how your Key Stage 3 pupils could end up viewing black history through a military lens.

FRI: 10.30–11.30 | ● **F15TW****All roads lead to Constantinople: how the Ottoman Empire can enrich your history curriculum****Tom Allen***St George's International School, Munich*

From the time of the Silk Roads to the era of the League of Nations, the Ottoman Empire held sway over a great swathe of the world. This session will make the case for including Ottoman history in your Key Stage 3 curriculum, as a fascinating civilisation in its own right and also as the key to understanding other historical developments, from the voyages of Columbus to the causes of the First World War.

FRI: 10.30–11.30 | ● **F15TA****Teaching historical interpretations to Year 7 – making complex concepts accessible to younger historians****Laura Tilley***Kings Oak Academy*

I have researched and created a scheme of work looking into how to teach historical interpretations to Year 7 students. Such a complex concept is usually reserved for older students at GCSE. However, as part of my Masters in Education, I researched and designed a scheme of work that makes this accessible to younger students, simplifying it without making it too simple.

FRI: 10.30–11.30 | ● **F15LT** | 🎥**1979: the new 1919? The Iranian Revolution and global history****Robin Whitburn and Abdul Mohamad***Justice to History*

What significant historical turning points shaped the world of the mid-twenty-first century? Our history curricula should consider these, alongside landmarks like the Versailles settlement of 1919 that were significant for much of the twentieth century. The Iranian Revolution of 1979 had a profound impact not only on political Islam in the Middle East but also on international relations across the globe. Its impact is still evident today. This Justice to History enquiry for Key Stage 3 or 4 will help your students to understand key aspects of the global politics of the last 50 years.

FRI: 11.45–12.45 | ● **F25WM** | 🎥

'I thought I'd feel quite intimidated with all the big names of history teaching (even though I've been teaching for 12+ years), but I felt genuinely invited and encouraged to participate.'

Embedding black British history – mindsets and methods

Pearson Edexcel History in partnership with The Black Curriculum

Sponsored:  **Pearson**

This workshop is designed to support teachers to cultivate the mindset and methods essential to embedding black British history through accessible, practical and impactful actions. Attendees will explore positionality and decoloniality and reframing curriculum, pedagogy and school culture, including the importance of an anti-racist pedagogy. Discuss why and how to embed black British history with case studies, actions and resources, plus praxis and delivering an action plan for enhanced racial literacy provision.

FRI: 11.45–12.45 | ● **F2SSP**

Beyond Guernica – bringing the Spanish Civil War to the Key Stage 3 classroom

Christopher Jones

North Bridge House Senior School

This workshop begins with Picasso's famous painting and outlines an approach to teaching the Spanish Civil War to Key Stage 3 students. It will demonstrate not only that the inclusion of the conflict is worthy of study but also how the teaching of key concepts helps to better prepare students for GCSE history. The workshop shows how this enquiry can help students to develop a better 'sense of period' of the Europe of the 1930s by strengthening the knowledge that they have gained from other enquiries.

FRI: 11.45–12.45 | ● **F2SCJ** | 

The wounded and the widowed: examining the lives of seventeenth-century people through Civil War petitions

Alex Cazaly

Newham Sixth Form College

Andrew Hopper

University of Oxford

Showcasing a lesson sequence exploring how the lives of war widows and maimed soldiers were impacted by the



English Civil War, with a specific focus on language, identity and gender and people's changing relationship with the state. Developing a pedagogy for source analysis using the online Civil War Petitions archive, we aimed to develop our students' source comprehension while enhancing their cultural capital and allowing them to explore diverse and personal histories not often covered in exam specifications.

FRI: 11.45–12.45 | ● **F2SCH**

Students, sources and six degrees of separation

Andrew Payne

The National Archives

How can we get students to use sources constructively to develop enquiry and extended writing, based on authentic research using original documents? Andrew Payne, Head of Education and Outreach at The National Archives, will once again be using the world's greatest archival collection to investigate the transatlantic slave trade and demonstrate how students can weave their chosen documents into intelligent historical narratives. The approach will work for students of all ages and with all topics, so even if you don't teach about slavery, you will still discover important techniques to enhance source-based enquiry in the classroom.

