

Schools History Project



Summer Conference

8-10 July
2022

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Maximising feedback for A Level Assessments - A journey of improvement

David Brown and Victoria Keitel

Over the past few years David and Victoria have worked on improving their feedback so teacher marking time is reduced but feedback for the students is more better. This workshop will set out the principles on which they have based their practice and the practical ways in which A Level students' essay writing can be enhanced through more effective feedback without increasing teacher workload burden.

Workshop C or Workshop D

Whose West Was Won? Overcoming Silences in GCSE American West

Alex Ford and Nicole Ridley

In this workshop Nicole and Alex will help you transform your teaching of the American West by hearing the often silenced voices of women, both Indigenous and non-Indigenous. Expect great stories, new ideas and a drive to do justice to the history of this period without compromising students' need to meet the GCSE specification.

Workshop A or Workshop C

Critical multiculturalism and the role of the teacher in embedding transformation change

Justin Vafadari and Sarah Whitehouse

This workshop will explore how transformational school teachers support children to think critically about multicultural diversity through the humanities curriculum. The workshop is an interactive opportunity for delegates to explore the challenges and opportunities in devising and implementing a broad and balanced humanities curriculum with a greater emphasis on multicultural

representation. Three case studies from primary school teachers working in different contexts will disseminate best practice for immersing children in different historical perspectives, place-based learning, and using PSHE to dismantle stereotypes of marginalised ethnic groups. Examples of professional journeys to becoming curriculum change-makers will be explored, as well as discussion of any areas of concern such as appropriate terminology, pedagogical approaches, and dealing with sensitive and controversial issues.

Workshop B or Workshop E

Decolonising histories: Using fiction to teach colonial experiences of the First World War

Jasmine Kaur and John Perkins

The writer Mulk Raj Anand, author of 'Across the Black Waters', believed his writing could help to spread peace. Through the novel there is the chance to present to students the experiences that they may already recognise through the poems of Sassoon and Owen through the eyes and mouths of Indian soldiers. By humanising the war through the character of Lalu there is a representation of the students sat in our classrooms. Our workshop will present how Guru Nanak Sikh Academy has used the concepts of similarity and difference, evidence, and interpretations to deliver the 'Great War' and explore how representation can be more than merely an add-on in the curriculum. Using the novel 'Across the Black Waters,' Jasmine and John will aim to demonstrate the importance of historical literature as a foundation of enquiry as well as how to give autonomy to students when undertaking their own writing about the past. Through sharing the planning process, delivery and resources, challenges and reflections of this enquiry, they hope to contribute to this ever important conversation of how to teach a more broad, inclusive history curriculum. Finally, in introducing you Lalu they hope to keep this book alive and raise awareness of it as the only contemporary novel of the time written from the perspective of the Indian soldiers who served.

Workshop C or Workshop E



SHP Summer Conference 2022 Workshops

Whose story is it anyway?: Centering colonised people when teaching the British Empire

Salma Barma, Zaiba Patel, Emmy Quinn
and Shahnaz Yasmin

Recent research suggests whilst History teachers are enthusiastic about the teaching of the British Empire, they sometimes lack confidence in how to include it in their curriculum.

In this workshop, Emmy, Salma, Shahnaz and Zaiba will discuss their contributions to an upcoming Key Stage 3 textbook on the British Empire. They will share their approach to teaching of Empire, guided by academics, in an attempt to disrupt Eurocentric narratives and foreground the experiences and perspectives of voices of the people who were affected by colonialism. They will explore topics including Ireland from 1169 to the 20th century, the Indian subcontinent from 1757 to the impact of partition, the Caribbean from 1831, China from the 1830s, as well as histories of race. This session will also suggest practical tips and how to approach these stories in your classroom.

Workshop A or Workshop D

Out of the Ordinary

Dan Lyndon-Cohen

Be inspired by the activism of ACT-UP and LGSM (Lesbians and Gays Support the Miners); marvel at the love stories recorded on cassettes that were posted back and forth from Pakistan to Britain; listen to the discordant sounds of SOPHIE; create your own archive; record your own oral histories. Decolonise. This workshop will take you on a magical tour of South Asia, Manchester, Bradford and East London inviting you to participate in a range of practical activities that bring the voices of previously marginalised communities into the classroom. At Park View School, Dan has been undertaking some pioneering work on LGBTQ+ British History and a unique oral history project called

Tape Letters drawing on the experiences of the British-Pakistani community which he would love to share.

