

Schools History Project



Summer Conference

29-30 June, 2024

Leeds Trinity University

Relevance ♦ Enquiry ♦ Understanding ♦ Diversity ♦ Locality ♦ Enjoyment



www.schoolshistoryproject.co.uk

Welcome to the SHP Summer Conference, 2024



It gives me enormous pleasure to welcome you all to the 2024 Schools History Project Summer Conference.

Nearly twenty years ago I arrived at Trinity and All Saints College (as Leeds Trinity University was then known) on a warm summer afternoon, to be welcomed to conference by the then Director, Chris Culpin. Although I can't remember much of the details of the programme, I do still vividly recall the feeling of having joined a very special club. For the first time in my career I had become part of a community that shared my passion for History teaching that was active, meaningful, relevant and rigorous. From that moment onwards I was proud to identify as an SHP teacher. It is my great hope that my tenure as Director will inspire many more History teachers from all corners of the UK, and beyond, to feel that they have become part of the SHP family.

This year's conference programme is an absolute treat: 28 wonderful workshops, 3 kicking keynotes, 4 fabulous fringe sessions, and a host of enthusiastic exhibitors. I am so grateful to everyone who has put in so much hard work to make this happen, but especially to Alex Ford, Zoe Lee-Morris, Jo Higgs and the rest of the LTU crew.

As inspiring and important as our curated programme is, the soul of the SHP conference is in the community spirit that is fostered over the weekend. The chats over coffee and beers, meeting old friends and making new ones, the hanging out. We have intentionally designed the conference to provide opportunities to bring us all together. Whether it is at the drinks reception hosted by Hodder Education (a SHP tradition) or listening to our live performance from folk singer Mary Hampton (a SHP first), dancing at the disco, or over breakfast, lunch and dinner, you will always find a welcoming face.

Thank you for joining us in Leeds. Have a fantastic conference.

Dan Lyndon-Cohen

Director, Schools History Project

This programme gives full details of all the Conference sessions, timings and rooms.

- Workshop lists will be found to the right of the main entrance doors. Please check that your name is on the correct lists. You should also find a copy of your choices in the delegate pack if you have already booked them. You are still able to book workshops upon arrival if you have not managed to do so beforehand and you may change your workshop choice, provided the workshop you wish to move to is not fully booked.
- The Resources Exhibition can be visited at any time on Saturday, however, the programme sets aside 17:15 – 18:30 as a specific time to visit the Exhibition. There will be a wine reception, by courtesy of Hodder Education, in the Exhibition area on Friday at 17:15. A plan of the Exhibition is in your delegate pack.
- There is a bar extension on Saturday evening until 23:59. The bar will also be open during dinner.
- Internet access - Wi-Fi service - (for personal use) is available and directions for logging on will be found in the delegate pack. Wi-Fi is available in the bedrooms and throughout the university.
- Conference Assistants will be on hand in Reception throughout the Conference to offer assistance, and to answer any queries.
- **Residential delegates should vacate their rooms by 9:00 on Sunday morning. A secure room is available near the Conference Reception for the storage of luggage until departure.**

Conference timings

Saturday

Time	What's happening?	Rooms
08:00 – 09:00	Registration	Reception
09:00 – 09:20	Welcome	Auditorium
09:30 – 11:00	Workshop 1	See Programme
11:00 – 11:30	Refreshments & Exhibition	Conference Suite
11:30 – 13:00	Workshop 2	See Programme
13:00 – 14:00	Lunch & Exhibition	Dining Room / Conference Suite
14:00 – 15:15	Plenary	Auditorium
15:15 – 15:45	Refreshments & Exhibition	Conference Suite
15:45 – 17:15	Workshop 3	See Programme
17:15 – 18:30	Drinks Reception & Exhibition	Conference Suite
17:45 – 18:30	Fringe	See Programme
18:30 – 19:30	Dinner	Dining Room
19:30 – 20:30	Keynote	Auditorium
21:15 – 22:00	Live performance	Dining Room Student Bar

Sunday

Time	What's happening?	Rooms
09:45 – 11:00	Roundtable	Auditorium
11:00 – 11:30	Refreshments & Exhibition	Conference Suite
11:30 – 13:00	Workshop 4	See Programme
13:00 – 14:00	Lunch / Conference Close	Dining Room

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Our aim is to support you at every stage of your teaching journey with us.

Meet the team

Our dedicated History team of Richard and Michael are always on hand to answer any questions you might have on the qualification.



Don't miss out

Sign up for History updates and receive professional development opportunities, support and resources throughout the year. You'll also get our monthly roundup, with key information and resources all in one place.



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Join us for a drink!



Saturday, 5.15pm



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Conference Programme

Saturday 29 June

08:00 – 09:00 Reception	Registration	
09:00 – 09:20 Auditorium	Welcome to the SHP Conference	
09:30 – 11:00	Workshop 1	
	Workshop 1A	Primary: We need to walk about empire Ailsa Fidler, Daisy Horsley and Jody Crutchley
	Workshop 1B	Secondary: Approaches to teaching about national identities and belonging James Walker, Daniel Magnoff and Zahra Tengra
	Workshop 1C	Secondary: Breaking the political mould: expanding students' horizons at A-level Claire Holliss
	Workshop 1D	Secondary: Bringing local, global history into the classroom. The power of working with local community groups Deborah Hayden
	Workshop 1E	Secondary: Do more than 'Do Now'! Retrieving Initial Stimulus Material to launch historical enquiries Tremaine Baker and Fergus Denton
	Workshop 1F	Secondary: Maps, mead and material remains: resources to enrich GCSE history Luke Mayhew
	Workshop 1G	Cross Phase: Disciplinary writing: write here, write now Alex Fairlamb
11:00 – 11:30 Conference Suite	Refreshments and Exhibition	

11:30 – 13:00		Workshop 2
	Workshop 2A	Primary: “How to mummify a pharaoh!” Let’s make generic writing styles history! David Morel
	Workshop 2B	Secondary: Walking the tightrope of the GCSE OCR B course: progress, powerful stories and practicalities Dan Keates and Imogen Wiltshire
	Workshop 2C	Secondary: Decolonising the KS5 curriculum: exploring possibilities through Jewish Russian and Soviet history Alistair Dickens
	Workshop 2D	Secondary: Beyond the fable: women and children’s activism in the US Civil Rights Movement Otis Blaize
	Workshop 2E	Secondary: What story should we tell? Empowering all students to make sense of complex histories of colonialism and genocide in America Alex Ford, Chris Jacques and Ross Miles
	Workshop 2F	Secondary: Teaching British equality history at KS3 - change and continuity Becky Carter
	Workshop 2G	Secondary: Practical approaches for dealing with legacies of Empire in the classroom Katie Amery and Teni Gogo
13:00 – 14:00 Dining Room		Lunch
14:00 – 15:15 Auditorium		Plenary: War Inna Babylon 1948 to the present Lucy Capes and Stafford Scott
15.15 – 15.45 Conference Suite		Refreshments and Exhibition
15:45 – 17:15		Workshop 3
	Workshop 3A	Primary: Bringing diversity into Primary history Clare Stow
	Workshop 3B	Secondary: Games, games, games Shaun McKenzie
	Workshop 3C	Secondary: Black history for the future Sharon Aninakwa
	Workshop 3D	Secondary: Using local stories as a starting point for a relevant, resonant and decolonial KS3 curriculum Fred Oxby
	Workshop 3E	Secondary: ‘Good Queen Anne’ & a ‘Royal witch?’ Demonstrating medieval power and authority via late medieval queens Sam Jones and Ellie Woodacre
	Workshop 3F	Cross Phase: Teaching Windrush voices Debbie Bogard
	Workshop 3G	Cross Phase: Schools and the planetary crisis Michael Riley and Alison Kitson