FRI: 11.45–12.45 | ● **F2SAP**

SAT: 16.15–17.15 | ● **S4SAP**

'Miss, has the book arrived yet?' Keeping the love of history alive for GCSE students

Sally Burnham

Carre's Grammar School

We all know the dangers of GCSE history becoming content followed by more content, exam question after exam question, and students losing their passion for history. This workshop will look at a variety of ways to ensure that students across the ability range don't lose their love of history as they engage in rigorous activities, get excited by historical interpretations and learn to express their ideas in coherent and well-structured ways. This of course will help lead to good results and students who are A-level-ready, as well as keeping the love of history alive for your GCSE students.

FRI: 11.45–12.45 | ● **F2SSB**


Geography's just colouring! What can history teachers genuinely learn from the pedagogies and discipline of geography?

Tremaine Baker

Middlesex University

How can the spatial focus of geography enrich a history lesson? How can environmental factors provide a broader focus to causation enquiries? How does geographic empathy, towards different people and places, relate to the history classroom? This session, built on the popularity of recent publications such as *Origins* (Dartnell, 2019) and *The Power of Geography* (Marshall, 2021), will show how geography can be effectively brought into the history classroom to enhance learning.

FRI: 13.45–14.45 | ● **F3STB**

 Also available online as a 'virtual' session (see page 4)

Teaching emotive and controversial history: a case study – Britain in Palestine at Key Stage 3

Andrew Wrenn
Consultant

There has really never been a more difficult time to be teaching emotive and controversial history than in the present climate of polarised opinions and culture wars. The easiest way for a history teacher to deal with it is to avoid studying it at all. This practical session will explore how such history might be approached through a case study of one of the most contested territories on Earth, Palestine, and how it came to be occupied by British imperial forces during the First World War. It will show how a balanced view of the occupation and its consequences can be reached through an overview of the decades prior to British intervention, contrasted with a depth study of the Palestine campaign itself. Approaches will be modelled, showing how dual coding of knowledge in both visual and oral forms can support transfer to long-term memory. The session will also feature the use of fascinating original source material not seen in the classroom before to deepen knowledge.

FRI: 13.45–14.45 | ● F3SAW

A new window on the Mughal world: the historian Ruby Lal and the astonishing reign of Nur Jahan

Paula Lobo
Bristol Grammar School;
University of Bristol

When Ruby Lal told her colleagues that she was going to write a history about Mughal women, they laughed at her. 'How are you going to write a history of Mughal women?' they said. 'There are no sources!' But Lal was determined to write a history about a very special Mughal woman: Empress Nur Jahan. 'I dived deeply into the court records,' Ruby Lal explains. 'Nur Jahan is there, it turns out; all we have to do is look for her. You have to peer around the towering figures of men.' In this session, I outline a scheme of work, targeted at Year 8 pupils, that shows pupils Lal's interpretive process

at work: the sources she found, the comparisons she made to other sources and the paintings she analysed. Come and see how Ruby Lal challenged the romantic interpretations of Nur Jahan shown in 1970s movies, and how she complicated simplistic modern cartoons in order to create her own interpretation of a skilful leader and capable politician.

FRI: 13.45–14.45 | ● F3SPL | 🎥

Mechanisms to support the understanding of historical narrative: the reflections of an experienced classroom teacher

Tom Williams
Joseph Chamberlain Sixth Form College

The past – its attitudes, its language and its people – is sufficiently alien already to be a daunting academic pursuit for the young people that we teach; and that is even before you stir in the historian's focus of categorisation – socio-economic, political, foreign, gender and more.

This session focuses on how practical techniques can support post-16 learners to appropriately understand the differing narrative constructs within which the past can be fitted, and thereby support a meaningful and long-lasting approach to change.

FRI: 13.45–14.45 | ● F3STW

Do Gypsy, Roma and Traveller children see themselves in your history classroom?

Helen Snelson
University of York

Richard Kerridge
Cambridge Assessment

Gypsy, Roma and Traveller people are the largest minority ethnic group in some communities (and therefore in some schools) in the UK. Helen and Richard have been working with other teachers and historians to create resources to support both teaching and teacher knowledge. From a short sequence focused on change and continuity in the long nineteenth century, to slot-ins to popular topics such as the First World War, they will share what they have

learnt and the work so far to encourage confident teaching of this neglected past.