Workshop B or Workshop E

Adventures in Time: Making the Second World War a genuine World War

Jennifer McCullough and Ben Walsh

This session will explore how historian Dominic Sandbrook's book for children on the Second World War can be used to broaden the usual scope of studies of WWII to encompass the Eastern Front, the war in Asia and the Pacific, the role of British Empire forces and the experiences of a broad cast of characters from all over the world. Jennifer and Ben will share examples from their revised WWII unit and consider wider issues of using up to date scholarship in History lessons, the challenges and rewards of extended reading, and ways to support pupils' literacy in History.

Workshop B or Workshop C

“You can see that from my Gran’s house”: Invigorating your Curriculum with Local History

Eliza Ruxton and Paul Wainwright

Many students assume that history happens somewhere else; that their little town, village or even the part of the city where they live can never have been touched by the really big stories of the past. In this workshop the graduates of the Historical Association/British Association for Local History Teaching Fellowship 2021 will unpack how we can tackle this viewpoint and in so doing breathe life into our curriculum. There exists in all people a desire to feel a sense of place; a connection to the area in which they live. This workshop will explore the theoretical underpinnings of local history as well as demonstrate a range of practical models that can be used as templates for your own local history work. From working with archivists and local experts through to designing focused enquiries the presenters will explore practical strategies



for showing students national and indeed international narratives through a local lens.

Workshop A or Workshop E

Hearing the resonance: using oral testimony to investigate the Brixton Uprisings

Dan Townsend

In recent years history departments across the country have rightly looked to build more Black British history into their curriculums. However, one topic that has been largely overlooked is that of the Brixton Uprisings. Over three decades have now passed since the initial 1981 Uprising, a pivotal moment for race relations in Britain, and yet many young people have very little understanding of the Uprisings and their legacy.

Dan's project, carried out in partnership with the Black Cultural Archives in Brixton, aimed to rectify that. A Key Stage 3 enquiry was developed with the aim of investigating the significance of the Uprisings. The lessons focused around a series of recorded interviews with key individuals who held connections to those events, all of which were led by Year 9 students from two south London schools.

One word that continued to crop up time and time again in discussions of the Uprisings was 'resonance'. Though this is an aspect of significance that all history teachers are familiar with, it is rare that it is explored as the focus of an enquiry. By placing it front and centre of our work, we hope to offer insight into just how valuable a student understanding of historical resonance can be.

Workshop B or Workshop D

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

Steve Mastin and Catherine Priggs

Why should Partition be in your curriculum? There are opportunities for pupils to study what Partition reveals about Empire, the twentieth century's largest migration, and the legacy of Empire. The story will be told through

Indian eyes, using one family's experience of the fight for independence, who found themselves divided by a border. Expect scholarship and powerful source material.

Workshop A or Workshop C

'Walk the walk to talk the talk': practical guidance on developing your use of dialogue in history learning and teaching

Mike Bird and David Ingledew

Dialogue is an integral and important aspect of history and history learning and teaching. This session will explore, with reference to specific examples, how you can develop your use of dialogue in your history classrooms to support pupils' historical thinking and understanding in KS3 to A-Level history. Drawing upon their own experiences as secondary history teachers and history educators, as well as that of others, the presenters will provide practical guidance on the use of dialogue.

Workshop A or Workshop C

Life Beyond the Venerable PEED: reacquainting reading, thinking and writing

John Hough

Has the Venerable PEED left secondary school historical writing in a Dark Age?

This session will explore why writing frames have an almost unassailable position with the teaching of historical writing. Together, we'll test their value by exploring where they came from, and where they didn't come from, to establish their limitations and the potential impact of removing them. The key question many history teachers may ask is: 'If not writing frames, then what?'

This session aims to begin answering this question and bring more history teachers into the historical literacy debate. John will look at how the 'Word, Sentence, Paragraph' strategy might be more useful to teachers aiming to develop students' historical writing. This will



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include some tried and tested practical approaches from his own classroom. He will place this practice amongst the wider work of other history teachers to see where we are up to as a subject community with moving away from formulaic, reductive writing frames towards historical writing that serves our wider purpose of providing an ambitious, engaging historical education.

Workshop A or Workshop C

18 Stories told In 18 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 one where you get the kids to draw plans for a post-fire London.

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 story of Riwa Fort, are deeply personal. 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.

