



The  
Historical Association

The voice for history

# 10 page Conference Programme and Booking Form

## Annual Conference

13 & 14 May 2011

Manchester Conference Centre



### What they said last year:

*'I think that the multiple strands approach primary/secondary/academic is an excellent idea, an enjoyable and useful event.'*

*'Thanks for organising such an enjoyable day. Certainly gave me food for thought.'*

*'As a first time attendee I have been extremely impressed! Fantastic value, excellent engaging sessions which are relevant to teaching today. I have gained a lot from this already and have plenty to take back to my school. You also have a new member... Thank you.'*

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

# HA Annual Conference Programme at a glance

Friday 13 May 2011

Pathways						
Time	Primary	Secondary	Secondary	Secondary	General	sponsored
09.30 10.15	Registration and Exhibition					
10.15 11.15	Welcome Talk: Michael Maddison, HMI					
11.15 11.45	Coffee					
11.45 12.45	<b>Alf Wilkinson</b> Ring a ring o' roses: The nursery rhyme in the primary history classroom  <b>FP AW 1</b>	<b>Barbara Hibbert</b> Running a history department for dummies  <b>SESSION FULL</b> <b>FS BH 1</b>	<b>Andrew Payne</b> Slaying the Dragon: What's the point of sources in the new history narrative?  <b>SESSION FULL</b> <b>FS AP 1</b>	<b>Michaela Alfred-Kamara</b> Good Practice in teaching Empire and slavery to enhance community cohesion and active citizenship  <b>FS MAK 1</b>	<b>Dr Melanie Tebbutt</b> Shy suitors and baffled Romeos: young mens letters to 'agony aunts' in the 1930s  <b>FG MT 1</b>	<b>OCR</b> Improving performance in OCR AS Historical Enquiries  <b>FS OCR 1</b>
12.45 13.30	Lunch					
13.30 14.30	<b>Jon Nichol</b> History Mysteries: The mystery of Queen Victoria's missing wedding ring  <b>FP JN 2</b>	<b>Michaela Alfred-Kamara</b> Good Practice in teaching Empire and slavery to enhance community cohesion and active citizenship  <b>SESSION FULL</b> <b>FS MAK 2</b>	<b>Kay Andrews</b> Reflecting on the legacy of the Holocaust through historical enquiry  <b>FS KA 2</b>	<b>Michael Riley &amp; Jamie Byrom</b> 'This time it's personal': Making the most of particular people and places in history  <b>SESSION FULL</b> <b>FS MR/JB 2</b>	<b>University of Cambridge International Examinations</b> Introduction to Cambridge IGCSE History and Cambridge Pre-U History  <b>FS CAM 2</b>	<b>Professor Penny Summerfield</b> Film and the popular memory of the Second World War in Britain  <b>FG PS 2</b>
14.30 14.45	Break					
14.45 15.45	<b>Sue Temple</b> A Victorians theme – Fusehill Workhouse  <b>FP ST 3</b>	<b>Ian Philips</b> My Country Right or Wrong? Using the biographies of 20th century composers to explore a diverse range of attitudes, values and beliefs  <b>FS IP 3</b>	<b>Michael Riley &amp; Jamie Byrom</b> 'This time it's personal': Making the most of particular people and places in history  <b>SESSION FULL</b> <b>FS MR/JB 3</b>	<b>Andrew Payne</b> Slaying the Dragon: What's the point of sources in the new history narrative?  <b>SESSION FULL</b> <b>FS AP 3</b>	<b>Dr Yangwen Zheng</b> The Opium War: A New Interpretation  <b>FG YZ 3</b>	<b>Walk</b> Walking around the Manchester Cathedral <b>Led by Dr Trevor James</b>  <b>FW TJ 1</b>
15.45 16.15	Coffee and Exhibition Time					
16.15 17.00	AGM					
17.15 18.15	Keynote Speech by Sir Ian Kershaw					
18.30 19.30	NQT, GTE, Trainee PGCE Session and Wine Reception					
19.30	Conference Dinner					