FRI: 13.45–14.45 | ● F3SSK | 🎥

Teaching sensitive and controversial issues in AQA history

Matthew Fearn-Davies
Sir William Robertson Academy

Eoin MacGabhann
AQA History



Sponsored:

This session will explore different approaches to teaching controversial and sensitive history. Drawing from a range of topic areas and case studies in AQA's GCSE history specification, Matthew and Eoin will demonstrate a range of practical approaches to planning and pedagogy that locate the teaching of potentially sensitive issues firmly within the historical discipline.

FRI: 13.45–14.45 | ● F3SSP

Effective curriculum implementation in history: how to make your curriculum land in the right way

David Hibbert
Cherwell School

Hugh Richards
Huntingdon School

As the curriculum agenda becomes embedded in schools, it has become clear that effective implementation is key to the delivery of a good curriculum. From a combined decade of subject leadership experience, David and Hugh have learned that a history curriculum must be more than pieces of paper and must be lived, enacted and brought to life, day to day. They will explore a range of actions that subject leaders can take across different contexts that will help to ensure that a curriculum 'lands' in the minds and memories of students and therefore does justice to the subject.

FRI: 16.30–17.30 | ● F4SHR

SAT: 10.30–11.30 | ● S1SHR | 🎥



Enhancing your Key Stage 3 curriculum by teaching the partition of India

Catherine Priggs

Dr Challoner's Grammar School

Steve Mastin

Opening Worlds/Consultant

In this workshop, we'll argue that the partition of India should be in your Key Stage 3 curriculum. There are opportunities for pupils to study what partition reveals about the British Empire in India, the legacy of partition and the twentieth century's largest migration – these are all valuable curricular opportunities. We'll discuss approaches to teaching partition, including incorporating scholarship and contemporary source material, and how this topic can be woven throughout the curriculum, rather than bolted on.

FRI: 16.30–17.30 | ● F4SPM

Helping students build rich historical worlds at GCSE: a Viking case study

Ed Durbin

Greenshaw Learning Trust

Sam Jones

Bolder Academy

Lots of content. Not enough time. Efforts to overcome these challenges at GCSE can suck the joy out of history and make it harder for students to understand and remember. In this session, two teachers in different settings share their approaches to planning and replanning the teaching of Viking expansion. They will discuss their use of historical fiction, rich imagery and recurring characters to help students to develop a coherent sense of place, people and period. The session will

feature specific examples for teaching the Vikings but is relevant to all GCSE history teachers.

FRI: 16.30–17.30 | ● F4SED

SAT: 16.15–17.15 | ● S4SEC | 📺

Making medieval history accessible to sixth formers

Chris Eldridge

Wells Cathedral School

Medieval history has often been viewed as impenetrably difficult for modern sixth formers. Chris Eldridge, who has been teaching an exclusively medieval syllabus for the past seven years, disagrees. In this session, he aims to share techniques for rendering this period accessible to mixed-ability classes, outlining the surprising benefits that a medieval focus can bring.

FRI: 16.30–17.30 | ● F4SCE

Teaching Islam and Christianity in conversation across time: collaboration, conflict, co-existence, creativity

Christine Counsell

Consultant

One way of broadening content and perspectives at Key Stage 3 is to escape the narrow confines of 'Christian societies' and 'Islamic civilisations' and to find threads of story that show communities in these two great Abrahamic traditions interacting. How can we lift pupils into these broader stories, transcending parochialism, yet still find the depth and detail that takes these two traditions seriously, builds a sense of period and makes history teaching sing?

FRI: 16.30–17.30 | ● F4SCC | 📺

SAT: 15.00–16.00 | ● S3SCC

Curriculum continuity in history – forging the framework to demolish the 'transition gap'

Alex Fairlamb

St Wilfrid's RC College

Our DfE ONE Transition project focuses on the role and impact of curriculum continuity in history from Key Stage 2 to Key Stage 3. Cross-phase colleagues have co-developed a curriculum progression model that ensures curriculum continuity in terms of content and the explicit teaching and modelling of second-order concepts and tier 3 vocabulary in distinct history lessons. As part of this, threshold concepts and subject pedagogical practice have been agreed, alongside the sharing of cross-phase subject expertise, in order to ensure high expectations and rigorous history lessons for children from Year 2 to Year 9. Cross-phase moderation is also inbuilt into this. This presentation will explore why we designed this project, how we constructed the curriculum, what the impact has been and where the project will go next.