Workshop B or Workshop D

Practical easy to implement strategies on improving writing, source skills and retrieval

Lesley Ann McDermott

As the title suggests, this workshop will offer a host of practical solutions to some of the most common challenges to students. Expect an avalanche of ideas that you can use in your classroom next week!

Workshop B or Workshop E

'It was both a different time and a different place.' Using place as an analytical lens to secure interplay between overview and depth and tackle similarity and difference

Stuart Farley

Inspired by social and cultural historian Tim Cole, Stuart decided to look again at how he taught the Holocaust. He used 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. Building on techniques used by Carr and by Olivey when teaching about the nineteenth century, this work enabled his students to unpick what the not-quite-contemporary term 'the Holocaust' means.

Workshop B or Workshop D

Harnessing the power of historical scholarship in the mixed-ability classroom

Rachel Burney

Many history teachers are familiar with using historical scholarship; we use it to gain knowledge and deepen our understanding, to frame intriguing enquiry questions and, perhaps above all, to engage with the work of historians out of appreciation and enthusiasm for the subject which we have the privilege of teaching. But how can we develop that enthusiasm for historical scholarship within our pupils? How can we engage them in the reading of 'real' academic texts? How can we support all pupils in this challenging process? And, with so many wonderful works out there, how we can know which ones to pick?

As well as discussing the rationale behind using the work of historians with students, this workshop will explore how we can use scholarship to frame engaging and rigorous enquiry questions and how we can intentionally integrate the reading of academic history into our lessons - with all of our students. Taking a journey through many practical examples from KS3, GCSE and A-Level lessons, this workshop will highlight the benefits, and discuss how



we might overcome the challenges, of explicitly bringing historians' work into our lessons.

Workshop B or Workshop E

“Practical ways to bring your curriculum to life with books, books and some more books!”

Haighley Cobbson and Teni Oladehin

In an age where storytelling is all the rage, this workshop looks to provide a door into the possibilities that historical fiction and scholarship can provide in your classroom. In sharing their experiences and aspirations in reading scholarship and fiction with students, Haighley and Teni hope to give you an insight into how E.H. Gombrich can take students back to the landscape of the Medieval Middle East to uncover the rapid expansion of the Islamic Empire. How Valerie Hansen can be the ticket to the journey of Leif Ericsson to Vinland, challenging the great narrative of Columbus the 'discoverer'. How Shahida Rahman can help students to unpack the uncomfortable truths behind the British use of Indian labour from the 17th century. If you'd like to see what possibilities lie in reading more with your students, they will provide some inspiration and starting points.

Workshop C or Workshop D

Why 'knowledge-rich' doesn't need to mean 'story-poor': building a curriculum around stories

Rachel Foster

What is it about history you love? For many of us (at least in part) it will be the stories. We don't need cognitive science to tell us that stories are powerful tools for building knowledge: we will all have our own experiences of how a great story well told can develop knowledge that is memorable and meaningful. So why is that stories seem to easily slip from view when it comes to teaching history? Why do they often seem to be a luxury - relegated to hastily told case studies used to illustrate overview, or as mere anecdotes to be fed in when we sense pupils' interest waning?

In this workshop we will be thinking about how and why we might build a curriculum around stories. Drawing on practical examples we will consider how building enquiries around well-chosen stories can develop rich, broad, coherent knowledge in a way that makes history accessible and interesting for all pupils.

Workshop C or Workshop D

Peopling the silences: 'small' stories opening up big histories

Martin Spafford and Matt Springett

When we look around us and ask the right questions, we can all soon uncover stories of 'ordinary' people in the past who have been historically excluded from the narrative. These help our students see how they play a part in history, while opening up for them new pathways into the 'big' stories on the curriculum. Chance encounters, a closer look at 'inside pages', local history research and family items handed down – all can be a starting point. Indeed, with our increased awareness of 'silencing', it is surely part of our job to find and include such histories. Martin and Matt will share how, in their own teaching, a local newspaper obituary, a family photo, a battered crucifix, a simple homework question, a school log book, a place of worship and a self-published autobiography have all brought unexpected fresh perspectives on history through the lives of people whose stories are less known. They will share powerful examples of 'found' histories and remind us how much hidden history is within reach and how we and our students can uncover it.

Workshop A or Workshop E

Assessing substantive thinking: what does it mean to get better at substantive thinking?

