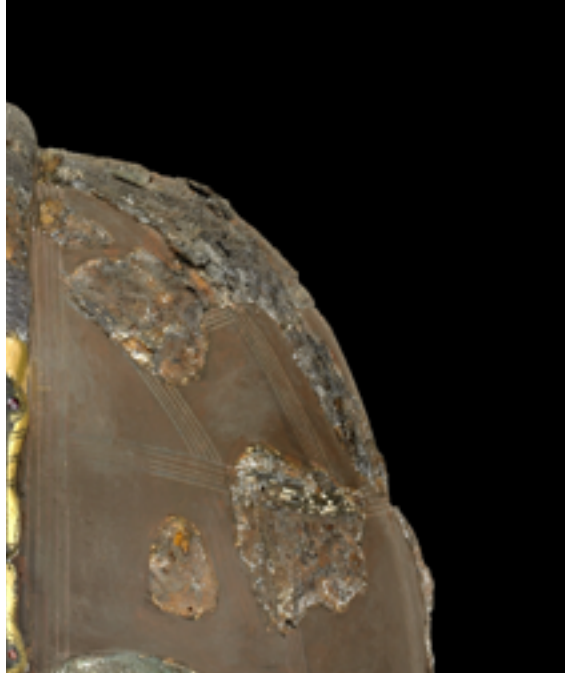


First National Schools History Project *Virtual* Conference



Friday 10 July -
Sunday 12 July
2020

“Inspiring professional
development for history
teachers”

Booking link for Conference: schoolhistoryproject.co.uk

Schedule

Friday 10 July

Plenary 6:00-7:00 PM

1 From principles to practice: reinvigorating your curriculum using SHP principles.

Sally Burnham & Sally Thorne

Workshop Session A 7:30-8:30 PM

A1 The what, why and how of broadening historical content at Key Stage 3

Christine Counsell

A2 'From causes to meanings': the case for a cultural turn in school history

Jacob Olivey & Alex Bengier

A3 Europe: how DID we get here? - teaching (not avoiding) a controversial topic!

Helen Snelson

Saturday 11 July

Workshop Session B 10:00-11:00 AM

B1 Britain and Transatlantic Slavery: principles and resources for teaching a sensitive past

Abdul Mohamud and Robin Whitburn

B2 Who's that historian in the corner of the classroom?

Ben Walsh

B3 The Colonial Countryside Project

Dan Lyndon-Cohen & Corinne Fowler

Exam Board Q&A 11:30 AM-12:30 PM

Workshop Session C 1:30-2:30 PM

C1 Collecting and connecting with oral histories in the classroom

Mary Brown

C2 A local history in 30 artefacts

Rachel Lewin

C3 Teaching the GCSE Historic Environment: dos and don'ts for choosing and interrogating an historic site to maximise student engagement and exam success

Sarah Jackson

Plenary 3:00-4:00 PM

2 The new Ofsted framework for historians

Tim Jenner, Ofsted History Subject Lead

Sunday 12 July

Quiz! 7:00-8:30 PM

Workshops

classroom in a coherent, rigorous and accessible manner.

A1 The what, why and how of broadening historical content at Key Stage 3

Christine Counsell

Why is it important to be ambitious with historical content at Key Stage 3? Many history departments are now taking this very seriously because of the big four themes that are driving Ofsted's questioning of middle leaders — "scope, rigour, coherence and sequencing". But there are more important reasons to do this than pleasing Ofsted! What considerations should drive the selection, blending and sequencing of substantive content in a diverse, knowledge-rich and rigorous curriculum at Key Stage 3? The choices are glorious and enticing, but bewildering and contentious. How does a head of history behave responsibly in exercising those choices? What are the most serious gaps in typical Key Stage 3 fare and why do they matter? The workshop will also address the vital role of disciplinary knowledge and interpretations of the past in addressing the inevitable gaps in substantive knowledge.

A3 Europe: how DID we get here? - teaching (not avoiding) a controversial topic!

Helen Snelson, Curriculum Leader PGCE History, University of York

As history teachers we shouldn't avoid complex and controversial topics, but it can be hard to know where to start. If we now just avoid the topic of 'Europe' the next generation will not understand a vital part of our recent past. This workshop will demonstrate, and provide for adapting, a range of resources that can be worked into busy curricula. We will cover important International Relations topics such as how countries in Europe have tried to live together since 1648, why the EEC was formed in 1957, positive European cooperation since 1945 and why 'Europe' divided British people in 2016.