FRI: 16.30–17.30 | ●● F4SAF | 📺

Sexes and the city: delivering an inclusive curriculum at Key Stage 3

Andraya Holmes

Harris Federation

A fully inclusive curriculum is one that includes the voices of all groups in society. This session seeks to give practical examples of how to bring LGBTQ+ history into the classroom and showcases a Key Stage 3 scheme of work designed to bring LGBTQ+ voices to the fore.

SAT: 10.30–11.30 | ● S1SAH

SUITABLE FOR: ● Primary ● Secondary ● General interest

Teaching sensitive histories in a diverse classroom

Jessica Kempner

Preston Manor School

In order to respond to developments in pedagogy, we often forget about the diverse classroom in which we teach and those challenges and opportunities. Teaching 'sensitive' histories, particularly in classrooms with high numbers of refugees, has an effect on the engagement of students, but we as teachers have a duty to consider the effects of our teaching on these students too. This talk addresses the current issues in education for contemporary refugees and the issue of refugee engagement with topics like the Holocaust in secondary education.

SAT: 10.30-11.30 | ● S1SJK

What can Stanley Spencer tell us about the First World War?

Philip Arkinstall

Hardenhuish School

'Art, war and reconciliation' focuses our attention on how wars are interpreted by witnesses to them. In this workshop we will be looking at how the First World War impacted the artist Stanley Spencer and how he used his art to share a different story of the war. Prepare to uncover an unconventional war story, find ways to discuss conflict outside the Western Front and engage Key Stage 3 pupils in the post-centenary years.

SAT: 10.30-11.30 | ● S1SPA



Why did Martin Luther King say that?

Adam Smith

University of Oxford

Sam Pullan

Highgate School

'I have a dream today!' Everyone knows that phrase. Fewer people know that the early sections of Martin Luther King's classic speech were, in effect, a whistle-stop tour of the American War of Independence and Civil War, carefully chosen to resonate with his audience. In this talk, Professor Adam Smith will explain exactly why King said what he did, and Sam will show how he borrowed Adam's expertise to use 'I have a dream' to teach two pivotal moments in American history.

SAT: 10.30-11.30 | ● S1SSP

Representation and its possibilities at Key Stage 4 and 5

Claire Holliss

Reigate College

The comparative flexibility of the history curriculum at Key Stage 3 has ensured that it has been the focus for most departments' work towards building representation into their curriculums. This workshop will outline how, in spite of the restrictions presented by exam specifications, possibilities still exist for this kind of planning at Key Stage 4 and 5. It will also explore how planning for representation can work to improve students' historical thinking at this level.

SAT: 10.30-11.30 | ● S1SCH | 🎥



A Key Stage 3 history curriculum with historians at its heart

Jennifer McCullough

Tapton School

Ben Walsh

David Ross Education Trust

Jennifer and Ben work across a number of secondary schools and have each been developing a new Key Stage 3 curriculum. Though taking different approaches from each other, both attempt to bring real academic rigour and up-to-date scholarship into Key Stage 3 right from the start of Year 7. Jennifer and Ben will share the intent of such a curriculum, its impact so far across a variety of secondary contexts, and guidance on how to formally assess students' understanding of historical interpretations.

SAT: 11.45-12.45 | ● S2SMW | 🎥

Weapons of the weak: using female Sikh history to uncover post-colonial resistance through source analysis

Danielle Donaldson

Concord College

An exploration into introducing pupils to the Sikh Empire – in particular, female history in relation to Jind Kaur, and how she attempted to resist the gendered bias and political misogyny that emerged within the Punjab in the 1840s.

SAT: 11.45-12.45 | ● S2SDD

🎥 Also available online as a 'virtual' session (see page 4)



Using academic literature to enhance students' subject knowledge and history-specific vocabulary at A-level

David Brown

The Sixth Form College Farnborough

Amy Diprose

Weydon School

This session will examine both how we use academic literature through our lessons to build student knowledge and the specific strategies employed to enhance their subject-specific vocabulary. The session will set out the latest academic research on student vocabulary acquisition and explain how this can be applied specifically to A-level history in order to enhance student progression in the subject.

SAT: 11.45-12.45 | ● S2SDB

Similarity and difference: the lost concept

Seb Greenwood and Alexander Dickens

Harris Federation

A discussion around the value of teaching similarity and difference and the challenges that teachers might face in planning enquiries focused on this disciplinary concept, using a case study enquiry on pre-colonial West Africa.