Sarah Jackson

In this session Sarah will explore how her department has moved from providing opportunities for pupils to encounter first order concepts consistently across a KS3 curriculum to including substantive concepts within a



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range of different forms of assessment. This session will theorise about what it means to get better at substantive thinking and explore what this might look like in practice through a range of student outcomes produced by the pupils at Sawston Village College. The session will also provide practical suggestions for how we can assess progress in substantive concepts: it will show how one department has used multiple choice questions, end of unit assessments and whole-year questions to assess students' understanding of key first order concepts.

Workshop A or Workshop B

What knowledge and knowledge for what? Exploring the big questions of what to include and why in a history curriculum

Alex Bengier

Thinking about what to include in a history curriculum is one of the most exciting aspects of being a history teacher. It is also one of the greatest responsibilities. The scope and nature of the histories explored through the curriculum fundamentally shape what pupils are able to gain from their study of history. The curriculum also conveys to pupils what we value in history and what we deem significant for society today. In this session, Alex will suggest a framework of categories for evaluating the scope of a history curriculum and present his research into the scope of knowledge included in KS3 history textbooks. He will encourage you to reflect on the issue of curriculum knowledge selection, tackling head-on questions of what to include and why.

Workshop A or Workshop D

Curriculum Continuity - Closing the Transition Chasm

Alex Fairlamb

This workshop will describe the transition project that me and my Trust has implemented as part of a successful ONE bid. Focusing on curriculum continuity, primary and secondary colleagues have collaborated to create a

comprehensive curriculum from KS1-3 which ensures continuity and the explicit teaching of second order historical skills.

Workshop A or Workshop B

“Silences, fabrications and violence in the archive”: Recovering lost histories of women

Sarah Faulkner and Chris Gilmore

Responding to the call to arms of Lipscomb (2021) to “reclaim ordinary women from historical oblivion”, Chris and Sarah want to encourage teachers and students to rebel against “promoting the narratives of the powerful”. This workshop seeks to explore the limitations of the historical archive and how we can push the boundaries of traditional classroom practice using sources. It will showcase practical examples from a range of enquiries across Key Stage 3 which reframe traditional source use to restore the voices of ordinary women in the classroom.

Workshop D or Workshop E



Partition of British India, 75th anniversary: KS3 Online Assembly

2022 sees the 75th anniversary of the Partition of British India. This monumental event led to an untold number of deaths, the largest movement of people in human history and, arguably, marked the beginning of the end of the British Empire. However, this event isn't always given the time it deserves in our classrooms. The National Archives, with historian Eleanor Newbigin (SOAS) are here to help change that.

In their plenary session, they will launch of a new KS3 online assembly and accompanying resource pack to help you include this world-shaping event in a simple, accessible but rigorous way. The online assembly is designed around a 10 minute video in which Eleanor, Hannah and Iqbal explore the narratives that have been handed down or presented to us about these momentous events. Working with a mystery document and oral testimony the session will provide a powerful insight into some new and innovative approaches to unpicking the colonial archive and how we can develop a more thoughtful and attentive pedagogy.



Hannah Carter

Hannah manages the schools Education programme at The National Archives and is a former history teacher. The Education workshops at The National Archives are framed around original documents and the ethos that history is an active process. It is felt this approach deepens understanding of how knowledge about the past is constructed and how historians 'make' history. She has an MA in Refugee Studies and a particular interest in the history of forced displacement. This has informed a number of the projects she has been involved in, including a programme of events run during Refugee Week 2021 exploring the stories of Basque refugee children in Britain.



Eleanor Newbigin

Eleanor Newbigin is senior lecturer in the history of modern South Asia at SOAS, University of London. She is interested in histories of gender, law and political economy. Her research looks at the end of imperialism in India and the place of the Indian subcontinent in global histories of democracy. In the last few years, however, against the backdrop of Brexit and changes in the UK Higher Education sector, she has become increasingly interested in questions about the historic, and present day, relationship between empire and education.



Iqbal Singh

Iqbal Singh joined the Outreach Team at The National Archives in 2015. He has led on a number of projects including on the 1919 Race Riots, South Asia and the First World War, colonial seafarers in the 1920s, and The Partition of British India. He is currently leading two pioneering programmes, the first is looking at mixing archival research with therapeutic practice to address histories of racism, colonialism and empire. The second is employing drama to widen and deepen our understanding of the past; and exploring at times contested histories with a degree of warmth and humanity.