 HODDER Education 17:15-18:30 Conference Suite		Drinks reception hosted by Hodder Education and Exhibition
17:45 – 18:30		Fringe
	Fringe 1	The future of OCR GCSE SHP History: a chance for you to have your say
	Fringe 2	Pearson Edexcel GCSE History: improving the student experience
	Fringe 3	AQA Historic Environment 2025/26
	Fringe 4	Generation 2 Generation and Northern Holocaust Education Group: Holocaust Education – Subject Knowledge Enhancement
18:30 – 19:30 Dining Room		Dinner
19:30 – 20:30 Auditorium		Keynote: How to teach Indigenous histories of (and in) Europe Dr Caroline Dodds Pennock
21:15 – 22:00 Dining Room Student Bar		Mary Hampton Live folk music performance

Sunday 30 June

07:30 – 09:30 Dining Room	Breakfast (for those staying at LTU)	
09:45 – 11:00 Auditorium	Roundtable: How can we make schools history meaningful? Helen Snelson in discussion with Martin Spafford, Arthur Chapman, Jason Todd, Claire Holliss and Emily Folorunsho	
11:00 – 11:30 Conference Suite	Refreshments and Exhibition	
11:30 – 13:00	Workshop 4	
	Workshop 4A	Primary: Why do historians disagree about the past? Using scholarship and interpretations in Key Stage 2. Emmy Quinn
	Workshop 4B	Primary: Using local and regional history, including landmarks and people, to structure classroom enquiries Rachel Bruce and Judy Clarke
	Workshop 4C	Secondary: Integrating the historical Holocaust: an integrated narrative approach to 1933-1945 Sam Ineson
	Workshop 4D	Secondary: Can the 'subaltern' speak, Year 8s? Turning KS3 students into historians from below Nathanael Davies and Harry German
	Workshop 4E	Secondary: Teaching medieval women: embedding women's history by co-creating materials from new research Natasha Hodgson, Jonathan Phillips, Ellie Woodacre and Sam Jones
	Workshop 4F	Secondary: Using textile sources to hear the voices of rebel women in the Haitian Revolution Stuart Farley
	Workshop 4G	Secondary: Picturing history: teaching empire through portraiture Eleanor Hilton and Anna Husband
13:00 – 14:00 Dining Room	Lunch and conference close	



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Exclusive offer for SHP delegates:

Visit the HA stand this weekend for two extra months free. Call 0300 100 0223 and quote code **SHP24**.



Plenary Sessions



Plenary: War Inna Babylon 1948 to the present

Lucy Capes and Stafford Scott

From a seldom heard community perspective on three pivotal moments in post war British history - Brixton 81, Broadwater Farm 85 & Tottenham 2011 - we will outline the development of a groundbreaking new course and its impact on young participants.

Lucy Capes (BSix College) is a history teacher in Hackney. She also runs a parallel curriculum of events, workshops and short courses called The Knowledge is Power programme.

Stafford Scott is a community activist with over 40 years of experience in anti-racist advocacy and campaign work. Beginning as a youth worker on the Broadwater Farm Estate in the 1980's. He played a leading role in the Broadwater Farm Defence Campaign which was established on behalf of the Tottenham Three whose convictions for the murder of PC Blakelock were overturned in 1991. Stafford has since worked amongst different agencies, including Waltham Forest Housing Association, Department of Health and The Kings Fund, providing grassroots solutions to issues of institutional racism affecting the Black community, whilst continuing to support local communities with issues around over-policing, miscarriages of justice and deaths in custody.

Stafford worked within The Monitoring Group as Senior Caseworker & Head of Advocacy for eight years before becoming the Director of Tottenham Rights CIC. He co-curated the record-breaking War Inna Babylon exhibition, at the Institute for Contemporary Arts in 2021, which examined the roots of structural racism and its impacts on African & African Caribbean people in the UK. He has been included in the landmark publication '100 Great Black Britons' for his activism and campaigning work.

He has also been a consistent contributor to the Guardian Newspaper since 2011 and has written for various publications, including writing 'A Dialogue of Equals' and 'The Governments Bogus War on Gangs'. Stafford is currently 'Guest Professor' of Forensic Architecture at Goldsmiths University where he is delivering the 'War Inna Babylon Lecture Series'.



Keynote: How to Teach Indigenous Histories of (and in) Europe

Dr. Caroline Dodds Pennock

We have long been taught to presume that modern global history began when the 'Old World' encountered the 'New', when Christopher Columbus 'discovered' America in 1492. But, as Caroline Dodds Pennock's research conclusively shows, for tens of thousands of Aztecs, Maya, Totonacs, Inuit and others – enslaved people, diplomats, explorers, servants, traders – the reverse was true: they discovered Europe.

From the Brazilian 'king' who met Henry VIII to the Aztecs who mocked up human sacrifice at the court of Charles V; from the Inuk baby who was put on show in a London pub to the many servants and enslaved people employed by Europeans of every rank: here are people who were rendered exotic, demeaned, and marginalised, but whose worldviews and cultures had a profound impact on European civilisation.

In this talk, Caroline Dodds Pennock will tell the stories of some of these earliest Indigenous travellers, showing how their presence in Europe turns previous Eurocentric understandings of the 'Age of Discovery' on their head. Revealing the ways these marginalised histories are already inspiring and engaging educators, Caroline will talk about the challenges and opportunities for UK teachers in bringing Indigenous presence and perspectives into the History curriculum. In particular, she will reflect on her ongoing partnership with SHP and the Centre for Indigenous and Settler Colonial Studies, and show how our ongoing teaching project seeks to support teachers in bringing Native American histories into UK classrooms.

Dr Caroline Dodds Pennock is Senior Lecturer in International History at the University of Sheffield. Her first trade book *On Savage Shores: How Indigenous Americans Discovered Europe* was published in January 2023 and has been warmly received, being selected as one of the best books of the year by Smithsonian Magazine, The Economist, BBC History Magazine and others. Caroline is probably best known as the only British Aztec historian, and her first book, *Bonds of Blood: Gender, Lifecycle and Sacrifice in Aztec Culture* (2008, PB: 2011) won the Royal Historical Society's Gladstone Prize for 2008.

As well as pestering people on social media @carolinepennock, Caroline also works as a popular history writer, consultant, and 'talking head' expert for TV and radio, having appeared on programmes for broadcasters including the BBC, Channel 4, Sky and Netflix.



Roundtable: How can we make schools history meaningful?

Helen Snelson in discussion with Arthur Chapman, Jason Todd, Martin Spafford, Claire Holliss, and Emily Folorunsho.

Helen Snelson leads the history PGCE at the University of York and supports history CPD for York and area history teachers via YorkClio. She taught history in schools to 11–18-year-olds for 20+ years. Helen is Chair of the HA Secondary Committee and a EuroClio Ambassador, supporting history teaching in the UK and the rest of Europe.

Arthur Chapman is Professor of History Education at IOE, UCL's Faculty of Education and Society. He taught history for 12 years before moving into teacher education in 2005. He is editor in chief of the History Education Research Journal and an editor of Teaching History.

Jason Todd leads the History PGCE program and MSc Teaching and Learning course at Oxford University's Education Department. With a background in Cultural Studies and History Education, including over 20 years teaching in London schools, he specialises in History Education and Inclusion. He joined Oxford in 2010 as a Teacher Education Research Fellow, his DPhil focussed on young people's social remembering during WWI commemorations. Jason is involved in projects like Traction – Department of Education (ox.ac.uk), an online initiative training teachers on race, migration, and empire topics. Currently, he co-leads a project on teaching the history of the British Empire in English secondary schools.

Martin Spafford is an Honorary Fellow of the Schools History Project. Since his retirement from secondary history teaching in East London, Martin Spafford has helped develop the teaching of migration history in schools; has worked with trade unions, youth centres, universities and community organisations seeking to understand inequalities and learn how people have combated these through grassroots activism; and has been involved in community food provision in response to the cost-of-living crisis. He is Vice Chair of Journey to Justice and is currently thinking about how young people can learn to use historical consciousness to address the realities of their lives.

