



# New Teachers' Conference 2022



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# Schools History Project

New Teachers' Conference


29 January  
2022


Programme  
Workshops and contributors  
How to watch the sessions

# Programme

9:00-9:45	<p><b>Opportunities and Challenges for New Teachers and How to Overcome Them</b></p> <p>- Round Table Discussion</p> <p><i>Channel One</i></p>				
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15:15-16:30	<p><b>Keynote: Making your classroom a welcoming and inclusive place</b></p> <p>- <b>Teni Oladehin</b></p> <p><i>Channel One</i></p>				

## Workshops and contributors

10:00-11:15	Workshop Session A	Channel One
<b>Developing students' chronological knowledge</b>		
Ian Dawson		
<p>History is impossible without chronology. Without knowing 'what comes before what' our pupils cannot say meaningful things about causes, changes, or how other people have understood those things. However, helping pupils to develop their chronological understanding is complex, much more than 'doing things in order' or about learning dates. In this workshop, Ian Dawson will outline the nature of chronological knowledge and why it has remained an area of uncertainty before spending the bulk of the time discussing strategies for helping students to develop more secure chronological knowledge.</p>		
<div style="display: flex; align-items: flex-start;">  <div> <p>Ian Dawson has worked as a PGCE tutor and SHP Director, written many textbooks, created <a href="http://www.thinkinghistory.co.uk">www.thinkinghistory.co.uk</a>, written articles and run numerous workshops on developing chronological understanding.</p> </div> </div>		

10:00-11:15	Workshop Session A	Channel Two
<b>Historians in the classroom - The challenges and opportunities of extended reading</b>		
Rachel Foster		
<p>Although there are many ways of communicating knowledge about the past, history, at least as practised by historians, is still largely a written subject. If students are to understand how history works as an academic discipline, it is essential that they regularly encounter scholarly prose in their history lessons. But historical scholarship isn't very often written for children, so how can we help students access the written works of historians in our classrooms? How can the challenges of longer, more complicated texts be used to support, instead of interrupt, students' historical thinking? How can we enable students to share in the joy that comes from reading rich, inspiring historical writing without creating obstacles that bore, frustrate and terrify? In this session, Rachel Foster will explore some of the challenges and pitfalls of using historical scholarship in the history classroom, suggest how they can be overcome and give examples of how challenging reading tasks can benefit students' thinking and writing."</p>		
<div style="display: flex; align-items: flex-start;">  <div> <p>Rachel Foster leads the Secondary History PGCE at the University of Cambridge. Before that she worked as an Advanced Skills Teacher and history teacher in Cambridgeshire for eight years. Rachel is a workshop leader, author and editor of <i>Teaching History</i>.</p> </div> </div>		

11:30-12:45

Workshop Session B

Channel One

### Thinking about curriculum - where to start?

Josh Preye Garry

In the first years of teaching, the things that occupy most of our energy and thought are issues to do with how to teach – often, we don't have a lot of control in decisions about what to teach. The content of curricula, particularly at Key Stage 3 is usually driven by the decisions of subject leaders, the requirements of the school or MAT or simply the inertia of tradition. However, deciding what should be taught in our schools is, arguably, one of the greatest responsibilities of our profession. Whether your school is required to teach the National Curriculum or not, we have a huge amount of freedom to choose what it is that we introduce to the young people in our care and therefore how we help them understand the world. This means that curriculum designers have the responsibility to weigh up a number of philosophical, ethical, historical and pedagogical problems in order to create a programme of study that engages, inspires and represents our students, prepares them for the next stage of their education and the world beyond and simultaneously meets our school's expectations and obligations.



Josh is former beneficiary and now long serving volunteer for Reaching Higher. He is the Deputy Head of the History Department at a prestigious London school. Josh has played a key role in developing a Key Stage 3 curriculum that reflects the backgrounds of his student body. He has worked to raise the awareness of the importance of Black History in schools and has presented at both the SHP and Historical Association conferences.

Josh's most recent attainment is obtaining a Fellowship from the Historical Association by working with Justice2History and Dr Toby Green from King's College London to complete the Fellowship course on the British Transatlantic Slave Trade.