Imperialism at Home and Abroad

The enclosure of vast swathes of England from the seventeenth to the nineteenth centuries can be understood not just as a precursor to the imperial project, but as an integral part of it. While the status or suffering of commoners cannot be equated with newly colonised Indigenous peoples, the long 'fight for the Fens', reveals that being 'English' did not prevent dispossession from traditional lands, the total transformation of country, colonization by new settlers, the crushing of resistance through force, or a close partnership between private capital and state power. The evolving logic and systems of empire were expressed in the conquest of England's last lowland 'wilderness', the vast wetland region known as the Fens. This session will explore the long struggle against the drainage and enclosure of this country and reflect on the parallels and differences

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between the state-sanctioned appropriation of common lands in Cambridgeshire, Lincolnshire, and Norfolk, with the early colonization of Australia.



James Boyce

James Boyce is a multi-award winning historian whose latest book is *Imperial Mud: the Fight for the Fens*. Dr Boyce has written extensively on Australian colonisation including the celebrated tomes, *Van Diemen's Land* and *1835: The Founding of Melbourne and the Conquest of Australia*. A research associate at the University of Tasmania, family connections bring him regularly to England where he likes nothing more than to camp under the vast Fenland skies.

SHP at 50

2022 marks 50 years since the creation of the Schools Council History Project. In this session Matt Stanford, current Director, will celebrate half a century of SHP.

SHP Summer Conference 2022 Presenters



Workshop Presenters

Salma Barma



@BarmaSalma

Salma is a History teacher in North London. She is a regular contributor to Hindsight and is currently undertaking an MA in Black British History at Goldsmiths, University of London.

Alex Benger



@MonsieurBenger <https://monsieurbenger.home.blog/>

Alex completed his Secondary History PGCE with the University of Cambridge in 2019. Following this, he worked as a history teacher for two years at Whitmore High School in London. He is currently studying for an MA in Education (History) at the UCL Institute of Education and will return to the classroom in September at Chesterton Community College in Cambridge.

Mike Bird



<https://teacherlearning.org/>

Michael has been a History teacher for over 20 years before moving into Higher Education as a History subject lead, Programme Lead and now Head of Initial Teacher Education at the University of Chester.

David Brown



@DBrownF6History

Dr David Brown has taught A Level History at The Sixth Form College Farnborough since April 2009 and has been Curriculum Manager for the subject since 2016. He is also the Pearson Edexcel A Level Subject Specialist for History for South East England.

Rachel Burney



@MrsVersion7

Rachel is a History teacher and High Achieving Pupils Lead at an 11-18 school in Peterborough, Cambridgeshire. She works with a wonderful team who are passionate about developing a broad and diverse curriculum and seeing all pupils get excited about history. Outside of work she loves to cook and get outside with her husband and two children for countryside and coastal adventures.

Haighley Cobbson

Haighley is a student of the Chartered College of Teaching and Subject Lead for History at Harris Academy Tottenham. She completed her PGCE at the IOE, and in her Masters she specialised in American and Caribbean history. As she completes her NPQSL, Haighley is currently leading a complete revamp of the KS3 curriculum that is focusing on both broadening the scope of the curriculum, whilst also using local history to provide depth and rigour.



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Alex Fairlamb



Alex is an Assistant Headteacher of T&L who was responsible for curriculum overhaul within her school, including being a co-writer of a successful ONE transition curriculum bid. Alex is Lead Coordinator for TMHistoryIcons and a member of the Secondary Committee of the Historical Association. She is also lead teacher for @GirlKind, member of SCHOOLSNE steering group and a passionate advocate of representation and diversity in the curriculum.

@TMHistoryIcons @Histassoc @GirlKindNE @SchoolsNE @WomenEd @lamb_heart_tea

Stuart Farley



Stuart is Head of History at Upper Shirley High School in Southampton. He is also an SHP Regional Advisor and Lead Teacher on the Hampshire History Steering Group.

@SAFarley9

Sarah Faulkner



Sarah has been a history teacher for 20 years, working in Houghton-le-Spring, Rotherham and now at The Brunts Academy, Mansfield. She is a Principal Examiner and author for OCR. Presenting at the SHP Conference has been an ambition for a long time, so she is currently giddy with excitement!

@deedsnotwords79

Rachel Foster



Rachel 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 Teaching History.