SAT: 11.45-12.45 | ● S2SGD

Process rather than event: using evidential thinking to help unpick the complexity of conquest

Holly Hiscox

History Teacher

This session is primarily aimed at Key Stage 3 teachers looking for ways in which to engage students in evidential thinking and the nature of the Norman conquest after the victory at Hastings, but will be useful for anyone looking to develop their subject knowledge in this area. Resources designed as part of the funded CPD programme 'Conquest: histories and remembrance' will be modelled (including a full enquiry and related materials). The differing Welsh, Scottish and English experiences of the invasion will be explored, giving a more comprehensive view of the consolidation of Norman control. By supporting students in using a range of sources as evidence, and in considering the different experiences of conquest across Britain, we can enable them to arrive at a more sophisticated understanding of the period of conquest, which can result in a better appreciation of the complexity of the past.

SAT: 11.45-12.45 | ● S2SHH

Pearson Edexcel GCSE history: getting ready to teach the Migration thematic study

Katie Hall

Pearson Edexcel History

Sponsored:



This practical workshop with Katie Hall is for teachers who are switching (or considering switching) to the new Pearson Edexcel GCSE history 'Migrants in Britain' thematic study. Attendees will consider the benefits and opportunities of choosing this new Paper 1 option and learn about the structure and content of the new 'Migrants in Britain' thematic study and Notting Hill historic environment. Think about how to plan for teaching the new option, explore possible teaching and delivery strategies, and find out more about the free and paid-for support available.

SAT: 15.00-16.00 | ● S3SSP

Partition: re-evaluating the teaching of empire

Andraya Holmes

Harris Federation

Through 2020-21, a group of Harris teachers have been collaborating to develop our teaching of empire by moving away from breadth studies to focus on different aspects of empire in depth, namely what the story of partition shows about empire and the process of decolonisation. This session will reflect on how we have engaged with scholarship and Royal Holloway University to create new Key Stage 3 resources to enable students to study an historically under-taught topic.

SAT: 15.00-16.00 | ● S3SAH | 🎥

'A fantastic selection of speakers covering a range of timely and relevant issues.'

Developing substantive thinking: a project to create connections through a Key Stage 3 curriculum

Sarah Jackson

Sawston Village College

In this session I will be exploring how my department has embedded substantive concepts across a Key Stage 3 history curriculum, from choosing a set of core substantive concepts to tie the curriculum together, to creating opportunities to build on and develop prior understanding. This session will include lots of practical strategies to use with pupils but also suggestions for how to develop a shared understanding among staff about how we develop pupils' substantive knowledge.

SAT: 15.00–16.00 | ● S3SSJ | 📺

Workshop on the Al Andalus curriculum

Yasmin Kader

Cambridge University

David Rawlings

Bristol University

Susan Douglass

Georgetown University

This session seeks to outline the intellectual and cultural significance of medieval Al Andalus and explore its relevance to young people in the UK today. The presentation will be followed by a consultation with participants about a proposed new Key Stage 3 Al Andalus curriculum programme, enhanced by 3D AR/VR technology, to consider its possible value, design and implementation in school communities.

SAT: 15.00–16.00 | ● S3SKR

Using place as an analytical lens to secure interplay between overview and depth and tackle similarity and difference

Stuart Farley

Upper Shirley High School

Inspired by social and cultural historian Tim Cole, I decided to look again at how I taught the Holocaust. I wanted to use the geographical concept of place as a way of enabling Year 9 students to build far more diverse narratives that took full account

of the chronological diversity of people's experiences, as well as the different decisions made by different people in their different places. This enabled my students to unpick what the not-quite-contemporary term 'the Holocaust' means, building on techniques used by Carr and by Olivey when teaching about the nineteenth century. In this session, I aim to share the thinking that I developed over the course of planning this enquiry and how this thinking has gone on to transform my wider curricular planning.

SAT: 15.00–16.00 | ● S3SSF

A lens to illuminate the bigger picture: a local perspective of the Second World War

Sarah Hartsmith

St Augustine's Catholic College

Andrew Sweet

Millfield Prep School

How can local history tell the story of a global conflict? Through utilising primary sources and personal stories, students are able to engage with a defining period of international history by placing local history at the forefront. Local history brings a level of inclusivity, relevance and popularity to ensure that all students have a stronger grasp of significant events from the Second World War. By working alongside other teachers as part of the Historical Association South West Network, this workshop demonstrates the value of building local links in reassessing your Key Stage 3 curriculum.