11:30-12:45

Workshop Session B

Channel Two

**Many different stories told in lots of different ways**

Jonny Sellin


There's the one about the blind king determined to fight in one last battle... The one about the Nazi beach-resort... And the musical one about the vicar jumping between churchmanship and regal loyalty...

For many of us, great stories are the reason we fell in love with history, but telling a story well can be hard to do. In this session, Jonny Sellin will tell some little-known tales from common curriculum areas such as Nazi Germany and Tudor England. Along the way, he will explore and explain a repertoire of different story-telling techniques that you can use in your classroom to enthral, entertain and inform your students.

Some stories, such as the Victorian Ghost Patrol, are curious. Others, like the criminal underworld of neo-classical architecture, are utterly bizarre. Others, such as the cabaret performances of a Czech ghetto, are immensely and tragically powerful.



Jonny Sellin teaches history in East Anglia, where he also trains new teachers as part of the Cambridge University History PGCE. He has written for a range of publications including *Teaching History*, and has created workshops for multiple history-teacher conferences. In more recent years, he has worked as both an online teacher for the Oak National Academy and in collaboration with academic historians to transform published research into teaching resources for secondary schools.

13:45-15:00	Workshop Session C	Channel One
<b>Supporting SEND pupils in the history classroom</b>		
Richard Kerridge		
<p>Everyone is entitled to the best history education we can provide. Yet for some learners, special educational needs mean that they face extra challenges in our lessons. In this session, Richard Kerridge will use some specific examples of good practice to help students with some common needs but will also lay out principles that can be more widely applied to help you ensure that all students can access your lessons without removing the historical challenges that are the heart of the subject.</p>		
<div style="display: flex; align-items: center;">  <div> <p>Richard Kerridge is an experienced history teacher and presenter and is a Fellow of the Historical Association.</p> </div> </div>		

13:45-15:00	Workshop Session C	Channel Two
<b>Building worlds: developing pupils' knowledge of historical contexts</b>		
Mike Hill		
<p>It is one thing to know about a period of history but quite another to be able to imagine ourselves there, to understand its rules and norms. Yet, without a secure sense of the worlds in which people in the past lived, felt and thought, how can we understand their actions? How can we ask pupils to make judgements about historical events if they never become more than words on a page, abstracted bullet-point lists or pictures of people in funny clothes? In this workshop, Mike Hill will explore how we can 'build worlds' in our classrooms to help students make sense of times and places far distant to us.</p>		
<div style="display: flex; align-items: center;">  <div> <p>Mike Hill teaches history in Wembley Park, London. Originally from Germany, Mike trained as a history teacher at the UCL Institute of Education, where he later completed an MA in History Education. His thesis explored the use of illustration in the teaching of history, and what kinds of historical knowledge and historical thinking images can help to build. Mike is perhaps best known for his article on 'world building' in Teaching History 180, and for being part of the online history teacher conference The Curricularium.</p> </div> </div>		

15:15-16:00

Key Note

Channel One

**Making your classroom a welcoming and inclusive place**

Teni Oladehin

Pupils are much more likely to do well if they feel they are safe and they belong. Making this happen is a challenge for all teachers but is particularly stark one for history teachers - many of the topics we teach force young people to confront some of the darkest parts of humanity and think about issues of prejudice, violence and oppression. We also need to think about whose stories we are telling. If pupils do not see people 'like them' in the past, or are presented with limited pictures of those people, what messages are we giving about how they are seen today? In this key note session, Teni Oladehin will explore how we can make our classrooms places where everyone feels that history is for them and that they are safe and wanted and that they want to succeed.



Teni Oladehin completed her PGCE at the University of Cambridge in 2019 and is currently a History Teacher at Harris Academy Tottenham. She is incredibly passionate about creating a well-rounded and inclusive curriculum at KS3, with the hope of encouraging pupils from all backgrounds to study history beyond Year 9.

She has written for the Historical Association on pupil responses to an 'authentic' African narrative based on Mansa Musa and is currently exploring how other medieval African empires might be woven into a diverse curriculum. The Collins Secondary Teacher Resource Pack on Black British History which Teni has co-authored will be out this year.



## How to watch the sessions

All passwords and links you need to access the event will be sent to you via email in the week before the event.

The links will take you to the SHP YouTube channels. In order to interact with the sessions through the comments you will need to sign in to YouTube, this is free.

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Recordings will be available to delegates for three months after broadcast.