



Historical Association  
The voice for history

# ANNUAL CONFERENCE 2026

FRIDAY 15 MAY 2026

Hilton Newcastle Gateshead

## Programme at a glance

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	General	Primary	ITE	Secondary								
08:30–09:00	Registration and exhibition											
09:00–10:15	Welcome and Presidential Lecture   Alex Walsham The destruction of Stonehenge: history, imagination and truth   Pipewellgate and Oakwellgate											
10:15–10:45	Coffee and welcome meetings											
10:45–11:45	Visit to the Quayside and Baltic Centre for Contemporary Art Pipewellgate	A brief history of Iran Paula Kitching Pipewellgate	So whose story is it anyway? Andrew Wrenn, Donald Campbell Meeting Room 4	Scribes, bricklayers, priestesses and kings: why study Mesopotamia at Key Stage 2? Christine Counsell Meeting Room 7 & 8	Inclusive practice in history ITE: removing barriers to help beginning history teachers to thrive Victoria Crooks, Laura London Meeting Room 5	Beyond Tudor queens and suffragettes: ESIS strategies for reclaiming women's place in history Sasha Smith Oakwellgate	Making history matter: linking local history to national and international stories Emmy Quinn Meeting Room 3	Teaching migration histories with confidence at Key Stage 3 Helen Ward, Liberty Melly, Abdul Mohamud Meeting Room 2	Voices that shape understanding: using oracy in the history classroom Sally Burnham Hillgate	Making GCSE history accessible for LPAs across a multi-academy trust (the journey so far) Katie Amery Meeting Room 9	(Some) Hot topics in history teaching Carmel Bones Boardroom	The beats and the buzzing: harnessing the power of reading aloud in an inclusive history classroom Elizabeth Carr, Catherine Priggs Meeting Room 1
12:00–13:00		The Bolsheviks in power: consolidating the early Soviet government, 1918–24 Lara Douds Pipewellgate	So how is this all connected? Using substantive concepts to weave learning across the curriculum Karin Doull Meeting Room 7 & 8		Learning through liminality: supporting trainee teachers to develop autonomy by embracing complexity Alex Ford Meeting Room 5	Teaching difficult and inclusive histories: learning from Indigenous voices and perspectives Kerry Apps, Caroline Dodds Pennock, Catherine Flavelle Hillgate	When worlds collide: maximising curriculum time through cross-curricular enquiries Sally Thorne Meeting Room 3	How to stop knowledge-rich becoming information-rich: why story matters so much in history Rachel Foster Oakwellgate	'They'll never be able to do that' Alex Fairlamb Meeting Room 1	Neurodiversity and history: exploring autism in the past and in the classroom Mark Fowle Meeting Room 2	Beyond 'rebirth' and 'Nakba': interpreting events leading to the foundation of Israel in 1948 Rob Kanter Meeting Room 9	Sourcing crime in Whitechapel and medicine on the Western Front: Alana Britton Boardroom
13:00–14:00	Lunch and fringe sessions											
14:00–15:00	The Chinese Cultural Revolution in history and memory Joseph Lawson Pipewellgate	Parliamentary and royal ceremony in the Polish-Lithuanian Commonwealth in the seventeenth century Katarzyna Kosior Boardroom	Securing historical thinking at Key Stage 2 to prepare for Key Stage 3 Rachel Bruce, Judy Clarke Meeting Room 7 & 8		Building historical thinking for generalist primary teachers Jennifer Huntsley, Stephanie Jach Meeting Room 5	There's a castle in Newcastle? How local history is reshaping students' perceptions of their world Jacob Billingsley Meeting Room 3	Exploring the 'Invisible East': uncovering everyday life in the medieval Eastern Islamicate world Zaiba Patel Meeting Room 2	Similar and different: how historical sources can reveal colonised experiences of the British Empire Emma McKenna, Helen Ward, Robin Whitburn Hillgate	The Collier's Rant: what songs should be sung of Britain's coal mining communities? Morgan Robinson Meeting Room 9		Teaching students to think historically in the age of generative AI Martin Lindill Oakwellgate	Pearson Edexcel history: one step closer towards history qualification reform Mark Battye Meeting Room 1 
15:15–16:15	Daily life in late-Stalinist Leningrad: living in the shadow of war and the siege Robert Dale Meeting Room 7 & 8	Staging the legend: Napoleon in theatre and cinema, c. 1800–2000 Laura O'Brien Pipewellgate	How one plant can change the world: what can gardens, parks and plants tell us about history? Susie Townsend Meeting Room 4	Rethinking history: how to make history more inclusive for all learners Lorna Spencer Meeting Room 2	Capturing the flag: tackling the controversial events of today through the lens of history Philip Arkinstall Meeting Room 3	Bayeux and beyond: embedding more women in the teaching of Anglo-Norman England Natasha Hodgson Boardroom	Making meaning in a world turned upside down: refining a more layered Key Stage 3 seventeenth-century enquiry Peter Jackson Oakwellgate	Contesting the crown: empire, independence and identity in the Caribbean Otis Blaize Meeting Room 5	The Women's Orchestra of Auschwitz: including Jewish voices of resistance in your teaching of the Holocaust Steve Mastin Meeting Room 9	From making it stick to making an argument: supporting learners who struggle with GCSE history Dale Banham Hillgate		Using story well in history Christine Counsell Meeting Room 1 
16:15–16:45	Tea											
16:30–17:30	Merchants, scholars, and antiquaries: England and the Ottoman Empire in the seventeenth century Simon Mills Meeting Room 1	Executive (in) action: Kennedy, Johnson and the civil rights movement of the 1960s Brian Ward Oakwellgate	16:45–17:30	Dawson Lecture Michael Maddison History of all for all: Why we all need to step up if we are ever to achieve this ambition and why politicians need to let us get on with it Pipewellgate								
17:45–18:45	Friday keynote   Adam Smith How to historicise the contemporary United States   Pipewellgate and Oakwellgate											
18:45–19:30	Drinks reception											
19:30–22:00	Dinner and quiz   Hillgate											