# HA Annual Conference Programme at a glance

Saturday 14 May 2011

Pathways							
Time	Primary	Secondary	Secondary	Secondary	Secondary	General	Sponsored
09.00 09.45	Registration and Exhibition						
09.45 10.45	<b>Barbara Sands</b> Recipe for creative history: Take one egg...	<b>Steve Mastin</b> What does your character think? Whole class role play as a tool to engage all abilities	<b>Mary Mills &amp; Catherine McHarg</b> Making archaeology relevant in the classroom	<b>Martin Spafford</b> Full colour history: filling in the blanks		<b>Dr Glyn Redworth</b> The Short Reign of King Philip I of England, 1554-1558	<b>AQA</b> Maximising Achievement on AQA GCSE history Unit 2
	SP BS 1	SESSION FULL <del>SS SM 1</del>	SESSION FULL <del>SS EH 1</del>	SESSION FULL <del>SS MS 1</del>		SG GR 1	SS AQA 1
10.45 11.15	Coffee						
11.15 12.15	<b>Chris Barlow</b> Enthusing trainee primary teachers to use active history learning approaches on site	<b>Arthur Chapman</b> Never mind your opinion or your point of view! What's your argument?	<b>Flora Wilson</b> Big Lil, Boudicca and Beatrice	<b>Joanne Philpott</b> Letting go at A' level	<b>Ben Walsh</b> The history teacher's toolkit	<b>Professor Martin Hewitt</b> Manchester in British history	<b>Walk</b> A local history walk around Manchester's Deansgate <b>Led by Dr Trevor James</b>
	SP CB 2	SESSION FULL <del>SS AC 2</del>	SS FW/JC 2	SESSION FULL <del>SS JP 2</del>	SESSION FULL <del>SS BW 2</del>	SG MH 2	
12.15 12.30	Break						
12.30 13.30	<b>Hugh Moore</b> Using written sources in the primary classroom	<b>Ian Philips</b> Liverpool at War: An examination of the impact of the Blitz on the civilian population	<b>Andrew Wrenn</b> Growing Remembrance – Rigorous inter-disciplinary planning for KS3	<b>Lindsey Johnstone</b> Lessons from the Past	<b>Joanne Philpott</b> Letting go at A' level	<b>Professor Suzanne Schwarz</b> Sierra Leone, abolition and the suppression of the slave trade	
	SP HM 3	SS IP 3	SS AW 3	SS LJ 3	SS JP 3	SG SS 3	SW TJ 2
13.30 14.15	Lunch / School Histories – drop in session						
14.15 15.15	Presidential Lecture by Professor Anne Curry						
15.15 16.15	<b>Karin Doull</b> Individual stories from the book of history; making people from the past real	<b>Richard McFahn &amp; Neil Bates</b> Inquire to inspire – how enquiry led history can seriously improve your department's health	<b>Ben Walsh</b> The history teacher's toolkit	<b>Michael Riley &amp; Jamie Byrom</b> 'This time it's personal': Making the most of particular people and places in history	<b>Arthur Chapman</b> Never mind your opinion or your point of view! What's your argument?	<b>Marika Sherwood</b> The colonies, black Britons and WWI & WWII	<b>Steve Mastin</b> What does your character think? Whole class role play as a tool to engage all abilities
	SP KD 4	SESSION FULL <del>SS RM 4</del>	SESSION FULL <del>SS BW 4</del>	SS MR/JB 4	SS AC 4	SG MS 4	SS SM 4
16.15	Conference Close						

# Conference Speeches

**Friday 10.15-11.15**

## Welcome Talk

**History in English Schools, 2007-2010 – findings and recommendations of the latest Ofsted report on history**

**Michael Maddison**

HMI, Ofsted's National Adviser for history

This session will look at the latest HMI history report which is due to be published in March 2011. The report evaluates the strengths and weaknesses of history in primary and secondary schools in England and is based principally on evidence from inspections of history between 2007 and 2010. The session focuses on the key inspection findings and recommendations, and discusses some of the major issues facing history teachers. The report is published at an important time when the curriculum in schools is under review.

**Friday 17.15-18.15**

## Keynote Speech

**The End of Hitler's Germany**

**Sir Ian Kershaw**

Professor of Modern History, Sheffield University, Author and Historical Adviser

Germans were heard to say in early 1945 that they would prefer 'an end with horror' rather than 'a horror without end'. An 'end with horror' was what they got. It could have been avoided, had Germany bowed to Allied terms. A country defeated in war almost always seeks terms. Fighting to the last, down to almost total devastation and complete enemy occupation, is extremely rare. Yet that is what the Germans did in 1945. Why?

Sir Ian Kershaw's book 'The End. Hitler's Germany, 1944-45', will be published by Penguin in September 2011.

**Saturday 14.15-15.15**

## Presidential Lecture

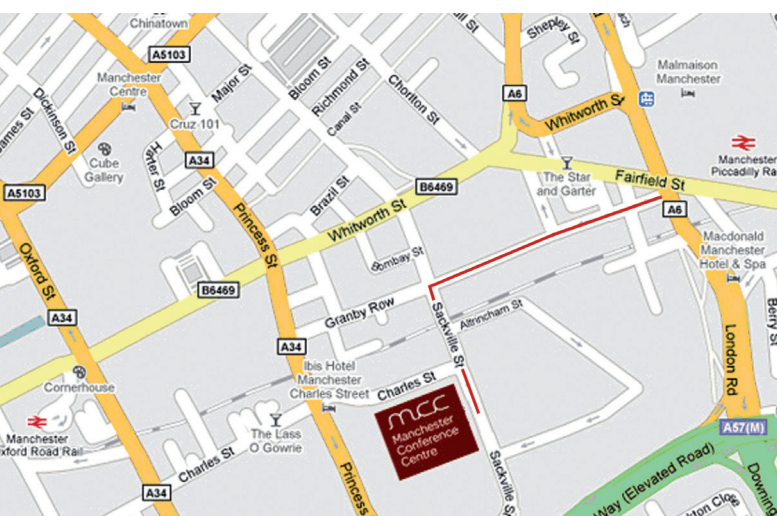
**Mad or Bad? Was Henry VI a tyrant?**

**Professor Anne Curry**

Dean of Humanities and Professor of Medieval History, Southampton University

Henry VI (1422-61) was England's youngest king, only nine months old when he succeeded his famous father. Traditionally he is seen as incompetent, pious and, latterly, insane, and thereby causing the Wars of the Roses. But do his actions in the late 1440s following his marriage to Margaret of Anjou suggest a rather different king who could be a single-minded as his father and as ruthless as Richard II.

## Manchester Conference Centre



### How to get there

Manchester Conference Centre is located in the heart of Manchester city centre. Walking time from Manchester Piccadilly and Manchester Oxford Road rail stations and Chorlton Street coach station is approximately 3 minutes. The venue is a five minute tram ride from Manchester Victoria rail station and easy to find by road - just off the A57M Mancunian Way at the A34 exit, with rapid links to the motorway network, including the M6, M56 and M1. The venue is adjacent to a 700 space multi story car park which is open seven days a week. Manchester airport is a 15 minute drive or taxi ride away.