Claire Holliss is the Head of History at Reigate College in Surrey and a PhD student at UCL, where I am researching the teaching of queer history. I have a long-standing interest in representation in the curriculum, and I have recently contributed to a textbook on 20th century British social history.

Emily Folorunsho is an author, teacher, speaker & edu-blogger. In September 2024 she will resume Head of History in an outstanding 12-form entry school in London where she has worked for the last 8 years. She has also worked as a Lead Practitioner, Specialist Leader of Education (SLE), and Governor.



Schools

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Fringe Sessions

OCR

‘The future of OCR GCSE SHP History: a chance for you to have your say’

Mike Goddard is a history subject advisor and has worked at OCR on the history portfolio since 2007. **Ewan Brady** is the Product Manager for the OCR GCSEs and A Levels in History, Law, and Religious Studies.

Pearson

‘Pearson Edexcel GCSE History: improving the student experience’

Following the feedback that we received from both teachers and students about the summer 2023 series, we undertook a comprehensive review of our assessment model in order to identify ways to improve the student experience. This session will outline the improvements we are making for future exam series, from summer 2025 and beyond

Mark Anstee is the Product Manager for Secondary History and Politics qualifications at Pearson

AQA

‘AQA Historic Environment 2025/26’

Kate Hall is an Honorary Fellow of SHP taught History and Politics in a state comprehensive in North Yorkshire for a decade. Katie has continued to work in the History education community as a textbook author, resource developer and senior examiner. She is an Honorary fellow for the Historical Association and the Schools History Project and is currently the Head of Curriculum for History at AQA

Generation 2 Generation and Northern Holocaust Education Group

‘Holocaust Education – Subject Knowledge Enhancement’

Generation 2 Generation (G2G) and Northern Holocaust Education Group (NHEG) are Holocaust Education charities offering a unique resource to schools, academies, and other organisations - accredited speakers who are descendants or close friends of Holocaust Survivors. To date in academic year 2023/24 G2G and NHEG speakers have delivered more than 500 talks reaching more than 50,000 people in a range of audiences across the UK.

Learn how our speakers deliver age appropriate and engaging talks, integrating survivor testimony to ensure that the voice of the survivor continues to be heard. See how we can help you as teachers, enrich, enhance and deepen your students’ learning and understanding of the Holocaust and the Nazi period.

Lesley Urbach will talk about the work of both G2G and NHEG showing short excerpts of our presentations where you will hear how we incorporate survivor testimony.

BBC

BITESIZE

The Bitesize website provides educationally approved, curriculum relevant self-study and home-learning materials to

- 4 to 16 year-olds including interactive history resources.

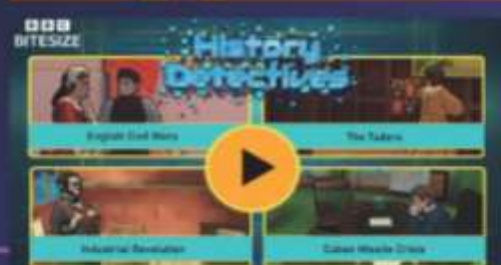


ON BITESIZE PRIMARY, WE'VE GOT:

- Over 250 engaging learner guides, packed with videos, animations and activities to help **KS1** and **KS2** children learn history step by step.
- Curriculum-mapped history resources, covering key topics including the prehistoric era, Ancient Greece and the Roman Empire.
- Five fun history games including **History Explorer: Secrets Through Time**, which helps children to compare historical eras around the globe.

ON BITESIZE SECONDARY, THERE ARE:

- Video-rich and interactive **KS3** resources, supporting teaching of diverse topics and periods in history including pre-colonial Africa and medieval Islamic civilisations.
- Exam board specific **GCSE** revision guides on the web and mobile app, including video, quizzes and exam-style questions.
- **History Detectives** game which builds students' historical enquiry skills.



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Learn more on Bitesize

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ARE YOU INTERESTED IN A SPEAKER TO TELL THEIR FAMILY HOLOCAUST STORY?

Generation 2 Generation (**G2G**) and Northern Holocaust Education Group (**NHEG**) provide schools, academies and other organisations with access to a unique resource - accredited speakers who are descendants of Holocaust survivors/victims of Nazi persecution and who share their families' Holocaust stories.

“A superb presentation. Pitched at exactly the right level, combining history with its impact on people.”

Come and visit our stand at the conference and learn more about how we support teachers across the UK. Or visit our websites:

Generation 2 Generation:

www.generation2generation.org.uk

Northern Holocaust Education Group:

www.northernholocausteducationgroup.org.uk



Workshop 1 Details



Workshop 1A: Primary: We need to walk about empire

Ailsa Fidler, Daisy Horsley and Jody Crutchley

This workshop will provide information about the free, online resource 'We Need to Walk About Empire'. Using Liverpool as a case study, this resource supports pupils to explore the impact that the British Empire had on the city, which can still be seen in its buildings and monuments today. We will explain the process involved in developing the walk, explore the resources and consider their potential for use in a KS2 or 3 curriculum anywhere. We will also consider the recontextualization of academic knowledge into the classroom and public domains.



Workshop 1B: Approaches to teaching about national identities and belonging

Daniel Magnoff, Zahra Tengra and James Walker

This workshop will explore the framework we have developed to engage the themes of identity, nationality, and belonging at our diverse, inner-London secondary school. Like many colleagues, we have been experimenting with new ways to look at the complicated histories of national and imperial identities, and how these identities have changed over time. We will share the opportunities we have found to address these themes across the curriculum, the concepts we have found most helpful, and how we have embedded these themes within our curriculum mapping. We will also share in-school research that we have used to assess how these approaches have impacted our students' historical thinking.



Workshop 1C: Breaking the political mould, how we have tried to expand our students' historical horizons at A-level

Claire Holliss

This workshop will explore my department's approach to our NEA course, and how we have used it to give students a different perspective on Britain's 20th century by introducing them to a story of social and cultural change, which includes the experiences of women, the Black British community and the LGBTQ+ community. We'll discuss some of the key decisions we made about structuring and teaching the course and I will share some of the resources we have developed. Then I will put my teaching of queer history under the spotlight, sharing some of the early findings of my research into this aspect of the course, and discussing what this might tell us about how teaching these topics affects our students' understanding of the past.



Workshop 1D: Bringing local, global history into the classroom. The power of working with local community groups

Deborah Hayden

This workshop will focus on diversifying your curriculum using local case studies. It will include strategies for uncovering local history links to weave throughout your curriculum. It will also focus on the importance of working with local community groups and the wide range of historical and personal development opportunities that this can offer History students. Specific projects that our students have been involved in will be shared, some of which are part of national initiatives that your students may be able to engage in at a local level.



Workshop 1E: Do more than 'Do Now'! Retrieving Initial Stimulus Material to launch historical enquiries

Tremaine Baker and Fergus Denton

This session will revisit research and practice from the seminal idea of using 'Initial Stimulus Material' (Phillips, 2001), which is focussed on historical enquiry. With schools increasingly focused on inert knowledge retrieval and 'Do Now' tasks this session will provide a challenge to such 'lethal mutations' (Jones & Wiliam, 2022) by revisiting ISM principles and exploring practical approaches to using ISM to engage students disciplinary thinking at the start of lessons. It will explore the lessons learnt from a 5-day subject specific Intensive Training and Practice (ITAP) session which was designed to enable trainee teachers to analyse and deconstruct practice in both selecting and utilising ISMs to 'create a need to know' at the start of lessons. As well as exploring the research and ideas underpinning the use of ISM in the classroom, relating this to contemporary research in cognitive science, this session will share practical examples of a range of different ISM that will stimulate your own ideas for implementing this into practice.



Workshop 1F: Maps, mead and material remains: resources to enrich GCSE History

Luke Mayhew

In this workshop, we will explore and highlight a range of websites, texts and artefacts that can really aid the delivery of different units at GCSE, including Crime and Punishment, Nazi Germany, the Viking World and more! The aim is to engage the imagination and focus of our students and go beyond the basics of the specification, helping to build more rounded and secure understanding of the topics and periods being studied at GCSE.