Chris Gilmore



Chris has taught history for eight years. He has worked in a range of schools and roles until moving to Queen Elizabeth's Academy in 2019, where he currently leads History. He works as a GCSE Examiner and is also an active mentor with the University of Nottingham's PGCE course.

@chrisgilmore

John Hough



John currently leads a History PGCE programme in the North-West and lectures on educational research and classroom practise. Alongside this, he works with the Chartered College of Teachers as an assessor and is Archdiocese History Lead for Liverpool. His previous roles include literacy co-ordinator, Head of History, Lead for Practitioner Development, Head of Humanities and Associate Assistant Principal.

@jlhough91_lee

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David Ingledew



@ingledew_j

David Ingledew is the Secondary ITE Lead and history educator at the University of Hertfordshire.

Sarah Jackson



@historysuperfan

Sarah is Head of History at Sawston Village College. She also co-chairs both the History Improvement Network and Inclusivising the Curriculum Groups for Anglian Learning. She is particularly interested in curriculum design, local history and decolonisation. This year she is completing the HA Teacher Fellowship in Local History.

Jasmine Kaur



Jasmine Kaur, Head of History at Guru Nanak Sikh Academy, joined the teaching profession in 2019 having secured a place on the TeachFirst training programme. She has been working three years as a teacher of history and started her new position as Head of Department in September of last year.

Victoria Keitel



Victoria Keitel is a History and Politics teacher at the Sixth Form College Farnborough. Her focus is developing analytical writing skills in the classroom. She has mentored ECTs and trainee teachers.

Dan Lyndon-Cohen



@danlyndon www.tapeletters.com

Dan Lyndon-Cohen is the Lead Practitioner for Humanities at Park View School in Tottenham and an Honorary Fellow of the SHP. He is also the author of several books about multicultural British History, and collaborated on the specification and textbooks for the OCR Migration History GCSE courses.

Steve Mastin



Steve taught history for 20 years in state schools before becoming a senior curriculum director across primary and secondary schools in a multi-academy trust serving primary and secondary schools in areas of disadvantage.

Steve trained history teachers for the University of Cambridge and has worked with international Ministries of Education including Singapore, Australia and Egypt. He has spent ten years supporting curriculum design, implementation and teacher training across central Asia, helping them to broaden their curriculum and balance national and world history.

Steve has been a senior examiner for both ancient and modern history. He has advised the Department of Education on the history curriculum, assessment and exam reform. He also



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works closely with Classics for All to encourage more state schools to teach the history and languages of the ancient world. Steve also works with the Commonwealth Secretariat to support education systems in east Africa.

www.openingworlds.uk

Jennifer McCullough

Jennifer McCullough is a history and politics teacher in Sheffield. She is a senior examiner and exam author for GCSE History, and a textbook author for Hodder Education. She has also written online resources for the BBC Bitesize, the Churchill Archive and the HA Fellowship programme.

[@TaptonHistory](https://twitter.com/TaptonHistory)

Teni Oladehin



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, inclusive and rigorous 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 has co-authored the new Collins KS3 Teacher Resource Pack on Black British History. Teni is currently exploring how historical fiction and scholarship can be woven into the KS3 curriculum to expand students' understanding of the medieval world.

[@tenioladehin](https://twitter.com/tenioladehin)

Zaiba Patel



Zaiba is a former History teacher, museum workshop leader, and occasional writer. She recently completed a Master's in Learning and Teaching at the University of Oxford, where she explored how engaged pedagogy can facilitate decolonisation.

[@zaiba__](https://twitter.com/zaiba__)

John Perkins



"John Perkins, Assistant Principal of Curriculum and Research at Guru Nanak Sikh Academy. Working as a history teacher since 2004 I have always been interested in trying to get across stories of the past in a way that students can feel connected to them. In my spare time I am an EdD student at Brunel University where I am grappling with my thesis."

Catherine Priggs



Catherine has been involved in History education for over 10 years. During this time she has led and supported History departments within and outside her school setting and has led History teacher training provision. She has contributed to 'Teaching History' and to History textbooks and online resources. She has also presented at various conferences and is a GCSE Examiner and Author. For the last eight years, Catherine has worked as an Assistant Headteacher in two contrasting schools. She has led training on school leadership and supports other schools as an SLE. In her current school she leads on Learning and Teaching and with the Astra Teaching School Hub.