### Hotel Accommodation

Manchester Conference Centre is offering discounted hotel rooms to HA Annual Conference delegates. All rooms have double beds, en-suite bathrooms and wifi internet access. Rooms can be booked at the **discounted rate of £60 per night with breakfast and £55 per night room only**. Please quote discount code **27716** when booking. Reservations can be made by calling: 0161 955 8000.

### Conference Dinner, 7.30pm, Friday 13 May

We are pleased to offer a three course Conference Dinner with wine and coffee for £37.50.

#### Starter

Ham Hock terrine with Chives, Coarse Grain Mustard, Piccalilli and crusty Bread

or

Vegetable Broth with Crusty Bread and Butter

#### Main Course

Confit Shoulder of Lamb with Rosti Potatoes, Roast Root Vegetables and a Redcurrant Jus

or

Stuffed Chicken with Mozzarella, Basil and Sun Blushed Tomato Stuffing and a Pompadour Sauce

or

Spinach and Mozzarella Roulade on a Spicy Tomato Sauce with Parsley Cous-Cous

#### Dessert

Chocolate Truffle Torte with a cherry Glaze and a Rosette of Cream

or

Tropical Fruit Salad with Pouring Cream and Mint Leaves



# Secondary Pathway

## Friday 11.45-12.45

### Running a history department for dummies

**Barbara Hibbert** SESSION FULL

Former Head of History at Harrogate Grammar School

This is not a session on how to set and achieve targets or how to meet the latest demands of your SLT, but rather some tips for new and aspiring subject leaders on how to market their subject, enrich the experience of students and keep the passion and interest of teachers alive in an increasingly difficult environment. Led by a teacher with over 30 years experience of teaching history in an 11-18 comprehensive school including more than 20 years as a head of department (recently rebranded Programme Leader).

**Code: FS-BH-1** SESSION FULL

## Friday 11.45-12.45

### Slaying the Dragon: What's the point of sources in the new history narrative?

**Andrew Payne** SESSION FULL  
SEE FRIDAY 14.45-15.45

Head of Education, The National Archives

With the growing emphasis on narrative within the proposed History curriculum is there any purpose to source-based enquiry or does it just confuse students and undermine their understanding of the big picture? Andrew Payne, Head of Education at The National Archives, will be using the greatest archive collection in the world to show how to slice open the soft underbelly and expose the grisly innards of the Grand Narrative in order to put the thrilling complications back into history.

**Code: FS-AP-1** SESSION FULL

## Friday 11.45-12.45

### Good practice in teaching Empire and slavery to enhance community cohesion and active citizenship

**Michaela Alfred-Kamara**

Education Officer, Anti-slavery International

The workshop will work with participants to interrogate teaching methodology in relation to the emotional and multi-faceted history of empire and slavery. Participants will look at the use of appropriate and inclusive language, imagery and classroom activities to enhance students' historical enquiry skills while learning the 'never again' lessons from history to develop their active citizenship skills.

**Code: FS MAK 1**

## Friday 11.45-12.45

### Improving performance in OCR AS Historical Enquiries

**Chris Taylor**

OCR Principal Examiner for AS History

An essential workshop for those teaching OCR AS History. This session will provide guidance to working with documents in the classroom – asking the right questions of documents and preparing candidates for the

OCR source-based AS paper. Attendees will have the opportunity to have their questions answered by our Principal Examiner – and can also pick up our new GCE History Practical Coursework Guide.

**Code: FS OCR 1**

## Friday 13.30-14.30

### Good practice in teaching Empire and slavery to enhance community cohesion and active citizenship

**Michaela Alfred-Kamara** SESSION FULL

Education Officer, Anti-slavery International

The workshop will work with participants to interrogate teaching methodology in relation to the emotional and multi-faceted history of empire and slavery. Participants will look at the use of appropriate and inclusive language, imagery and classroom activities to enhance students' historical enquiry skills while learning the 'never again' lessons from history to develop their active citizenship skills.

**Code: FS MAK 2** SESSION FULL  
SEE FRIDAY 11.45-12.45

## Friday 13.30-14.30

### Reflecting on the legacy of the Holocaust through historical enquiry

**Kay Andrews**

National Outreach Co-ordinator, Holocaust

Education Development Programme,

Institute of Education, University of London

Working with a short BAFTA nominated film and teaching materials devised by the Holocaust Education Development Programme at the world renowned Institute of Education, University of London, this session will focus on the legacy of the Holocaust. The workshop will reflect on where to end a unit of study about the Holocaust through meaningful historical enquiry. Participants will gain access to a range of teaching materials.

**Code: FS KA 2**

## Friday 13.30-14.30

### 'This time it's personal': Making the most of particular people and places in history

SESSION FULL  
SEE SATURDAY 15.15-16.15

**Michael Riley**

Director of Schools History Project,

**Jamie Byrom**

Teacher Trainer & Author

The simple aim of this session is to help teachers find new ways of putting real people and real places at the heart of history teaching. Drawing on stories, pictures, maps, documents and artefacts we will show how to capture and feed the imagination of the young people we teach, and how to move them confidently back and forth between detail and big picture, enriching the learning as we go.

**Code: FS-MR/JB 2** SESSION FULL

## Friday 13.30-14.30

### Introduction to Cambridge IGCSE History and Cambridge Pre-U History University of Cambridge International Examinations

Learn more about the benefits of Cambridge IGCSE History – designed to develop lifelong historical skills and to provide an excellent foundation for further study. Find out about Cambridge Pre-U History – an exciting and innovative post-16 qualification which prepares learners for university, through developing skills in analysis, interpretation and evaluation of source material, and encourages the development of critical, reflective and independent learners.