Workshop 1G: Disciplinary writing: write here, write now

Alex Fairlamb

This session will explore the importance of the explicit teaching of disciplinary writing through answering key questions such as: What is disciplinary writing? What do we mean by this term? Why is it important? Drawing upon the work of Counsell and others, the session will outline why there is a need to ensure that our curriculum and practice have opportunities to develop, model and practice disciplinary writing and that is interwoven throughout our progression model. As part of this, the session will include discussions about the difficulties and barriers that pupils might face and ask how we can overcome these.

Workshop 2 Details



Workshop 2A: Primary: "How to mummify a pharaoh"?! Let's make generic writing styles history!

David Morel

The National Literacy Strategy has a lot to answer for. Much was positive, but writing techniques designed to improve pupils' English have leached into their history, science, geography... Pupils should write instructions, but not for mummifying Pharaohs.

In this session, we will expose the tyranny of the English 'writing' curriculum and how pupils are taught to write in disciplinarily inappropriate ways. We will look at a different approach to writing, focusing on the language, features and conventions of history, rather than 'non-fiction' genres. With practical examples, we will consider what great, disciplinary writing might look like in history; how 'formative' and 'summative' writing differ; and how careful curriculum planning can enable pupils to write in ways that will support and demonstrate their great, historical thinking.



Workshop 2B: Walking the tightrope of the GCSE OCR B course: progress, powerful stories and practicalities

Dan Keates and Imogen Wiltshire

Teaching GCSE History successfully and promoting excellent progress is always a balance. We will share a blueprint of how to develop your students into good historians whilst still coping with the demands of the specification and ultimately, achieving excellent results. What is the right balance of takeaways and rich disciplinary understanding? What is the right balance of engaging stories and exam practice? What is the right balance of supporting everyone in your mixed attainment group? These are some of the questions we will address and hope to provide answers to.





Workshop 2C: Decolonising the KS5 curriculum: exploring possibilities through Jewish Russian and Soviet history

Alistair Dickens

Extremely impressive work has been done by teachers at KS3 to diversify and decolonise their curricula in areas where some voices have been traditionally marginalised. How might this look at a KS5 level, where teachers are required to follow a set specification and meet examination requirements? This workshop will present an approach to doing so by integrating a positive, rounded, and complex narrative of Jewish History in a Russian and Soviet context, developed for AQA 1H (Tsarist and Communist Russia, 1855-1964), as a means to exploring key themes in Russian and Soviet History. It will provide a model for integrating a "scheme within a scheme" which allows the history of previously marginalised groups to be taught concurrently and through existing themes and enquiry questions, in order to meet and extend the exam board specification, as well as addressing challenges and opportunities for teaching content beyond the specified minimum content to exam classes. It will illustrate this approach by modelling lesson content, pedagogy, and delivery on several key areas of Jewish History, including the "Jewish street" in late-Imperial Russia, the experience of Jews in the 1917 Revolution and Civil War, and the question of Jewish nationhood and territorial autonomy through the largely overlooked project to create a Jewish homeland in eastern Siberia (Birobidzhan). In addition, it will raise the question of how to reintegrate vital aspects of history that remain overlooked by the exam board specification, with focus on the omission of the Holocaust as a topic in KS5 Russian and Soviet History courses, providing a model for addressing this in a sensitive yet complex manner.



Workshop 2D: Beyond the fable: women and children's activism in the US Civil Rights Movement

Otis Blaize

This workshop will explore stories of Black women and children who helped shape the course of the US Civil Rights Movement. It will uncover individuals who have been relegated to the periphery and attempts to re-centre and connect their activism to the core beliefs of the movement. Going 'beyond the fable' allows us to reconsider the stories we've been told about the more well-known figures like Rosa Parks and highlight others who have campaigned against racial discrimination. You will have the opportunity to think about who we teach and why, from KS3 to KS5 and consider how the stories of women and children can be incorporated into teaching the US Civil Rights Movement from a different perspective.



Workshop 2E: What story should we tell? Empowering all students to make sense of complex histories of colonialism and genocide in America

Alex Ford, Chris Jacques and Ross Miles

Understanding the challenges of the present begins with understanding the injustices of the past. This was the starting point for planning a significance unit focused on the experiences of the Ihanktonwan Dakota c.1750-2020. However, many young people in the UK have little awareness of Indigenous presents, let alone pasts. The question was not just how to help them grapple with the core ideas, but how to help them care about this history at all. In this workshop we explore how making Indigenous voices, past and present, central to the enquiry helped make challenging and often emotive concepts accessible and meaningful for mixed ability Year 8 pupils, as well as enabling them to see the power of the stories we choose to tell. We aim to offer lots of reflections on what worked well and how the unit was refined, as well as an SHP bumper bag of resources you can use in your own classroom. The ideas in this workshop are also directly applicable to teaching similar challenging topics.



Workshop 2F: Teaching British equality history at KS3 - change and continuity

Becky Carter

Building on several years of development, this workshop will introduce you to some of the main events of British equality history since 1945. Focusing mainly on LGBTQ+ history, there will also be insights into teaching about the history of women, black people and disabled people throughout the 20th century. Despite the original scheme of work being designed for KS3, there are many key individuals and considerations about change and continuity which can apply to all key stages of history teaching. This workshop will also demonstrate how you can weave local history throughout these case studies. Brim full of ideas for events and people you can place into your own curriculum.





Workshop 2G: Practical approaches towards dealing with the legacies of Empire in the classroom

Katie Amery and Teni Gogo

In this workshop we hope to share with you some of the ways we've been challenging our own awareness of the legacies of empire in the history classroom - from the consideration of the enslaved, to the experiences of the colonised, to the continued process of decolonisation, to students' reluctance to engage with oral histories as 'unreliable'. Katie will talk through her attempts to develop some community-based histories focusing on the history of the African diaspora in Liverpool, alongside her work on using oral histories to document 'Troubles' in Northern Ireland. While Teni will share her attempts to improve students' understanding of migration and decolonisation in the 20th century as part of the Empire, Migration and Belonging Project. In our workshop we (ambitiously) hope to inspire and maybe even co-construct some new approaches to addressing the legacies of empire in the History classroom.

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Workshop 3 Details



Workshop 3A: Bringing diversity into Primary history

Clare Stow

During this workshop we will be exploring a variety of ways in which we can interweave diversity into the primary history curriculum. Rather than see the choices stated within the current National Curriculum as statutory, we will focus on a range of alternative significant figures we can include within Key stage 1 history lessons which enable us to represent a wider range of identities. We will consider how different figures can feature within our history teaching in Key stage 2, including the teaching of less popular choices, such as the Kingdom of Benin. Throughout the workshop this range of diverse historical figures will be introduced and considered in terms of their historical significance. Have their lives resonated through time resulting in long-lasting impact? What ideas have changed as a result of their life? Have they been a really good, or a really bad, example to how others should live? These questions and more will be answered, with the hope that more children can be introduced to a wider range of figures from a wider range of backgrounds and cultures through their history lessons.



Workshop 3B: Games, games, games!

Shaun McKenzie

In this session I will be using boardgames to help enhance knowledge and understanding of modern and ancient history. The aim of the session is to promote independent learning and thinking, increasing pupil engagement and understanding of historical events as well as a word we sometimes forget in education....fun!

Participation is mandatory so you will have to join in. Just come and enjoy some historical board gaming. No experience required - just a sense of humour and a willingness to participate!



Workshop 3C: Black History for the future

Sharon Aninakwa

Our relationship with Black History has evolved overtime. This session charts the history of black histories in schools and explores ideas about how to develop black history in schools in a way that is engaging, ethical, intellectual and with a future young people will have to contend with in mind.