[@CatPriggs](https://twitter.com/CatPriggs)

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Emmy Quinn



@msquinnhistory

Emmy is Curriculum Lead for History in a middle school in Northumberland. She is currently undertaking the TRACTION Teacher Fellowship on teaching themes of Race, Belonging, Empire, and Migration.

Nicole Ridley



Nicole is a teacher of history, sociology and Subject Lead for PSHE at Malet Lambert in Hull. She co-hosts HullClio, a network of teachers across the city, that also runs a blog called Tea&Learning, which is how she first started working on the place of women in the American West.

Eliza Ruxton (née West)



@elizablrxton

Eliza is currently Deputy Head of History and Head of Politics at Marling School in Stroud, Gloucestershire. She studied History & English Literature before achieving a Masters in History at Oxford Brookes, and then a PGCE at the University of Bristol. Her strong interest in local history is found less in the grand houses, but more in the mews streets, Victorian terraces, leisure facilities and everyday lives of 'normal people'. She has previously worked with Amersham Museum, developing pupils' understanding of normal people around Amersham, from the execution of the Amersham Martyrs in the early 1500s to oral history projects on the local experience of the Cold War. She has undertaken the HA fellowship programme, with focus on the history of protest (Stroud is known for being the home of the Extinction Rebellion) in the local area.

Jonny Sellin



@jonny Sellin

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.

Martin Spafford



www.jtojhumanrights.org.uk/local-stories/ www.economicinjustice.org.uk

Martin worked with his East London students on projects exploring local and family histories. After retiring he wrote (for OCR) migration histories of Cardiff, South Shields and Spitalfields. For Historic England he created a primary school resource based on personal histories from Newcastle's West End. He now helps with Journey to Justice archiving 'untold' stories of local activism around the country and addressing UK economic inequalities through workshops with schools, youth centres, trades unions and community groups.



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Matt Springett



Matthew has been Head of History at Plume Academy for over 12 years, building partnerships with local historical and archaeological societies, museums, historic sites and historians. This has proved invaluable in uncovering those 'nugget' stories that 'people the silences'. He is an Author on the SHP OCR History B specification, has published in Teaching History and led workshops for both CPD and ITT. His interests include Education Leadership, School Improvement and Assessment. Otherwise, you'll find him sailing on the East Coast.

Dan Townsend



@ww1teacher

Dan Townsend is the subject leader for history at the Charter School North Dulwich. He holds twelve years of teaching experience; and has written for Hodder. He has also delivered curriculum training to primary and secondary schools in London and Kent on behalf of the EEF.

Justin Vafadari

Justin Vafadari is a Senior Lecturer in Primary Education at the University of the West of England. His current doctoral research is how teachers from both primary and secondary school use multicultural education to decolonise the curriculum.

Ben Walsh



@History_Ben

Ben Walsh is a textbook author, trainer and senior examiner for GCSE History. He is Associate Vice President of the HA. He is currently Trust Wide Lead for History at the David Ross Education Trust, supporting History teachers and leading on the development of a new KS3 History Curriculum with scholarship at its heart.

Sarah Whitehouse

Dr Sarah Whitehouse is a senior lecturer in primary history at the University of the West of England. Her current research is situated within the teaching of controversial issues which includes young people's experiences of racism and decolonising the curriculum.

Shahnaz Yasmin



@Shahnaz17

Shahnaz is a History and Politics teacher currently leading the Key Stage 5 History curriculum and has been elected as staff governor at her school. She has recently completed the TRACTION Teacher Fellowship on teaching themes of Race, Belonging, Empire, and Migration.

Friday 8 July

15:00-
15:15

Welcome

15:45-
17:15

Workshop A

Whose story is it anyway?: Centering colonised people when teaching the British Empire	'Walk the walk to talk the talk': practical guidance on developing your use of dialogue in history learning and teaching	Curriculum Continuity - Closing the Transition Chasm	What knowledge and knowledge for what? Exploring the big questions of what to include and why in a history curriculum	Whose West was won? Overcoming silences in GCSE American West	Enhancing your Key Stage Three curriculum by teaching the partition of India	Life Beyond the Venerable PEED: reacquainting reading, thinking and writing	Peopling the silences: 'small' stories opening up big histories	Assessing substantive thinking: what does it mean to get better at substantive thinking?	"You can see that from my Gran's house:" Invigorating your Curriculum with Local History
Salma Barma, Zaiba Patel, Emmy Quinn, Shahnaz Yasmin	Mike Bird, David Ingledew	Alex Fairlamb	Alex Bengier	Aled Ford, Nicole Ridley	Steve Mastin, Catherine Priggs	John Hough	Martin Spafford, Matt Springett	Sarah Jackson	Eliza Ruxton, Paul Wainwright