**Code: FS CAM 2**

## Friday 14.45-15.45

### My country right or wrong? Using the biographies of 20th century composers to explore a diverse range of attitudes, values and beliefs

**Ian Philips**

Senior Lecturer, History Education. History

PGCE Course Leader, Edgehill University

Using fragments of biographical information participants are asked to reconstruct the lives of 4 European composers, collectively the music they composed during the war years was important. Reconstructing the biographical fragments does not necessarily require detailed knowledge of the individual composers just good background knowledge of the period and the power of deductive reasoning. The biographies of these composers demonstrate that in trying times people do not always behave as expected. Along the way there are opportunities to explore the nature and the significance of some of the music of the individual composers and begin to explore how 'classical' music might be used in the history classroom.

**Code: FS IP 3**

## Friday 14.45-15.45

### 'This time it's personal': Making the most of particular people and places in history

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**Michael Riley**

Director of Schools History Project,

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**Code: FS-MR/JB 3** SESSION FULL

# Secondary Pathway

**Friday 14.45-15.45**

## **Slaying the Dragon: What's the point of sources in the new history narrative?**

**Andrew Payne** SESSION FULL

Head of Education, The National Archives

With the growing emphasis on narrative within the proposed History curriculum is there any purpose to source-based enquiry or does it just confuse students and undermine their understanding of the big picture? Andrew Payne, Head of Education at The National Archives, will be using the greatest archive collection in the world to show how to slice open the soft underbelly and expose the grisly innards of the Grand Narrative in order to put the thrilling complications back into history.

**Code: FS-AP-3** SESSION FULL

**Saturday 9.45-10.45**

## **'What does your character think?' Whole class role play as a tool to engage all abilities**

**Steve Mastin** SESSION FULL

SEE SATURDAY 15.15-16.15  
Head of History, Sawston Village College

Role play in lessons can often involve a few pupils at the front of the class. What if a class of 30 could take a role that would last a whole enquiry? What if each pupil could feel that his/her role is valuable and for each lesson thinks as that character? What if you could take away a ready made role play for 30 pupils, easy to adapt to suit your class? This workshop will enable you to drive an enquiry using role play whereby pupils become the period being studied. It is versatile enough to be adapted to any period of study, and second order concepts such as change/continuity, causation, significance.

**Code: SS-SM-4** SESSION FULL

**Saturday 9.45-10.45**

## **Making archaeology relevant in the classroom**

SESSION FULL

**Mary Mills and Catherine McHarg**

English Heritage

Let Archright and Bob Builder help your pupils understand the real world of archaeology. This session will allow people to take part in an archaeological enquiry. You will be using archives and photographs to promote an understanding of the past and how it affects our landscape/lives today. The activity is designed to encourage thinking skills, group work and decision making. It draws on material from English Heritage's online archives and its education website Heritage Explorer. Come along and have a go – can you stay on time, in budget and figure out the archaeology!

**Code: SS-EH-4** SESSION FULL

**Saturday 9.45-10.45**

## **Full colour history: filling in the blanks**

**Martin Spafford** SESSION FULL

Subject Leader for History, George Mitchell School, Waltham Forest

British people of African and Asian origin have been part of our society since Roman times but largely absent from most school history. By the 18th century parish records and court reports indicate a significant Black presence with more being discovered by archivists all the time. We can include these to deepen our understanding of the history of medicine, law enforcement, protest and reform, recreation, politics, warfare, ideas and belief, the arts and business. To teach "movement and settlement of diverse peoples...cultural, social and ethnic diversity ...respect for identities" (KS3 curriculum) we need to encounter and understand these stories and know where to find them. Engaging in their own right, no longer on the margins but at the heart of the curriculum, they reveal to children that the diverse world they inhabit is nothing new. This activity-heavy, resource-rich workshop shows ways in which British Black and Asian history can be woven into most aspects of the curriculum's skills and content. If you go away buzzing with fresh thinking and ideas for the classroom and aware of how and where to find more, I'll have achieved my aim.

**Code: SS-M5-4** SESSION FULL

**Saturday 9.45-10.45**

## **Maximising Achievement on AQA GCSE history Unit 2**

AQA

The workshop will examine how teachers can maximise student achievement on unit 2 using examples from specifications from both specifications A (SHP) and B (Modern World). The workshop will be led by AQA's Chair of Examiners for GCSE.

**Code: SS-AQA-1**

**Saturday 11.15-12.15**

## **Never mind your opinion or your point of view! What's your argument?**

**Arthur Chapman** SESSION FULL

Reader in History Education, Edge Hill University

How can we help students understand that history is about argument rather than about the subjective expression of opinion or point of view? How can we help students appreciate the difference between argument and dispute? How can we scaffold students' understanding of historical argument and help students learn to construct and to deconstruct historical arguments? This workshop will present a number of practical teaching strategies that aim to help students argue in history and understand the crucial role that argument plays in historical knowledge construction.

**Code: SS-AC-2** SESSION FULL  
SEE SATURDAY 15.15-16.15

**Saturday 11.15-12.15**

## **Big Lil, Boudicca and Beatrice**

**Flora Wilson**

Head of History

This workshop will introduce you to Big Lil – a woman whose story deserves to be heard far wider than her native Hull. With the passion, leadership and determination to achieve her goals, she embodies the sorts of stories we should be telling our students, as well as enabling them to get to grips with complex historical thinking and developing sophisticated skills of source analysis and interpretation. We will also look at some of the pitfalls of teaching women's history and explore practical and creative approaches to avoiding them.