Workshop 3D: Using local stories as a starting point for a relevant, resonant and decolonial KS3 curriculum

Fred Oxby

This workshop will look at how to build a KS3 history curriculum around local histories. Often, local history is made to fit-in within existing enquiries, however, this workshop will place local history at the heart of curriculum rationale, ensuring that all students can see themselves and their ancestors in the past, but also the understand the significance of their locality in their study of national and global histories. We will take local history teaching to the next level by exploring long-term planning, and the use of oral histories, interviews, local sources, and community histories in lessons. Fred will show how he uses stories of migration, miners' strikes, and enslavement that take place on streets that his students walk, alongside the experiences of individuals they interact with daily, to approach broader, thematic and decolonial enquiry questions.



Workshop 3E: 'Good Queen Anne' & a Royal witch?' Demonstrating medieval power and authority via late medieval queens

Sam Jones and Ellie Woodacre

Have you heard of Anne of Bohemia? Maybe. Joan of Navarre? No? Sam Jones hadn't either before he attended a free Teaching Medieval Women CPD day last academic year. Many history curriculums might feature Eleanor of Aquitaine, perhaps Matilda may appear, maybe even Joan of Arc too. These women's stories can, undoubtedly, be put to good use in the history classroom. But where are the other women?



In this workshop, Dr Ellie Woodacre will discuss the credentials of Anne of Bohemia and Joan of Navarre. Following this, Sam Jones will discuss how he and Ellie developed a Year 7 enquiry exploring ... where Anne and Joan derived their power ... how they exerted this power (authority) ... the temperamental nature of medieval royal authority ... how bringing scripted drama and familiar to strange can support students in understanding complex medieval terms



Workshop 3F: Teaching Windrush voices

Debbie Bogard

This participatory and interactive workshop will explore trainee teachers' and students' experiences of using oral history in the classroom, drawing on the newly developed 'Windush Voices' session for KS2 learners at the British Library. Focusing on clips from the sound archives, the workshop considers the role of oral history in understanding the experiences of individuals from the Windrush Generation. It will model an active listening process that can be used in the classroom for all ages and will share student and trainee teacher reflections and responses to the pilot session. The workshop will consider the choices made on the selection of clips and the extent to which the clips resonated with listeners, both individually and collectively.

Finally, the workshop will conclude with thoughts on how this work could be further developed; for example, through teachers and students carrying out intergenerational oral history projects in their schools and wider communities, with a view to creating further educational output through articles, blog posts and digital resources.



Workshop 3G: Schools and the planetary crisis

Alison Kitson and Michael Riley

The importance of teaching children and young people about the planetary crisis is hard to overstate. School history has a crucial role to play in helping pupils to understand our present predicament and to think about possible futures. UCL's Centre for Climate Change Education has been established to provide research-informed professional development for teachers on these issues. Alison and Michael will draw on their work at the Centre to consider how history teachers can draw on academic research to give the history curriculum a stronger environmental focus. They will share practical approaches that can be used to build pupils' knowledge and understanding of how we got into this mess and of how history can help us to envisage a more hopeful future.



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Workshop 4 Details



Workshop 4A: Why do historians disagree about the past? Using scholarship and interpretations in Key Stage 2

Emmy Quinn

This session will give practical ideas for using historical scholarship and interpretations at Key Stage 2 which could easily be applied at Key Stage 3 and beyond. Historians rarely write with children in mind, and this session will show you how to make scholarship accessible to learners and where to find it. It will also offer advice on where to add scholarship to enquiries and how to build enquiries around scholarship and interpretations. This session will also give secondary colleagues an opportunity to see the work of primary colleagues and the Key Stage 2 curriculum in action.



Workshop 4B: Using local and regional history, including landmarks and people, to structure classroom enquiries

Rachel Bruce and Judy Clarke

During this workshop we will be discussing ways in which we can thread local and regional history across the primary history curriculum from EYFS into KS2. We will discuss how planning to introduce this can develop a school's identity, suggesting that a local focus adds relevance, engaging pupils from EYFS to Y6. The workshop will also draw on our own, recognised good classroom practice across the primary key stages, suggesting practical ways in which history leads and class teachers can identify and use local resources, including local landmarks, mapping and historical documents from schools and archives, to structure their own classroom enquiries. We will highlight the idea that local people who have experienced significant events within living memory and beyond living memory are themselves significant.

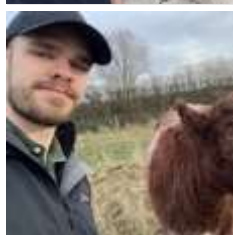


Workshop 4C: Integrating the Historical Holocaust: An integrated narrative approach to 1933-1945

Sam Ineson

The session aims to provide a new approach to the teachings of the Holocaust and Second World War. Research from UCL alongside my own experiences teaching the events have emphasised the disconnect that exists between the two entities. This combined with the unpicking of the cultural memory and historical realities of the period makes this particularly challenging to teach. I will propose a way in which 1933-1945 can be taught as a singular narrative, one in which explicitly teaches remembrance within its enquiry, but using deep knowledge and interpretations within lessons. This enquiry of "How can we tell the stories of 1933-1945?" will be chronological in its nature. The session is based off my TH188 article "Integrating the Historical Holocaust".





Workshop 4D: Can the 'subaltern' speak, Year 8s? Turning KS3 students into historians from below

Nathanael Davies and Harry German

Join us for a workshop that shares ways to empower KS3 pupils to do 'history from below'. We'll share how we get students to delve into the art of reading sources 'against the grain', shedding light on marginalised perspectives and uncovering hidden histories. Using examples from our enquiries on resistance to Transatlantic Slavery and the Bangladesh Liberation War, we will showcase practical ways to position students as 'historians from below' in the classroom.



Workshop 4E: Teaching medieval women: embedding women's history by co-creating materials from new research

Natasha Hodgson, Sam Jones, Jonathan Phillips and Ellie Woodacre

The Teaching Medieval Women project is a collaboration between teachers and academics to increase significantly the presence of medieval women in the teaching of medieval history at school. This project was borne out of a shared realisation that women are still substantially under-represented in many of the classes taught in the UK at KS3, KS4 and A-Level.

This discussion panel incorporates the core team of the Teaching Medieval Women project. In the session we will share examples and invite discussion on teaching experiences, the creation of effective CPD for teachers and the co-creation of materials. We have recently conceived and delivered lesson plans and podcasts and will look to review and discuss their effectiveness. Ideas for pupil workshops and class activities also form part of the conversation.

The women and themes we highlight derive from a diverse geographical, religious and ethnic spread, emphasising a fresh, and in part non-European perspective, to the study of the medieval period in schools and colleges. Further discussion, feedback and ideas regarding this approach will be sought. The group aims to bring together teachers and academics to exchange our respective knowledge and expertise, to learn about the challenges involved in driving change forward, and to develop accessible solutions that are attractive, innovative, engaging, and based on recent historical scholarship and educational pedagogy.



Workshop 4F: Using textile sources to hear the voices of rebel women in the Haitian Revolution

Stuart Farley

In this workshop I will share how I have used the Fanm Rebèl Research Project to explore with my Year 8s how historians are using textile sources to address silences in the archives and excavate stories of resistance articulated by rebel women in the Haitian Revolution. I aim to take you through the thinking behind my resulting enquiry, built around textile sources and driven by the concept of historical significance, to show the impact of placing the diverse voices of Black Caribbean women at the centre of this sequence of lessons in broadening the scope of how I have previously taught resistance, abolition and legacies of transatlantic slavery. We will find and examine the central role individual seamstresses played in the revolution, reassemble the diverse lives of women from studying headwraps and use a dress to gain a personalised insight into the royal court of Queen Marie-Louise Christophe. All resources of the four-lesson enquiry will be available to take away.