SAT: 16.15–17.15 | ● S4SHS

Mapping the history curriculum Key Stage 1 to Key Stage 5

Lynne Adams

Dene Magna School

This workshop will provide an opportunity for history teachers in primary and secondary to examine a child's history journey throughout their school career. How do we build on skills and knowledge taught from five to 15 while remaining engaging and informative?

SAT: 16.15–17.15 | ● S4SLA | 📺

Using oral traditions to study the Inkas with Year 7 pupils

Paula Lobo

Bristol Grammar School

This is a practical session, focused on a teacher's journey through archaeological artefacts, native oral traditions, anthropologists' research and historical scholarship, ending with a scheme of work focused on the rise and rule of the extraordinary fifteenth-century Inka empire. After weeks of research and collaboration with anthropologist Sabine Hyland, I can't wait to discuss my approach to the rich sources and fascinating scholarship of Inka history. There will be plenty of practical activities to trial as I explain my approach to diversifying and enriching our department's Year 7 curriculum through the study of a fascinating South American civilisation.

SAT: 16.15–17.15 | ● S4SPL

Teaching the history of the Holy Land in the twentieth century: very tricky, very important

Kate Smee and Dan Warner Meanwell

Fairfield High School

The twentieth-century history of the Holy Land is very difficult to teach. Students and staff often have strong views, social media encourages binary positions and even the name of the region is problematic. However, as both anti-Semitism and Islamophobia remain significant social ills, and the violence in the region continues and is exacerbated by the history, it seems more important than ever that students leave school with some understanding. We have tried to plan a unit that develops a broader understanding, and have thought carefully about our rather different approach in order to enable all students to confidently and comfortably debate the issues.

SAT: 16.15–17.15 | ● S4SSW

'I've got so much I want to put into practice and work on.'

Anatomy of a duel in Shakespeare's England

Lloyd Bowen
Cardiff University

This talk discusses the best-documented duel in early modern England. This encounter occurred in Highgate on the morning of 21 April 1610 and left a young man dead, although whether he was a victim of a fair fight or a dastardly conspiracy was a question that hung over the duel's subsequent legal investigation. Our knowledge of duelling in this period is partial and shaky, in no small measure because of the brief and fragmentary records that it usually leaves behind. By contrast, a remarkable cache of legal evidence allows us to follow in detail the story behind this duel, from its origins in a property dispute, through the fight with swords in a Middlesex field, to a manhunt and a murder trial at King's Bench. This story also takes us into the murky world of James I's Court, where considerations of patronage and influence came to trump the imperatives of justice.

FRI: 10.30-11.30 | ●●● F1GLB | 🎧

The impact of the 'girl conchies': female pacifism in World War II

Steve Illingworth
Historian

2022 sees the eightieth anniversary of Britain's first female conscientious objectors. The very first 'girl conchie', as the press described her, was Joyce Allen of Bristol. When conscription for women became law for the first time in British history in December 1941, many women refused to comply and over 250 were imprisoned. This session will explore the story of female pacifists, often overlooked by historians, arguing that their actions made a significant impact on everyday life in Britain during World War II.

FRI: 10.30-11.30 | ●●● F1GSI

Visit: The Red Lodge Museum

What secrets lie behind the bright red door? Step inside and experience more than 400 years of history. From 'royal party house' of the sixteenth century to a

Victorian reform school for girls, see how the lodge has changed over time. The Red Lodge houses three of the oldest rooms in the city, including the last complete Elizabethan room in Bristol. In the 1720s, as a family home, the lodge doubled in size with a fashionable extension, and it was transformed into a Victorian reform school in 1854 by Mary Carpenter and Lady Byron.

FRI: 10.30-12.45 | ●●● F1GVI | 🚶

Patterns of migration in England's medieval empire: the case of Ireland

Brendan Smith
University of Bristol

A new element was added to the long tradition of migration across the Irish Sea in the late twelfth century when the English Crown decided not only to conquer Ireland but also to colonise it. The permanent relocation of English lords, townfolk, peasants and clergy changed the course of both Irish and English history. What induced people to move and how did they fare in their new homeland? How did England rule its first colony?

FRI: 11.45-12.45 | ●●● F2GBS | 🎧

Discovering Bristol in 1480

Giles Darkes
Historic Towns Trust

This workshop will focus on the recently published Historic Towns Trust map of Bristol in 1480, and how the map can be used in historical research.