**Code: SS-FW/JC-2**

**Saturday 11.15-12.15**

## **Letting Go at A' level**

**Joanne Philpott** SESSION FULL

Deputy Headteacher, City of Norwich School

This workshop will share and demonstrate a range of teaching and learning approaches to allow your AS and A2 history students to take their first steps towards independence and rely less on spoon feeding from you their teacher. During the workshop you will create your own toolkit of techniques to address: classroom engagement, subject progression and out of class learning. The session is suitable for all teachers of AS and A2 irrespective of experience and will not be specification specific.

**Code: SS-JP-2** SESSION FULL  
SEE SATURDAY 12.30-13.30

**Saturday 11.15-12.15**

## **The history teacher's toolkit**

**Ben Walsh** SESSION FULL

Author and Consultant

What does today's history teacher need to have at his/her fingertips? This session will examine a range of resources, teaching strategies, theories and perspectives on what makes history teachers effective and successful. It will unashamedly steer clear of targets, management jargon and performance indicators and will focus on engaging students, powerful history and examples of effective classroom practice.

**Code: SS-BW-2** SESSION FULL

**Saturday 12.30-13.30**

## **Liverpool at War: An examination of the impact of the Blitz on the civilian population**

**Ian Philips**

Senior Lecturer, History Education. History PGCE Course Leader, Edgehill University

This presentation draws on the records held in the Commonwealth War Graves database relating to civilian casualties. It begins by an examination of the evidence and the limitations of the CWGC records to support a detailed analysis but then explores how it is

# Secondary Pathway

possible to use the technology to unpick the data. The records relating to Liverpool civilian casualties have now been transferred into a database which enables a far more detailed study to be undertaken. The presentation will examine the nature of the database and consider what the evidence reveals about the impact of the war on a city and on the civilian population.

**Code: SS IP 3**

## **Saturday 12.30-13.30**

### **Growing remembrance – rigorous inter-disciplinary planning for KS3**

**Andrew Wrenn**

*History Adviser for Cambridgeshire*

British armed forces have been involved in numerous conflicts from 1945 into the present yet so many of these have been forgotten in the public memory and are rarely if ever taught about. This practical workshop will share strategies and materials developed with secondary schools across Cambridgeshire, Staffordshire and Suffolk to model effective inter-disciplinary collaboration on this theme between History and other subjects in Year 9 Key Stage 3. It will show how a combination of rigorous historical enquiry, learning outside the classroom and creative design outcomes can stretch pupils, especially the gifted and talented.

**Code: SS AW 3**

## **Saturday 12.30-13.30**

### **Lessons from the past**

**Lindsey Johnstone**

*Head of History- Lostock Hall High School*

'Lessons from the Past' is an innovative and evolving oral history project, designed to enable young people to conduct meaningful enquiries into their local history to show how history can be used to address the issues that affect young people. Additionally, lessons from the past has also been designed to enhance teaching and learning, pupil attainment and pupil enjoyment of History across all key stages. During the workshop it will be demonstrated how and why the project should be adopted by other schools with a look at the pilot of Lessons from the Past and the impact that it has had on the pupils involved.

**Code: SS LJ 3**

## **Saturday 12.30-13.30**

### **Letting Go at A' level**

**Joanne Philpott**

*Deputy Headteacher, City of Norwich School*

This workshop will share and demonstrate a range of teaching and learning approaches to allow your AS and A2 history students to take their first steps towards independence and rely less on spoon feeding from you their teacher. During the workshop you will create your own toolkit of techniques to address: classroom engagement, subject progression

and out of class learning. The session is suitable for all teachers of AS and A2 irrespective of experience and will not be specification specific.

**Code: SS JP 3**

## **Saturday 15.15-16.15**

### **Inquire to inspire – how enquiry led history can seriously improve your department's health**

**Richard McFahn**

*SESSION FULL*

*Humanities Adviser for West Sussex*

**Neil Bates**

*History AST Hampshire*

When Neil took over as Head of history at Forthill School 8 students opted for GCSE – a dismal 6%. Now the number is an impressive 98 students – a staggering 70% – year on year. Working closely and collaboratively over a number of years with then History AST, Richard McFahn, Neil and Richard realised that inspiring students to take the subject went hand in hand with rigorous yet creative and accessible enquiry based history. In this workshop Neil and Richard will demonstrate how **enquiry will inspire your students**. You will learn how you too can manage such an improvement, keep results high and never ever compromise teaching good history. This session will be based on practical examples taken from the classroom.

**Code: SS RM 4**

*SESSION FULL*

*SEE SATURDAY 11.15-12.15*

## **Saturday 15.15-16.15**

### **The history teacher's toolkit**

**Ben Walsh**

*SESSION FULL*

*Author and Consultant*

What does today's history teacher need to have at his/her fingertips? This session will examine a range of resources, teaching strategies, theories and perspectives on what makes history teachers effective and successful. It will unashamedly steer clear of targets, management jargon and performance indicators and will focus on engaging students, powerful history and examples of effective classroom practice.

**Code: SS BW 4**

*SESSION FULL*

*SEE SATURDAY 11.15-12.15*

## **Saturday 15.15-16.15**

### **'This time it's personal': Making the most of particular people and places in history**

**Michael Riley**

*Director of Schools History Project*

**Jamie Byrom**

*Teacher Trainer & Author*

The simple aim of this session is to help teachers find new ways of putting real people and real places at the heart of history teaching. Drawing on stories, pictures, maps, documents and artefacts we will show how to capture and feed the imagination of the young people we teach, and how to move them confidently back and forth between detail and big picture, enriching the learning as we go.