Workshop 4G: Picturing history: teaching empire through portraiture

Eleanor Hilton and Anna Husband

How can we use portraits as historical sources? How can they help us unlock stories of empire? This workshop, led by members of the Learning and Engagement team at the National Portrait Gallery, will showcase the deep potential of using portraiture as part of an enquiry into the British Empire. We'll unpick some key portraits together, and consider how they can be used to help students sharpen their visual source analysis skills and questioning techniques. We will demonstrate how to analyse portraits using fascinating examples that help students explore stories of empire, but also consider whose stories might be missing. We will outline how to help your students practice their close looking skills with portraits, giving you handy hints on things your students can look out for, to help them discover useful evidence, make historical inferences, and enrich their enquiry with portraits.

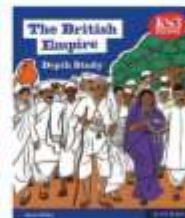
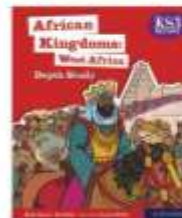


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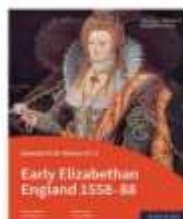
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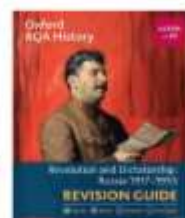
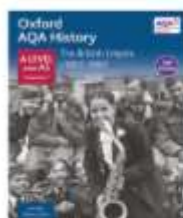


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Presenter Biographies

Katie Amery @AmeryKatie36732 is a published author and experienced former head of department who joined the Co-op Academies Trust in September 2023 from one of the highest achieving schools in the North West.

Sharon Aninakwa is an Assistant Headteacher in an inner London school with almost fifteen years of history teaching experience across KS3-5. She is passionate about Black history and how it can empower young people. Sharon was awarded a Historical Association Fellowship in 2022. Sharon has an MA in History Education from the UCL Institute of Education.

Mark Anstee is the Product Manager for Secondary History and Politics qualifications at Pearson.

Tremaine Baker @TremaineBaker3 Following a successful career in secondary schools, where he became an Advanced Skills Teacher & a Specialist Leader of Education, Tremaine moved into Initial Teacher Education at Middlesex University in 2014. He is currently the Secondary Phase Lead and oversees the History and the Geography with Humanities PGCE courses. He is a champion of interdisciplinary teaching and learning, treasurer and founding member of the History Teacher Education Network (HTEN) and university representative for the SHP Curriculum PATHS group.

Otis Blaize @oblaize_ is the Head of History and KS4 Humanities Coordinator at Harris Academy Purley.

Debbie Bogard has taught History in schools and sixth form colleges since the millennium. Currently, she combines teaching A-level History at City and Islington Sixth Form College with her role as a Learning Facilitator at the British Library, designing and delivering workshops for students and teachers.

Ewan Brady is Product Manager for our GCSEs and A Levels in History, Law, and Religious Studies. He joined OCR as a Subject Specialist in 2014 and was Subject Advisor for RS from 2017-23. Before joining OCR, Ewan was a teacher and taught a range of subjects including history, law, politics, citizenship, and religious studies.

Rachel Bruce @Rachelthebruce1 is a primary school teacher in York, currently teaching a Year 1/2 class though I have taught across the whole school. I have always been interested in history and read Economic and Social History at university. I am passionate about local history and thread it through our curriculum wherever possible, from the big stories such as the Romans and Vikings to looking at how the streets around our school have changed over time.

Rebecca Carter @missrcarter89 is a secondary history teacher in Nottingham, with a passion for equality history and LGBTQ+ history in particular. She has contributed to the 'Fight for Rights' textbook and 'What is History Teaching, Now?'. She chairs the Nottingham HA History Teacher Network and is a member of the SHP Curriculum PATHS council.

Lucy Capes is a history teacher in Hackney. She also runs a parallel curriculum of events, workshops and short courses called The Knowledge is Power programme.

Arthur Chapman @ArthurJChapman is Professor of History Education at IOE, UCL's Faculty of Education and Society. He taught history for 12 years before moving into teacher education in 2005. He is editor in chief of the History Education Research Journal and an editor of Teaching History

Judy Clarke has worked in primary education for over twenty years. A former headteacher, humanities and English coordinator, she is now a university lecturer in Teacher Education at Leeds Trinity University, working with undergraduates and postgraduate SCITT trainees. Judy has a particular interest in inclusive teaching strategies and the formative links between English, history, and geography. Also, a CPD provider, she has contributed to regional history resources on the Historical Association website and delivered workshops at the association's 2022 and 2023 conferences. She also contributed to Mr T Does Primary History Summer Network (2023). Judy wrote the history chapter for the 2023 Learning Matters, SAGE publication, Essential Subject Knowledge for Primary Teaching, N. Majid (Ed).

Dr Jody Crutchley is a Lecturer in Modern History at Liverpool Hope University and the Treasurer of the History of Education Society, UK. She is a historian of empire and education and is interested in imperial identities in the nineteenth and twentieth centuries. Previously, she worked as a postdoc on the Leverhulme Trust-funded 'Faith on the Air' project and as a historical consultant on the BBC Radio 4 drama 'Homefront'.

Nathaniel Davies @Teach_A_B is Head of Humanities at a Secondary Comprehensive School in South London

Fergus Denton is currently completing a PGCE in History & Humanities at Middlesex University, London as I look to share my enthusiasm for critical thought and evidence based learning in a school environment. I'm also a CELTA qualified teacher with a Bachelor's degree in History (from the University of Glasgow) and over five years of TEFL experience.

Alistair Dickens (Dr) is a Teacher of History at Cheadle Hulme High School in Stockport. He entered teaching after completing a PhD in Russian History and teaches KS3-KS5, including A-Level Russian and Soviet History.

Caroline Dodds Pennock (Dr) @carolinepennock is a Senior Lecturer in International History at the University of Sheffield. Her first trade book *On Savage Shores: How Indigenous Americans Discovered Europe* was published in January 2023 and has been warmly received, being selected as one of the best books of the year by Smithsonian Magazine, The Economist, BBC History Magazine and others. Caroline is probably best known as the only British Aztec historian, and her first book, *Bonds of Blood: Gender, Lifecycle and Sacrifice in Aztec Culture* (2008, PB: 2011) won the Royal Historical Society's Gladstone Prize for 2008.

Alex Fairlamb @lamb_heart_tea is a Senior Leader in charge of Teaching and Learning and CPD, based in the North East. She is an SLE and an ELE. Alex is a proud member of the Historical Association Secondary Committee and the Schools North East Steering Board. Alex is a History teacher and former Lead Practitioner of History and Teaching and Learning, with a strong commitment to ensuring that curriculums are diverse. Alex is co-editor of 'What is History Teaching, Now?' and a contributing writer to OUP's 'Fight for Rights' Alex tweets as @lamb_heart_tea

Stuart Farley @SAFarley9 is the SHP Regional Advisor for the South-East of England, Head of History at Upper Shirley High school in Southampton, and member of the Hampshire History Steering Group.

Ailsa Fidler @ramble14 is a Senior Lecturer in Primary Education at LJMU, a trustee of the Historical Association and a member of their primary committee. She has been working in ITE for the last 7 years but prior to that was a primary teacher qualifying in 1993!

Alex Ford @apf102 is an SHP Fellow and the lead PGCE History tutor at Leeds Trinity University. Among other published work, Alex has written several articles on teaching US history, as well as the 'Making of America' GCSE textbook. Previously, Alex was a Head of Department in two large comprehensive schools in Yorkshire

Emily Folorunsho @MissFolorunsho is an author, teacher, speaker & edu-blogger. She has recently been on secondment working in a private school in Dubai. In September 2024 she will resume Head of History in an

outstanding 12-form entry school in London where she has worked for the last 8 years. She has also excelled as a Lead Practitioner, Specialist Leader of Education (SLE), and Governor.