FRI: 11.45-12.45 | ●●● F2GGD

Mission France – the true history of the women of Special Operations Executive

Kate Vigurs
Historian and author

Hear the story of 39 women who were chosen to work in a secretive, clandestine and mainly male domain, Special Operations Executive (SOE), French section. Ranging from housewives to mothers, shop assistants to countesses, they were taught silent killing, instinctive shooting and sabotage, as well as survival tactics for life in Nazi-occupied France. They



infiltrated behind enemy lines to work as couriers and wireless operators, operating undercover and beyond the protection of the Geneva Convention. Life expectancy was short, sometimes a mere six weeks, but these women worked and fought hard – often living in solitude with no friends or company; travelling hundreds of kilometres carrying vital yet incriminating information; receiving arms or vital supplies; and risking everything to make contact with SOE HQ over the radio waves.

FRI: 13.45-14.45 | ●●● F3GKV | 🎧

Talking about crises of climate and environment in historical perspective

Amanda Power
University of Oxford

To understand why humans have not only caused unfolding crises of climate and biodiversity, but are also refusing to act with the necessary urgency, we have to look back to the histories of our values and ideologies. For millennia, these have been developed by the powerful to justify the exploitation of surrounding ecologies and denigrate ways of living that are more sustainable. These are difficult, counter-intuitive histories, but tremendously important for students to be able to explore in order to understand the present and develop positive ways forward in worrying times.

FRI: 13.45-14.45 | ●●● F3GAP



Walk: Bristol Harbourside

Join volunteers from M Shed for a walk exploring Bristol's Harbourside. The Floating Harbour walk takes you on a trip into Bristol's old docklands. Along the way we highlight the city's maritime heritage with the aid of a variety of historical photos, plans and maps.

FRI: 15.30–17.30 | ●●● F4GWA | ♣

Bristol: a city built on the wine trade

Evan Jones
University of Bristol

'Sherry sack... is the first moisture given to infants in this city. It is also the entertainment of course which the courteous Bristolians present to all strangers when first visiting their city.'

Fuller, *Histories of the Worthies of England* (1662)

Wine was central to Bristol's economy and culture for hundreds of years, being the chief import to the city from the thirteenth to the seventeenth century. It was also widely drunk from infancy on; this is why sherry was also called 'Bristol milk'. But what did people drink in England and why? How did the wine that was drunk change over the centuries and what can this tell us about British culture and society? This session will explore these questions while also introducing the audience to some of the types of drink involved, ranging from the English wines

of the Middle Ages to the fortified wines of the eighteenth and nineteenth centuries.

FRI: 16.00–18.00 | ●●● F4GEJ

Walk: Alleys, masts, merchants, markets, spires, towers and walls

Rob Pritchard
HA Bristol Branch

Join Rob Pritchard from the Bristol Branch on a medieval walk around Bristol's back streets. This illustrated walk will take just over an hour and a half. Starting at the conference hotel and walking via Castle Park, St Peter's Church and St Mary Le Port to Bristol Bridge, continuing to follow the line of the medieval city walls, Rob will provide an idiosyncratic view of the medieval history of Bristol.

SAT: 10.30–12.45 | ●●● S1GVI | ♣

Black Britain before Windrush: A plea for a different history of the 1930s

Liam Liburd
Durham University

'These are what the French so aptly call les dessous de l'histoire – the underneath of history that comes out, years later, that has been in the records, all along, for all to see...'

Nancy Cunard, 1934

When we learn, teach, or otherwise engage with the history of the 1930s – whether in the secondary school

classroom, the university lecture or seminar, or in museums, films and documentaries – we encounter a story that is primarily European in its telling. We encounter personalities, events and images such as those of Adolf Hitler, Neville Chamberlain, the breadlines of the Great Depression, maybe the Jarrow March, perhaps even the Spanish Civil War – all associated with Europe and white Europeans. But the history of the interwar period did not only happen in Europe and did not only involve white Europeans. In this talk, Liam Liburd will discuss the other 'underneath' of the history of the 1930s: the many prominent Black individuals and organisations within Britain and throughout its Empire caught up in the key events of the period. This discussion of their struggles against racism, their critiques of fascism, and the underappreciated role that they played in the history of the period, constitutes a plea for a different history of the 1930s, a history made to the measure of the world.

SAT: 10.30–11.30 | ●●● S1GLL | 🎥

'However much you feel you know, you never stop learning.'