**Code: SS MR/JB 4**

## **Saturday 15.15-16.15**

### **Never mind your opinion or your point of view! What's your argument?**

**Arthur Chapman**

*Reader in History Education, Edge Hill University*

How can we help students understand that history is about argument rather than about the subjective expression of opinion or point of view? How can we help students appreciate the difference between argument and dispute? How can we scaffold students' understanding of historical argument and help students learn to construct and to deconstruct historical arguments? This workshop will present a number of practical teaching strategies that aim to help students argue in history and understand the crucial role that argument plays in historical knowledge construction.

**Code: SS AC 4**

## **Saturday 15.15-16.15**

### **'What does your character think?' Whole class role play as a tool to engage all abilities**

**Steve Mastin**

*Head of History, Sawston Village College*

Role play in lessons can often involve a few pupils at the front of the class. What if a class of 30 could take a role that would last a whole enquiry? What if each pupil could feel that his/her role is valuable and for each lesson thinks as that character? What if you could take away a ready made role play for 30 pupils, easy to adapt to suit your class? This workshop will enable you to drive an enquiry using role play whereby pupils become the period being studied. It is versatile enough to be adapted to any period of study, and second order concepts such as change/continuity, causation, significance.

**Code: SS SM 4**

## **Saturday 13.30-14.15**

### **School Histories – drop in session**

This is an opportunity to learn more about this Heritage Lottery Funded Project, based at the Institute of Education Library. The project has enabled us to set up a special collection of school histories, and to develop teaching materials based on it. The stories of individual schools contain fascinating insights into many aspects of school life in the past; our free teaching pack suggests ways of exploiting these materials, as well as investigating your own school's past. Do come along to meet project staff, see interesting examples from the collection and pick up your free pack.



# Primary Pathway

**Friday 11.45-12.45**

**Ring a ring o' roses: The nursery rhyme in the primary history classroom.**

**Alf Wilkinson**

CPD Manager, The Historical Association

Children love story, and nursery rhymes are good stories. Many of them are based on historical events, and originated as ways to 'learn history.'

How might we use nursery rhymes in the classroom to inspire and intrigue? To act as a stimulus to further investigation? To link school learning to home learning? This session will explore ways we might do this, with primary pupils of all ages, but especially with Key Stage 2.

**Code: FP AW 1**

**Friday 13.30-14.30**

**History mysteries: The mystery of Queen Victoria's missing wedding Ring**

**Jon Nichol**

Editor of Primary History Journal and co-editor of the International Journal of Historical Learning, Teaching and Research

A royal Wedding provides a fascinating scenario for an historical investigation that casts pupils in the role of History Detectives who help two time-travelling children, Sam and Jane, solve the mystery of Queen Victoria's missing wedding ring. The pupils work in teams of up to four to investigate the mystery, to question; to plan their enquiry; to hunt out clues – search, interview, read; to extract; collate and process evidence; to hypothesise; to imagine; speculate and infer; to construct accounts and explanations; to test conclusions against the evidence and to present their findings to an audience. Attendees will receive a full set of resources.

**Code: FP JN 2**

**Friday 14.45-15.45**

**A Victorians theme – Fusehill Workhouse**

**Sue Temple**

Senior Lecturer in Primary History, University of Cumbria

There are a wealth of documents and other source material available to teach the Victorians but it can seem overwhelming to a classroom teacher. Through a Unit of work focussed on the local Workhouse, which is now the main University building, Sue will demonstrate how a range of sources (including maps and plans, census documentation, visual images etc) can be used. By keeping a tight brief on one building this can help your children gain a range of Knowledge, Skills and Understanding through an in-depth study.

**Code: FP ST 3**

**Saturday 9.45-10.45**

**Recipe for Creative History: Take one egg...**

**Barbara Sands**

Primary Teacher

The Creative Curriculum is a carefully planned, thematic approach to teaching and learning, designed to support and stimulate children's natural curiosity and creativity. It places direct experience at the centre of the curriculum and allows the children to express their knowledge, key skills and understanding in a range of media. This case study shows how a simple discovery on a school trip lead to a project, which grew to provide an undercurrent of interest and excitement because, as far as the children were concerned, it had nothing to do with school work, but was the result of happenstance.

**Code: SP BS 1**

**Saturday 11.15-12.15**

**Enthusing trainee primary teachers to use active history learning approaches on site**

**Chris Barlow**

Senior Lecturer in Primary Geography with History, University of Cumbria

As a partnership tutor with an interest in history, I often hear in schools, that barriers of time, planning pressure, risk assessment, cost and inexperience, result in teachers opting out of school visits or 'doing a trip' without fully grasping the creative potential available on-site. This session aims to explore how student teachers can be enthused to recognise the value of on site work with children by offering a case study of part of the 'curriculum' element of a Tudor England module at University of Cumbria.

**Code: SP CB 2**

**Saturday 12.30-13.30**

**Using written sources in the primary classroom**

**Hugh Moore**

Senior Lecturer in History, and QTS students from the University of Cumbria

Is it possible to use Caesar's description of the people of Kent in the primary classroom and translate it from the Latin? We use an approach researched and designed by staff, students and school pupils from Cumbria University that has been used successfully in settings where nobody speaks Latin. We take a similar approach to the words (amongst others) of Pepys on the plague and great fire of London, 'Tactius' description of Boudicca and follow Odysseus' journey around the Aegean.