Harry German is Head of History and Politics at Oaklands School, London

Mike Goddard is a history subject advisor and has worked at OCR on the history portfolio since 2007. Previously he has held roles at Cambridge International Examinations and for an educational publisher. Mike has a degree in Economic and Social History from the University of York and a Masters in Modern History from University College London.

Katie Hall @katiehall1979 is an Honorary Fellow of SHP taught History and Politics in a state comprehensive in North Yorkshire for a decade. Katie has continued to work in the History education community as a textbook author, resource developer and senior examiner. She is an Honorary fellow for the Historical Association and the Schools History Project and is currently the Head of Curriculum for History at AQA.

Mary Hampton grounds her practice in folk song and art song traditions. As a songmaker and interpreter of traditional songs, she likes to set songs to work alongside each other to play with certain dynamic tensions that are perpetually at work in the world: the past and the present, the natural and the civilized, the extraordinary and the familiar, the symbolic and the real.

Deborah Hayden @Historyis_fun has been a Senior Leader for twelve years, a Head of Department for 20 years and a History teacher for 28 years. She is a committee member for the Midlands History Forum and has presented at both the Historical Association and the Schools History Project Conferences. Deborah currently teaches in a small faith school in Warwickshire, a UCL Beacon School for Holocaust Education which has just applied for UCL Quality Mark in Holocaust Education.

Eleanor Hilton is Digital Learning Manager at the National Portrait Gallery, responsible for the development and launch of Schools hub, the Gallery's new online learning resource hub for schools. She has a background in teaching, and has worked in learning, engagement and digital roles at organisations including Imperial War Museums and the National Museum of Australia.

Claire Holliss @CitoyenneClaire is Head of History at Reigate College in Surrey and a PhD student at UCL, where she is researching the teaching of queer history. She has a long-standing interest in representation in the curriculum, and recently contributed to a textbook on 20th century British social history.

Natasha Hodgson is Associate Professor in History and Director of the Centre for Research in History, Heritage and Memory Studies (CRHHMS) at Nottingham Trent University in the UK. She is an editor of the journal Nottingham Medieval Studies and the Routledge series' Themes in Medieval and Early Modern History and Advances in Crusade Studies.

Daisy Horsley leads Historic England's Heritage Schools programme in the North West. She has a degree in History from the University of Sussex and a PGCE from Manchester Metropolitan University. Daisy was previously a History Teacher and Head of Department at secondary schools in Oldham and Wigan.

Anna Husband @Piratical7 is a cultural and heritage consultant, working in the sector for over twenty-five years with a range of organisations including Royal Museums Greenwich, V&A and Wellcome Collection. With a background in teaching, she is particularly known for curriculum-focused work. Anna is currently leading strategic development of Schools provision at the National Portrait Gallery.

Sam Ineson is the Subject Advisor for United Teaching and is responsible for training History Teachers across United Learning. This is combined with his role at Paddington Academy in West London. His session this weekend will

predominantly focus on his time at Manchester Enterprise Academy, where he led the school to a Quality Mark in Holocaust Education awarded by UCL.

Chris Jacques is a History and Politics teacher, as well as head of year 7 at Horsforth School in Leeds. He has previously taught across 2 other schools across West Yorkshire.

Sam Jones @beboldhistory Sam Jones is the Head of History at Bolder Academy in Isleworth, West London where he has led the department for 5 academic years. Previously he taught History, then led the History department at Springwest Academy in Feltham, also West London. Sam also founded, and chairs the BeBold History network, running regular webinars with historians and teachers to support history educators in the UK

Dan Keates @dkeateshistory is Assistant Head at Framingham Earl High School in Norfolk, where previously he was Head of History for 8 years. He has presented workshops at the Schools History Project Conference on the teaching of the GCSE thematic unit looking at migration to Britain through time. He has written on effective teaching of historical interpretations and published in Teaching History magazine in 2020.

Alison Kitson is Associate Professor of Education and Programme Director, Centre for Climate Change and Sustainability Education, UCL Institute of Education

Daniel Magnoff is Assistant Principal and Head of History at St Michael's Catholic College, Bermondsey, London. A History teacher since 2009 and Head of Department since 2014, Daniel has also been involved in groundbreaking national and international research projects in History education since 2010 on topics ranging from analogy, identity, interpretations and to the use of digital media. Daniel delivers regular nationwide CPD for AQA and has been variously published on History Education and Medieval History.

Luke Mayhew @lukemayhew is the SHP Regional Advisor for the East of England. He has taught in a variety of schools in Norfolk over the past 20 years. During this time he has embedded SHP principles wherever he has taught. He has a keen interest in local history, medieval and ancient history possibly as a result of previously working as an archaeologist.

Shaun McKenzie is the SHP Regional Advisor for the West Midlands he has been a teacher for over 30 years and is currently Head of Department in a secondary school in Birmingham.

Ross Miles @roos_miles is Curriculum Leader for History and Politics at Horsforth School in Leeds. He is also a subject lead for the Leeds Learning Partnership working with other Heads of Department across the city. He has previously been Head of Department in three London secondary schools. Ross is able to fly and enjoys playing NBA jam on the old sega megadrive.

David Morel @morel_dave is currently Deputy Director of Education at the Inspiration Trust, having previously been the Headteacher of Willingham Primary School in Cambridgeshire. He has worked in education for 21 years and sees disciplinary fidelity in Primary Schools as a key to ensuring pupils, particularly the most vulnerable, make the best possible progress through KS3 and beyond.

Fred Oxby @MrFox01021501 is the Head of History at Wales High School, South Yorkshire and Professional Associate of the Centre for Race, Education and Decoloniality at Leeds Beckett University.

Jonathan Phillips is Professor of Crusading History at Royal Holloway, University of London. His most recent book was *The Life and Legend of the Sultan Saladin* (2019). Earlier titles include: *Holy Warriors: A Modern History of the Crusades* (2009); *The Second Crusade: Extending the Frontiers of Christendom* (2007); *The Fourth Crusade and the Sack of Constantinople* (2004). He is co-editor, with Dr Iris Shagrir and Professor Benjamin Kedar, of the academic journal *Crusades* and in August 2021 was elected President of the Society for the Study of the Crusades and the Latin East. He is the General Editor of the forthcoming *Cambridge History of the Crusades*, 2 volumes, 2025. He teaches a highly popular undergraduate course, 'She-Wolves: Female Royal Power across the Medieval World, c.1000-c.1400' at Royal Holloway.

Emmy Quinn MsQuinnHistory@ is Head of History at Newminster Middle School in Morpeth, Northumberland. She is passionate about the primary curriculum and showcasing it to secondary colleagues! Emmy has presented at both HA and SHP previously. She is a co author of *Hodder History A New Focus On...The British Empire*.

Michael Riley @MichaelSHP is the former Director of SHP and currently a Lecturer in History Education, UCL Institute of Education

Stafford Scott is a community activist with over 40 years of experience in anti-racist advocacy and campaign work. He is currently 'Guest Professor' of Forensic Architecture at Goldsmiths University where he is delivering the 'War Inna Babylon Lecture Series'.

Helen Snelson @SnelsonH leads the history PGCE at the University of York and supports history CPD for York and area history teachers via YorkClio. She taught history in schools to 11-18 year olds for 20+ years. Helen is Chair of the HA Secondary Committee and a EuroClio Ambassador, supporting history teaching in the UK and the rest of Europe.

Martin Spafford is an Honorary Fellow of the Schools History Project. Since his retirement from secondary history teaching in East London, Martin Spafford has helped develop the teaching of migration history in schools; has worked with trade unions, youth centres, universities and community organisations seeking to understand inequalities and learn how people have combated these through grassroots activism; and has been involved in community food provision in response to the cost of living crisis. He is Vice Chair of Journey to Justice and is currently thinking about how young people can learn to use historical consciousness to address the realities of their lives.

Clare Stow is a Senior Lecturer in ITE and Primary History Specialist at Canterbury Christ Church University. I have recently submitted a paper focused on the views of history leads, which resulted in the development of a diversification model. I am also currently completing a doctorate focused on diversifying primary history through significant figures.