A2 'From causes to meanings': the case for a cultural turn in school history

Jacob Olivey, History teacher, Downham Market Academy and Alexander Bengler, History teacher, Whitmore High School

In 1961, E. H. Carr asserted that 'the study of history is a study of causes'. How things have changed. Geertz's cockfight, Ginzburg's wormy-cheese and Darnton's cat massacre helped to facilitate a new approach to studying the past, now known as the 'cultural turn'. Cultural history has humanised history's marginalised and forgotten people, and encouraged historians to consider how and why particular identities were constructed at particular points in time. Yet, the potential for the 'cultural turn' to enrich school history has yet to be fully realised. In this session, we will explore our initial ideas about how cultural history can be embedded in the curriculum and taught in the

B1 Britain and Transatlantic Slavery: principles and resources for teaching a sensitive past.

Abdul Mohamud and Robin Whitburn, directors of Justice to History.

Better teaching about the British Empire begins with better teaching about Britain's involvement with transatlantic slavery. Its issues of race, business and justice are still of critical importance to our politics, economics and social relationships today. We worked with a terrific team of academics and school history teachers on the Historical Association's Teacher Fellowship programme in 2019 that explored Britain's connection to transatlantic slavery, its abolition and legacies. Fourteen key principles underpinned that work, and our session will explore those principles, considering the wider knowledge that teachers should seek in order to have confidence teaching this sensitive area of the curriculum. We will share resources from three enquiries that engage your students with the worlds of Nanny of the Maroons, Sally Bassett, Abraham Elton, Elizabeth Heyrick, Samuel Sharpe, and many others.

B3 The Colonial Countryside Project

Dan Lyndon-Cohen, Lead Practitioner, Park View School and Corinne Fowler, University of Leicester

This inspiring workshop will showcase the fantastic work from the [Colonial Countryside project](#) which, assembles authors, writers, historians and primary pupils to explore country houses' Caribbean and East India Company connections.

Dan and Corinne will show how a collaboration between themselves, Miranda Kaufmann (School of Advanced Studies, University of London and author of *Black Tudors*), Katie Donnington (London South Bank University), and Ross Miles (HoD History, Park View School) was able to produce teaching materials to reveal the hidden histories of ten National Trust houses. These resources had a direct impact on the teaching at primary and secondary level as they allowed teachers to broaden their curricula and reveal to their students the colonial connections that lie just beneath the surface of some of Britain's most prestigious buildings.

B2 Who's that historian in the corner of the classroom?

Ben Walsh, Associate Vice President Historical Association, textbook author and examiner

In recent years, especially since the upgrading of interpretations in the 9-1 GCSEs, we have seen an increasing interest in the teaching of historical interpretations. This session will look at some of the challenges of bringing historians and other types of interpretations into the classroom. It will also look at some of the approaches teachers have employed, including guided reading, biographies of historians, using scholarship as the basis of planning units of work and preparing students for assessments based on understanding of interpretations.

C1 Collecting and connecting with oral histories in the classroom

Mary Brown, Teacher of History and English

This workshop will focus on the role of oral history in the classroom; looking at why oral history matters, how to collect oral histories, theories surrounding its use, and how it can be used as both source and interpretation. There will be a practical focus on both the history teacher and pupil as historian, and how to go about collecting oral histories as a classroom practitioner and how to equip your pupils with these skills. The workshop will offer examples of oral history being used to deepen students' understanding of, and engagement with, topics across the 20th century and at all key stages. This workshop aims to help you enrich and diversify your teaching of twentieth-century history, helping pupils engage with local history as well as their own family and community histories.

C2 A local history in 30 artefacts

Rachel Lewin, Assistant Head for Quality of Education and Head of History at Five Islands Academy

Thirty wide-eyed Year 7s step into the history classroom for the first time. In their first half term, is it possible to provide them with a chronological framework from Roman Britain to the present day on which to build their future learning? To explore the rich potential of using sources as evidence to develop an initial sense of period? To engage with local history? To work with expert historians and to develop confidence in tackling historical research? To get out of the classroom and present their findings to an authentic audience?