**Code: SP HM 3**

**Saturday 15.15-16.15**

**Individual stories from the book of history; making people from the past real**

**Karin Doull**

Principal Lecturer, Primary History and Holocaust Education, Roehampton University

History is about real people or as the HA says "Gossip well told". It is important when working with children that we remember the individuals within the story or the event. We focus on 'the Victorians' or we do 'the Second World War' in a vacuum that seldom connects children to some of the real individuals involved or the places where the history happened. This session will consider how to identify individual stories within the broad sweep of history.

**Code: SP KD 4**





# General Pathway

**Friday 11.45-12.45**

**Shy suitors and baffled Romeos: young men's letters to 'agony aunts' in the 1930s**

**Dr Melanie Tebbutt**

Manchester Metropolitan University

Problem pages have been described as 'social barometers' which chronicle shifting values, attitudes and behaviour. They are usually associated with women, but their expansion into the mainstream popular press in the 1930s encouraged many boys and young men in their teens and twenties to write in about problems they found difficult to raise with peers, parents, teachers or work-mates. This paper suggests that such letters challenge familiar assumptions that 'boys will be boys', by providing valuable evidence of young men's emotional lives and sensitivities.

**Code: FG MT 1**

**Friday 13.30-14.30**

**Film and the popular memory of the Second World War in Britain**

**Professor Penny Summerfield**

University of Manchester

The 1950s was the decade of war films that made a lasting imprint on popular memory. Film-makers may have intended to console the British with tales of heroism in the austere aftermath of World War Two. But tensions often flared with the guardians of the memory of that war, from the chiefs of the Armed Forces to former prisoners of war. This paper argues that the memory of the Second World War transmitted in the most popular films of the 1950s was both highly selective and not consistently reassuring to the British.

**Code: FG PS 2**

**Friday 14.45-15.45**

**The Opium War: a new interpretation**

**Dr Yangwen Zheng**

Lecturer in the History of China, University of Manchester

Would post-Mao economic reform have succeeded so spectacularly without Hong Kong and Shanghai – consequences of the Opium War (1839 – 1842)? China's rise as the world's second largest economy and the world's largest market just as she had been on the eve of the Opium War demand Chinese historians to re-consider the origin, theatre and consequences of the first Sino-British conflict. This talk will revisit the conflict; it will also challenge the established views that were formulated in the 1960s. It proposes a new interpretation of the conflict in this age of global integration and scholarship.

**Code: FG YZ 3**

**Saturday 9.45-10.45**

**The Short Reign of King Philip I of England, 1554-1558**

**Dr Glyn Redworth**

University of Manchester

Why did Philip marry Mary? This lecture will deal with the question of gendered monarchy, and will consider King Philip's role at the side of Queen Mary Tudor. It will consider the constitutional restraints put on his role and contrast this with the moral economy of the time. Various aspects will be considered, including questions of precedence and iconography, not to mention the King's involvement in the restitution of papal authority, his relations with the Princess Elizabeth, and the War with France.

**Code: SG GR 1**

**Saturday 11.15-12.15**

**Manchester in British History**

**Professor Martin Hewitt**

Head of History & Economic History, Manchester Metropolitan University

This lecture examines the place of Manchester in British history. Taking as its starting point the often mythologised versions of Manchester's history created in past centuries, and in particular Ford Madox Brown's murals in Manchester Town Hall, the lecture asks what impact the city of Manchester has actually had on the evolution of Britain, as an engine of technological innovation, as exemplar of the problems of industrial society and their solutions, as a crucible of ideas, as a pioneer of civic culture, as a hothouse of sporting giants and contemporary music.

**Code: SG MH 2**

**Saturday 12.30-13.30**

**Sierra Leone, abolition and the suppression of the slave trade**

**Professor Suzanne Schwarz**

Liverpool Hope University

Sierra Leone was an important site of early abolitionist intervention in Africa. By the time the settlement was transferred to British Crown control in 1808, it had already been a site of abolitionist experimentation for more than two decades. In late eighteenth-century Sierra Leone, leading abolitionists were testing out ways of shaping a new identity for Africa by eradicating the traffic in slaves and attacking the system of plantation slavery. By emphasising the close interconnections between 'commerce, civilization and christianity', the Sierra Leone Company anticipated the 'New Africa' policy of Thomas Fowell Buxton in 1839 and set the agenda for early Victorian debate on the regeneration of Africa.

**Code: SG SS 3**

**Saturday 15.15-16.15**

**The colonies, black Britons and WWI and WWII**

**Marika Sherwood**

Vice-Chair, Black and Asian Studies Association & Hon. Senior Research Fellow, University of London

In this session we shall look at the colonial contributions to WWI and WWII, but with the emphasis on WWII. The focus will be on Africa, the Caribbean and India: the 'home front' there, the financial and manpower contributions to the war effort, the military involvements; the raw materials exported; how women and men were recruited in Britain and in the colonies and how they were treated, including the racial discrimination they faced.

**Code: SG MS 4**

## Walks

**Friday 13.30-15.45**

**Walking around the Manchester Cathedral**

**Walk Leader: Dr Trevor James**

This guided walk will explore the area around Manchester Cathedral, and the Cathedral itself, and will hope to incorporate the historic Chetham's Library, with its priceless collection of books stretching back into the history of Manchester and its region. This walk will begin outside Manchester Cathedral.