17:15-
18:45

Resources exhibition

17:45-
18:45

Fringe Session A - exam boards and others

18:45-
19:45

Dinner

17:45-
18:45

The National Archives: Partition of British India, 75th anniversary



Saturday 9 July

07:30-
09:00

Breakfast

09:00-
10:30

Workshop B

Critical multiculturalism and the role of the teacher in embedding transformation change	18 Stories told In 18 Ways	Harnessing the power of historical scholarship in the mixed-ability classroom	Assessing substantive thinking: what does it mean to get better at substantive thinking?	Curriculum Continuity - Closing the Transition Chasm	Adventures in Time: Making the Second World War a genuine World War	Practical easy to implement strategies on improving writing, source skills and retrieval	Hearing the resonance: using oral testimony to investigate the Brixton Uprisings	Out of the Ordinary	'It was both a different time and a different place.'
Justin Vafadari, Sarah Whitehouse	Jonny Sellin	Rachel Burney	Sarah Jackson	Alex Fairlamb	Jennifer McCullough, Ben Walsh	Lesley Ann McDermott	Dan Townsend	Dan Lyndon-Cohen	Stuart Farley

10:30-
11:10

Exhibition and refreshments

11:10-
12:40

Workshop C

Enhancing your Key Stage Three curriculum by teaching the partition of India	Life Beyond the Venerable PEED: reacquainting reading, thinking and writing	Why 'knowledge-rich' doesn't need to mean 'story-poor': building a curriculum around stories		Maximising feedback for A Level Assessments - A journey of improvement	Decolonising histories: Using fiction to teach colonial experiences of the First World War	Adventures in Time: Making the Second World War a genuine World War	"Practical ways to bring your curriculum to life with books, books and some more books!"	'Walk the walk to talk the talk'	Whose West was won? Overcoming silences in GCSE American West
Steve Mastin, Catherine Priggs	John Hough	Rachel Foster		David Brown, Victoria Keitel	Jasmine Kaur, John Perkins	Jennifer McCullough, Ben Walsh	Haighley Cobbson, Teni Oladehin	Mike Bird, David Ingledew	Alex Ford, Nicole Ridley

12:40-

Lunch

19:30-
20:30

Dinner

SHP at 50!

Sunday 10 July

07:30-
09:00

Breakfast

09:15-
10:45

Workshop E

Decolonising histories: Using fiction to teach colonial experiences of the First World War

Jasmine Kaur,
John Perkins

Practical easy to implement strategies on improving writing, source skills and retrieval

Lesley Ann
McDermott

Peopling the silences: 'small' stories opening up big histories

Martin Spafford,
Matt Springett

Out of the Ordinary

Dan Lyndon-
Cohen

"You can see that from my Gran's house:"
Invigorating your Curriculum with Local History

Eliza Ruxton, Paul
Wainwright

Critical multiculturalism and the role of the teacher in embedding transformation change

Justin Vafadari,
Sarah Whitehouse

Harnessing the power of historical scholarship in the mixed-ability classroom

Rachel Burney

"Silences, fabrications and violence in the archive":
Recovering lost histories of women

Sarah Faulkner,
Chris Gilmore

10:45-
11:05

Refreshments

11:05-
12:05

Kate Hawkey and Verity Morgan: History and the climate emergency: environmental history in the classroom

SHP Summer Conference 2022 Timetable



How to Book

We have worked hard to keep the conference as affordable as possible and we are pleased to say that the first 100 tickets will be available for just **£290**, the same price as the last conference in 2019.

A full ticket gives you:

- Five workshop sessions from a choice of more than 20
- Five plenary sessions
- Conference fringe sessions
- Two nights' accommodation
- Dinner on Friday and Saturday night
- Breakfast and lunch on Saturday and Sunday
- Refreshments

Pricing:

Full ticket (first 100 sold before midnight 5 June)	£290
Full ticket	£340
Saturday only (conference, lunch and refreshments)	£135
Conference only (conference sessions, Saturday lunch and refreshments)	£180

A selection of workshop recordings will be available online for £100.

Tickets are available now from the [LTU Store](#). This can also be accessed with the following QR code.