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SATURDAY 16 MAY 2026

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## Programme at a glance

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	General	Primary	ITE	Secondary								
08:30–09:00	<b>Registration and exhibition</b>											
09:00–10:15	<b>Saturday keynote   Emma Griffin</b> Workers and the making of the modern world   Pipewellgate and Oakwellgate											
10:15–11:00	<b>Coffee and welcome meetings</b>											
11:00–12:00	<b>Walking tour: Trade and empire</b> Avram Taylor 🚶	<b>Between the campus and the street: new perspectives on student activism and its histories</b> Daniel Laqua Pipewellgate	<b>Creating opportunities for oracy in your Key Stage 1 and Early Years history lessons</b> Sue Temple Meeting Room 4	<b>Connecting past and place: a grassroots approach to local history in schools</b> Matthew Harper-Duffy Meeting Room 5	<b>How can new history teachers learn to plan effectively when all the planning has been done?</b> Katharine Burn, Jim Carroll Meeting Room 1	<b>Teaching slavery: principles and approaches to Britain's colonial past</b> Abdul Mohamud, Robin Whitburn, Katie Donington Oakwellgate	<b>Testing more than recall: designing MCQs that reveal pupils' ability to think about the past</b> Jonnie Grande Hillgate	<b>Humans and the planet: weaving environmental history into a thematic Key Stage 3 curriculum</b> Fred Oxby Meeting Room 7 & 8	<b>Fun and games 2.0: history lessons made engaging</b> Natasha De Stefano Honey Boardroom	<b>A thorn between two roses? Why Key Stage 4 is ruining history and what we can do about it</b> Alex Dickens Meeting Room 2	<b>From MDLVIII to 1603: Elizabethan England's number revolution</b> Rob Eastaway Meeting Room 9	
12:15–13:15		<b>Margaret Thatcher's world</b> Martin Farr Pipewellgate	<b>Windrush: making a world of difference</b> Chris Trevor Meeting Room 5	<b>Connecting the Key Stage 2 curriculum: concepts, contexts and curiosities</b> Glenn Carter Boardroom	<b>Mentoring as a lever for subject-specific professional learning</b> Victoria Crooks, Laura London Meeting Room 3	<b>Reimagining local, national and imperial histories in the classroom</b> Colin McCormick, Caitlyn Palmer Hillgate	<b>How can stories, historians and museum resources be used together?</b> David Hibbert, Eleanor Nicholson Meeting Room 7 & 8	<b>Bringing Holocaust education and archaeology together in the classroom – a new approach</b> Hannah Randall, Will Mitchell Meeting Room 9	<b>Building belonging in the history classroom</b> Andraya Holmes Meeting Room 2	<b>Beyond the classroom: using curricular visits to support historical thinking</b> Geraint Brown, Kath Goudie Meeting Room 4	<b>Better history: using AI to help students to develop more effective thinking about documents</b> Andrew Payne, Laura Howey, Ben Walsh Oakwellgate	<b>The future of history at AQA</b> Teni Gogo and Hayley Bellis Meeting Room 1 
13:15–14:15	<b>Lunch and fringe sessions</b>											
14:15–15:15	<b>Institutionalised fascism: race and the politics of English prisons, 1971–1985</b> Liam Liburd Hillgate	<b>Politics, divine defence and the pilgrim path to Kōyasan in medieval Japan</b> Philip Garrett Meeting Room 4	<b>For Wales, see England: rebalancing British History in the primary classroom</b> Alex Pethick Meeting Room 3	<b>Teaching significance and interpretation through Mary Anning</b> Jo McWhinney-Tripp Meeting Room 5	<b>Virtual Museum: introducing the discipline of history to student teachers via personal artefacts</b> Gabrielle Rowles Meeting Room 9	<b>Entangled histories: teaching the partition of British India through emotion and enquiry</b> Kiran Mahil Meeting Room 2	<b>Using role-play to teach consequence: a comparison of experiences</b> Lucy Wimhurst, Verity Morgan Boardroom	<b>Planning the GCSE backwards: 'final performance as deceiver and guide' in Key Stage 4 history</b> Ed Durbin Oakwellgate	<b>What does A.C.E. history teaching look like?</b> Richard McFahn, Aaron Wilkes Meeting Room 1	<b>How do we create future historians in the classroom?</b> Helen Carrel Meeting Room 6	<b>The Ottomans, the Great Exhibition and Gorbachev: planning end-of-year enquiries across Key Stage 3</b> Jacob Olivey Meeting Room 7 & 8	
15:15–15:45	<b>Break</b>											
15:45–16:45	<b>Bad reputation: Fear as a weapon of warfare in the Mongol Empire, and its distorting historical legacy</b> Nicola Clarke Oakwellgate		<b>Education keynote</b> Tim Jenner, Ofsted Pipewellgate									