Why does the massacre of the Armenians in the First World War still get overlooked?

Paula Kitching

Historian and author

Why is the term 'Armenian Genocide' controversial, with many countries still not acknowledging a genocide at all? What do we know about the event of 1915 and the plight of the Armenian community in Turkey? How can we grapple with a history that many people want to forget? In this talk, Paula Kitching explores what was reported about the events of 1915 at the time; how the post-war period affected what was discussed; and how what happened to the Armenians continues to cause tensions today.

SAT: 10.30-11.30 | ●●● S1GRL

Rome in the world/the world in Rome

Lucy Donkin

University of Bristol

In many cultures, earth has been used to represent a place and make it present elsewhere. This talk explores how medieval and early modern Rome was connected with the rest of the world through the movement of soil to and from the city. Some interpretations of these transfers celebrated Rome's imperial past or papal present; others challenged and appropriated the city's authority in times of religious and political change.

SAT: 11.45-12.45 | ●●● S2GLD | 📺

Learning to manage the media in wartime: the Burma campaigns, 1941-1945

Philip Woods

Historian and author

This talk will look at the various ways in which the British and US governments and their armies managed the media presentation of what has sometimes been described as a 'forgotten war'. The Army learnt the lessons from mistakes made during the retreat from Burma in 1942, and by May 1943 had found the 'perfect story': that of General Wingate and the Chindits. In October, Lord Mountbatten took over as Supreme Commander

SEAC and made it a priority to improve media coverage of what was now an increasingly successful military operation. This talk examines the methods used and evaluates their effectiveness.

SAT: 11.45-12.45 | ●●● S2GPW

Against the odds: 30 years of writing black British histories

Stephen Bourne

Historian and author

Stephen Bourne presents an informative and accessible overview of his work as an historian of black Britain. Starting in 1991, with his first book *Aunt Esther's Story*, Stephen has managed, against the odds, to publish many books about the black British experience. These include *Black Poppies*, his acclaimed study of black servicemen in the First World War, which he has now adapted for children. His latest book is *Deep Are the Roots*, which celebrates the pioneers of black British theatre, beginning in 1825 when Ira Aldridge made history as the first black actor to play Othello in the United Kingdom.

SAT: 15.00-16.00 | ●●● S3GSB | 📺

Why did the Roman past matter in medieval England and Wales?

Emily Winkler

University of Oxford

Owain Wyn Jones

Bangor University

This session, based on the presenters' AHRC-funded project, investigates medieval historical writing in Britain (c.1100-1200) as a medium for reflecting on relationships between people in the past. It will explore how different writers understood the ancient Roman occupation of Britain: in court poetry, sacred (and satirical!) Latin annals and even reference works in Welsh and Latin. Through their rethinking of ancient history, we can better understand medieval writers' ideas about loyalty, foreign relations, good kingship, diplomacy and how to learn from history.

SAT: 15.00-16.00 | ●●● S3GEW

Kaiser Wilhelm II – the last German emperor

Katja Hoyer

Historian and author

When Wilhelm II began his reign over the German Empire in 1888, he inherited a divided realm. The young kaiser dreamed of uniting his people in a common quest for Germany's 'place in the sun' – a venture that would end not only in devastation for the country but also in the destruction of the German monarchy. But is Kaiser Wilhelm really the villain in this story? The man remains as much of an enigma today as he was to his contemporaries. This talk aims to shed some light on the fascinating life and times of the last German emperor.

SAT: 16.15-17.15 | ●●● S4GKH

'Violent, refractory and noisy girls': women and youth justice in Bristol

Laura Harrison and Rose Wallis

University of the West of England, Bristol

Red Lodge was the first reformatory school founded exclusively for young women. It was opened in Bristol in 1854 under the superintendence of Mary Carpenter, a leading female advocate of deprived and delinquent children in mid-nineteenth-century England. While reformatory schools were considered a new initiative to address the problem of juvenile delinquency, a range of organisations and institutions were established throughout the nineteenth century to reform 'wayward' or criminal girls and young women. In this talk, historians Laura Harrison and Rose Wallis will use the foundation and operation of Red Lodge and the Bristol Female Penitentiary to explore histories of women as activists and offenders, considering the development of youth justice in the nineteenth century and addressing how these historical perspectives can help us to critically reflect on young women's experience of the criminal justice system today.

SAT: 16.15-17.15 | ●●● S4GHW | 📺