**Code: SW TJ 2**

**Saturday 11.15-13.30**

**A local history walk around Manchester's Deansgate**

**Walk Leader: Dr Trevor James**

A walk through the streets of Manchester's historic Deansgate, demonstrating just how many conclusions can be drawn from the visual evidence of the urban landscape. The walk will begin at the Portico Library in St Peter's Street.

**Code: FW TJ 1**

# Annual Conference – Booking Form

To book your place please either: complete the form in BLOCK CAPITALS, tick as applicable and return to:  
The Historical Association, 59a Kennington Park Road, London SE11 4JH or book online at: [history.org.uk](http://history.org.uk) or call: 020 7820 5981

## Pathways – Friday 13 May – Please tick the sessions you wish to attend

Time Slot	Primary Sessions	Secondary Sessions	Secondary Sessions	Secondary Sessions	Secondary Sessions	General Sessions	Walks	Sponsored Sessions
11.45-12.45	<input type="checkbox"/> FPAW1	<input type="checkbox"/> <del>SESSION FULL</del> FSAP1	<input type="checkbox"/> <del>SESSION FULL</del> FSBH1	<input type="checkbox"/> FSKA1		<input type="checkbox"/> FGMT1		<input type="checkbox"/> FS OCR 1
13.30-14.30	<input type="checkbox"/> FPJN2	<input type="checkbox"/> <del>SESSION FULL</del> FSMAK2	<input type="checkbox"/> FSKA2	<input type="checkbox"/> <del>SESSION FULL</del> FSMRJB2		<input type="checkbox"/> FGPS2	<input type="checkbox"/> FWTJ1	<input type="checkbox"/> FS CAM 2
14.45-15.45	<input type="checkbox"/> FPST3	<input type="checkbox"/> FSIP3	<input type="checkbox"/> <del>SESSION FULL</del> FSMRJB3	<input type="checkbox"/> <del>SESSION FULL</del> FSAP 3		<input type="checkbox"/> FGYZ3		

## Pathways – Saturday 14 May

09.45-10.45	<input type="checkbox"/> SPBS1	<input type="checkbox"/> <del>SESSION FULL</del> SSM1	<input type="checkbox"/> <del>SESSION FULL</del> SSEH1	<input type="checkbox"/> <del>SESSION FULL</del> SSMS1		<input type="checkbox"/> SGGR1		<input type="checkbox"/> SS AQA 1
11.15-12.15	<input type="checkbox"/> SPCB2	<input type="checkbox"/> <del>SESSION FULL</del> SSAC2	<input type="checkbox"/> SSJW/JC2	<input type="checkbox"/> <del>SESSION FULL</del> SSJP2	<input type="checkbox"/> <del>SESSION FULL</del> SSBW2	<input type="checkbox"/> SGMH2	<input type="checkbox"/> SWTJ2	
12.30-13.30	<input type="checkbox"/> SPHM3	<input type="checkbox"/> SSIP3	<input type="checkbox"/> SSAW3	<input type="checkbox"/> SSLJ3	<input type="checkbox"/> SSJP3	<input type="checkbox"/> SGSS3		
15.15-16.15	<input type="checkbox"/> SPKD4	<input type="checkbox"/> <del>SESSION FULL</del> SSRM4	<input type="checkbox"/> <del>SESSION FULL</del> SSBW4	<input type="checkbox"/> SSRM/JB4	<input type="checkbox"/> SSAC4	<input type="checkbox"/> SGMS4	<input type="checkbox"/> SSSM4	

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

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

### Delegate Fees

	One day	Both days
HA Member Conc*:	<input type="checkbox"/> £65	<input type="checkbox"/> £120
HA Member:	<input type="checkbox"/> £95	<input type="checkbox"/> £175
Non-Member	<input type="checkbox"/> £140	<input type="checkbox"/> £240

\*Concessions please tick:

- ☐ Full time students  
☐ NQTs  
☐ Retired  
☐ Unemployed

Dietary requirements: Please specify

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

- ☐ **Conference Dinner**  
3 course meal and wine  
Friday 13 May, 19.30, price £37.50

- |  |                                  |  |
|--|----------------------------------|--|
| <b>Starter</b>                           | <b>Main</b>                      | <b>Dessert</b>                           |
| <input type="checkbox"/> Ham Hock        | <input type="checkbox"/> Lamb    | <input type="checkbox"/> Chocolate Torte |
| <input type="checkbox"/> Vegetable Broth | <input type="checkbox"/> Chicken | <input type="checkbox"/> Fruit Salad     |
|  | <input type="checkbox"/> Spinach |  |

### Booking Summary

	Item Cost
Registration Fee	
Conference Dinner	
Total	£

### Personal Details – please complete all fields

Full Name:

Job Title:  Membership No:

Organisation:

Address:

Postcode:

Telephone daytime:

Telephone evening:

Email:

☐ Please tick to receive email updates from the HA

### Payment Details

I would like to book  places  
Please select your preferred method of payment:

☐ **Cheque**  
The sum of:  made payable to:  
The Historical Association

☐ **Invoice (Institutions only)**  
Orders to be invoiced must carry an official purchase order reference:

☐ **Debit / Credit Card**  
Maestro / Visa / Mastercard / Delta  
account for the total amount of:

Card number:

Expiry Date:

Security Code:

(Switch / Maestro card only) Issue number:

or Start Date on card:

I have read and agree to the terms stated.

Signature:

Date:

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

### Terms and Conditions

- Refunds on cancellations will be made as follows:
- Received on or before 14 April 2011: 50% refund
  - Received after 14 April 2011: no refund

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

Please note that the HA keeps membership records on computer. If you prefer that your name and address are not passed to a third party, please tick ☐