Jason Todd @JITodd1966 leads the History PGCE program and MSc Teaching and Learning course at Oxford University's Education Department. With a background in Cultural Studies and History Education, including over 20 years teaching in London schools, he specialises in History Education and Inclusion. He joined Oxford in 2010 as a Teacher Education Research Fellow, his Dphil focussed on young people's social remembering during WWI commemorations. Jason is involved in projects like Traction – Department of Education (ox.ac.uk), an online initiative training teachers on race, migration, and empire topics. Currently, he co-leads a project on teaching the history of the British Empire in English secondary schools.

Zahra Tengra is Deputy Head of History at St Michael's Catholic College, Bermondsey, London. Zahra completed her postgraduate teacher training at UCL's Institute of Education and is a dedicated mentor to student teachers from UCL's Secondary PGCE Programme. She has a particular focus on Culturally Relevant Pedagogy and has designed and implemented schemes of work on LGBTQ+ history.

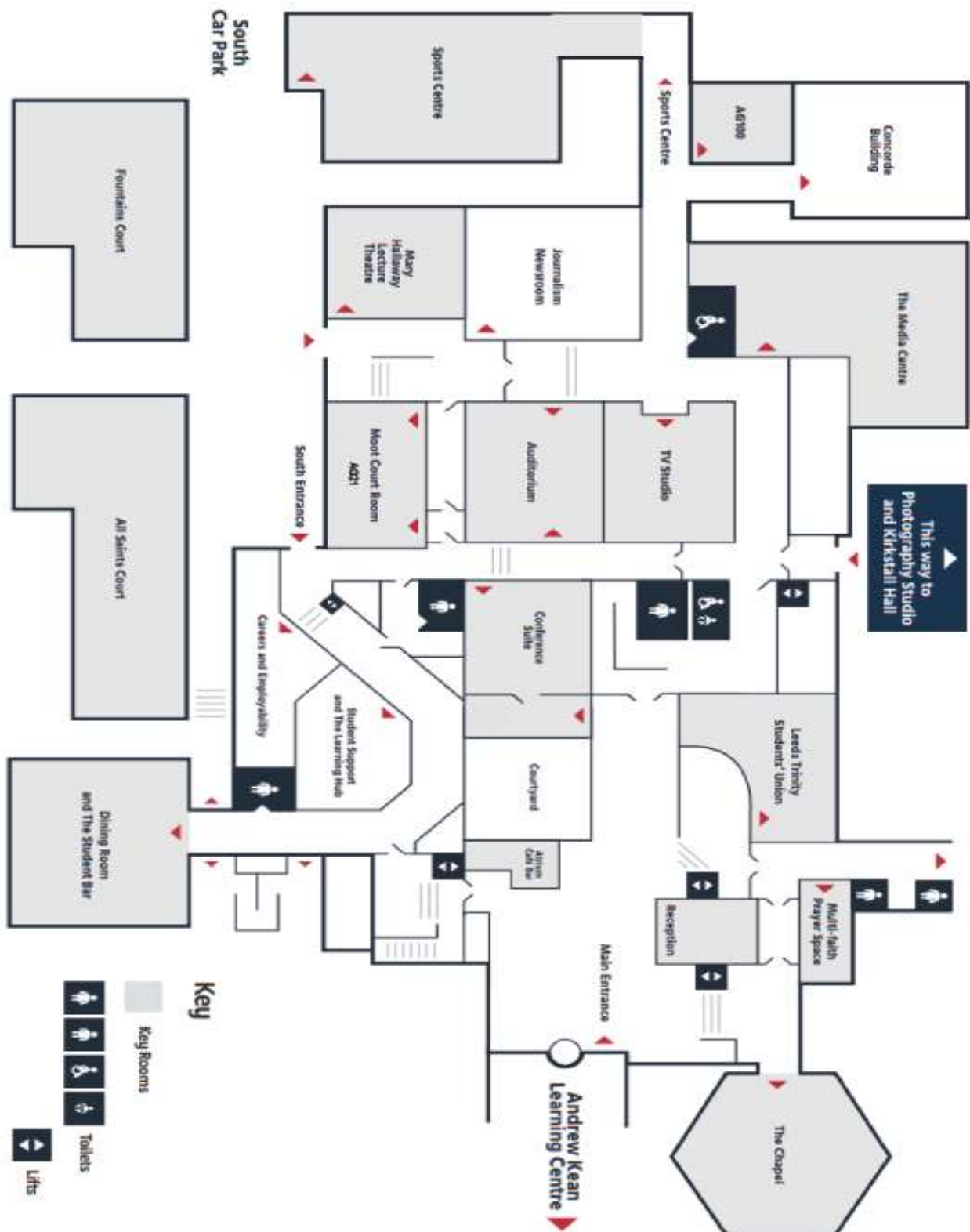
Lesley Urbach has an MRes in Jewish History and Culture from Southampton University. Since retiring from her work as a careers adviser, she has co-founded the Remembering Eleanor Rathbone Group, and is a Trustee and member of the planning and operations committee for Generation 2 Generation.

James Walker is a Humanities Teacher at The Bishop Strachan School in Toronto, Canada. He was previously Leader of Learning at St Michael's Catholic College in Bermondsey. James completed postgraduate programmes in Humanities Education at UCL's Institute of Education and Historical Studies at the University of Oxford. He has co-delivered a national CPD seminar for AQA, been recognised for mentoring student teachers from UCL's Secondary PGCE Programme, and published a background paper on Holocaust Education.

Imogen Wiltshire has been Head of History at Framingham Earl High School for 4 years. She is an experienced History mentor and has presented at UEA to the History PGCE cohort on different topics over several years.

Ellie Woodacre (Dr) @monarchyconf is a Reader in Renaissance History at the University of Winchester. She is a specialist in queenship and royal studies and has published extensively in this area including her recent monographs, *Queens and Queenship* (ARC, 2021) and *Joan of Navarre: Infanta, Duchess, Queen, Witch?* (Routledge, 2022). Elena is the organizer of the 'Kings & Queens' conference series, founder of the Royal Studies Network, Editor-in-Chief of the *Royal Studies Journal*, the editor of two book series with Routledge and ARC Humanities Press and a general editor of the Winchester University Press. Dr Woodacre regularly engages with international media on current events connected with monarchical history and featured in the documentary series *Queens that Changed the World*

Campus Map



Important Information

Checking in/out

If you've booked accommodation for **Friday 28th June**, accommodation check-in is from **4:30pm until 8pm** at Main Reception. You'll be staying in All Saints Court, reference 33 on the Campus Map included in your delegate pack. After 8pm, keys will be available at Main Reception to collect from our security team.

If you've booked accommodation for **Saturday 29th June**, accommodation check-in is from **7:30am until 9am** at Main Reception. You'll be staying in All Saints Court, reference 33 on the Campus Map included in your delegate pack.

Safeguarding

Any safeguarding issues should immediately be reported to either Dan Lyndon-Cohen (Director) or Alex Ford (Fellow and LTU). The Leeds Trinity University Safeguarding policy is available on request. The University has a Senior Designated Person to co-ordinate action within the University and liaise with external organisations. Due to the size of the University it is also appropriate that additional members of staff be identified to work in conjunction with the Senior Designated Person to ensure that procedures are in place and operating effectively. They will also act as a point of contact should the Senior Designated Person be unavailable. Overall responsibility: Professor Catherine O'Connor (PVC Education and Experience) Senior Designated Person: Tom Hurst (Director of Student Mental Health & Wellbeing).

Safe Spaces

SHP and LTU endeavour to create a supportive, non-threatening environment where all participants can feel comfortable to express themselves and share experiences without fear of discrimination or reprisal. If you have a concern about anything related to this, then please either report in person to Dan Lyndon-Cohen (Director) or Alex Ford (Fellow and LTU) or you can leave a written note at reception addressed to either of us.



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