Inspired by ideas from Ian Dawson's seminal Year 7 'What is History?' textbook and by Neil Macgregor's 'History of the World in 100 Objects', Rachel Lewin worked in partnership with her local museum to develop a 'Young Curators Project' - culminating in a

Museum Takeover Day where Year 7 presented a timeline of history through 30 artefacts (later to be published as a museum treasure hunt for young visitors). This year, Rachel's history and English departments are taking it a step further by creating and curating their own Pop Up Museum in school and inviting the community to a day of history and artefact-inspired storytelling: creating early interdisciplinary links in their 'broad and balanced curriculum'.

Delegates who attend this session will explore the joys and challenges of such an ambitious start to a Key Stage 3 curriculum. They will come away with planning, resources and partnership working ideas to help design an inspiring new introduction to Year 7 history.

C3 Teaching the GCSE Historic Environment: dos and don'ts for choosing and interrogating an historic site to maximise student engagement and exam success

Sarah Jackson, Head of History, Sawston Village College

Castle? Cathedral? Palace? Something ever so grand?...or your own school? Choosing a site for GCSE Historic Environment is fraught with questions, some theoretical and others highly practical. Should the site be famous? Should it be visited by the pupils more than once or at all? Should it be as ancient as can be? How can pupils grapple with change over time? How can the teacher prepare pupils to answer general questions about a specific site? Sarah will examine all of these questions whilst explaining in depth how she has planned and delivered a site study which has enabled pupils of all abilities to interrogate the site with rigour.

From the extraordinarily national to the ridiculously local, this session will provide teachers with concrete examples of how to help pupils celebrate and enjoy the historical environment for its own sake, while preparing them for the inevitable exam.

Plenaries

1 From principles to practice: reinvigorating your curriculum using SHP principles

Sally Burnham, History teacher Robert Carre Trust, PGCE Tutor Nottingham University, SHP Fellow and member of the HA Secondary Committee and Sally Thorne, Head of Humanities at Colston's Girls' in Bristol, SHP fellow, author and senior examiner

Sally and Sally will offer practical and useful tips to intrigue, engage and inspire students in order to help them access a curriculum that is firmly based in rigorous, reflective practice derived from historical and pedagogical scholarship. They will show how using the SHP principles ensures that all students can have the opportunity to gain a high-quality history education that helps them 'understand themselves in time'.

2 The new Ofsted framework for historians

Tim Jenner, Ofsted History Subject Lead

In his first public appearance since taking post, frequent SHP conference presenter, Tim Jenner, will explain his new role as the History Subject Lead at Ofsted. He will lay out his vision for the effective implementation of the new inspection framework and will emphasise the importance of subject specificity in both teaching and inspection. He will outline his plans to strengthen the bonds between the subject community and the inspectorate and how he will promote better understanding of both sides to each other

How to book

Bookings can be made through the Leeds Trinity University online store (<https://store.leedstrinity.ac.uk/product-catalogue/conferences-events/shp-conference>). There are also links via the Schools History Project website (<http://www.schoolshistoryproject.co.uk/>).

Prices

Early Bird Booking	£35
- A full ticket for bookings before 10 June	
Pilot Attendees	£30
- For people who attended the trial webinar on 18 May	
Trainee Teachers	£30
- For teachers who trained 2019-20 or have a place on a course for 2020-21	
Full-Priced Ticket	£50
- A full ticket booked on or after 11 June	

How to choose your workshops

Everyone will be invited to attend the plenary sessions, the exam board Q&A and the quiz. However, the workshops will run in three sessions which means that delegates will have to choose which of the sessions they are going to attend 'live'. The resources for the other workshops and a video of their presentations will be available to delegates afterwards via the Schools History Project website.

Once you have booked your place at the conference, you will be sent an email asking you to choose which of the workshops you wish to 'attend'. Before the conference begins, SHP will email you with details about how to attend each of the sessions.

Technicalities

The conference will take place via Microsoft Teams. Please make sure that you have the ability to access Teams on your computer, tablet or phone.

Enquiries

If you have any further enquiries, please email SHP@leedstrinity.ac.uk.