



Inspiring
history teachers

Relevance ◆ Enquiry ◆ Understanding ◆ Diversity ◆ Locality ◆ Enjoyment

Schools History Project
**DEVELOPING TEACHERS'
CONFERENCE**
PROGRAMME

January 31st 2026 #SHPDT26
www.schoolshistoryproject.co.uk

Welcome!



My name is Dan Lyndon-Cohen and I am the Director of the Schools History Project. It gives me enormous pleasure to welcome you all to the Schools History Project's Developing Teachers' Conference for 2026.

The programme that has been curated for today represents the core principles of the Schools History Project being put into practice in both primary and secondary History classrooms across the country. Above all, the Developing Teachers' Conference showcases our aspiration to make History meaningful for the students that we teach. And one of the benefits of it being virtual is that you will be able to access all of them and watch them in your own time. You can use the same link to our YouTube channel that you will be using to access the live workshops.

Contact me on d.lyndon-cohen@leedstrinity.ac.uk or follow me @danlyndon.bluesky.social

All our primary and secondary workshops are led by expert practitioners with many years of experience teaching History. Our lunchtime session will be delivered by our partners OCR, a great opportunity to get the most out of their subject advisors. And our keynote lecture comes from Dr Sarah Longair, from the University of Lincoln. I first met Sarah about twenty years ago when she was working at the British Museum, and we worked on a project encouraging teachers to design lessons around artefacts in the galleries. I remember discovering this beautiful Mughal hookah pipe bowl which was made by Huguenot artisans, using Indian jade and rubies, and was owned by William Beckford, an enslaver who had many plantations in the Caribbean. I was intrigued by the cross-national history of this object and always regret not being able to build a lesson around it. Since then, Sarah has been a passionate advocate for exposing our students to material culture in the history classroom and has worked with many teachers across the UK including Stuart Tiffany who is back for the third year to present another brilliant workshop for our primary delegates.

I'd like to thank her and all our workshop leaders, and online producers for their work in making the 2026 Developing Teachers' Conference a huge success.

*Enjoy!
Dan*

Conference Outline

Welcome 10:00- 10.25	Welcome to SHP's Developing Teachers' Conference 2026 SHP Director, Dan Lyndon-Cohen				
Session A 10:30- 11:30	How to make History the lesson pupils look forward to every week Dale Banham	Immersing students in interpretations Gemma Ellis	Scaffolding for Success in History Alex Fairlamb	Modelling historical thinking in the primary classroom Stuart Tiffany	
11:30- 12:00	Break				
Session B 12:00- 13:00	Approaches to Diversifying and Decolonising the History Curriculum Otis Blaize	What makes a great key stage 3 historical enquiry? Pete Jackson	Teaching Analytical Writing at KS3 and KS4 Fred Oxby	Developing young peoples' emotional connection to the past Nick Mackintosh	
	Lunch 13:00-14:00 Q&A with OCR 13.30-13.50				
Session C 14:00- 15:00	Building Student Engagement – Knowledge and Revision Becky Carter	Empowering history ECTs to stand out in a one-size-fits-all era of subject pedagogy Josef Bland and Sam Day	Historical Sources and Metacognition Sara Patel	Teaching Historical Skills using artefacts Emmy Quinn	
Keynote Lecture 15:30- 16:30	Embedding material culture in your curriculum: why and how Dr Sarah Longair				



#SHP26 SUMMER CONFERENCE

Leeds Trinity University

Leeds Trinity University

JULY 10-12 2026



Relevance ♦ Enquiry ♦ Understanding ♦ Diversity ♦ Locality ♦ Enjoyment

Keynote speakers



Professor Dan Hicks, author of *All Monuments Will Fall*



Distinguished Professor Marnie Hughes-Warrington,
author of *Artificial Historians*

48 Workshops for Primary and Secondary teachers of History including ...

Dale Banham Putting back the creativity, challenge and enjoyment back into history teaching

Glenn Carter Historical Enquiry and Assessment in Primary History

Caroline Pennock Weaving Indigenous histories into the secondary curriculum

Sasha Smith Beyond Tudor Queens & Suffragettes: ESIS Strategies for Reclaiming Women's Place in History

Arthur Chapman Developing Historical Understanding Using Analogies

Fred Oxby Teaching Empire against the Grain: Refocusing indigenous experiences of Empire at A-Level

SUPPORTING YOU

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.



FIND OUT MORE:

history@ocr.org.uk | @OCR_History | 01223 553998 | ocr.org.uk/history

OCR
Oxford Cambridge and RSA

Workshop Details

Session A 10:30-11:30



WORKSHOP A1: How to make History the lesson pupils look forward to every week

Dale Banham

This workshop will explore a range of ways to motivate and challenge pupils. 4 key areas will be explored:

1. How to introduce pupils to a wide range of stimulating historical sources and interpretations
2. How to engage students in complex disciplinary thinking through oracy and stories
3. How to help students succeed and build self-efficacy
4. How to provide a real sense of audience and purpose for student outcomes



WORKSHOP A2: Immersing Students in Interpretations

Gemma Ellis

This workshop will delve into the potential barriers we face when exposing our students to interpretations. This workshop will provide new ways of immersing students into the world of interpretations which allows them to understand how interpretations are made and what they can tell us about the past. You will walk away with new tasks to try in your classroom which will empower students to feel confident in tackling interpretations and provide your students with key historical skills.



WORKSHOP A3: Scaffolding Students for Success

Alex Fairlamb

This session will outline the importance of teaching to the top in History to ensure that all students succeed. Drawing upon best practice in History and cognitive science, the session will look at four core scaffolding strategies including the research, implementation and pitfalls to be aware of.



WORKSHOP A4: Modelling Historical Thinking in the Primary Classroom

Stuart Tiffany

Stuart will introduce and explore the critical role that teacher narration plays in the primary history classroom. This will include how it helps to clarify the meaning of enquiry questions; focus attention towards the powerful knowledge instead of the amusing or silly; and support children to think in a historically focused manner. The session includes worked examples to illustrate how this can be accomplished in the classroom as part of the normal quality teaching cycle.

Workshop Details

SESSION B 12.00-13.00



WORKSHOP B1: Approaches to Diversifying and Decolonising the History Curriculum

Otis Blaize

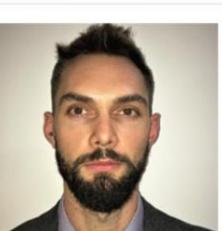
This workshop explores approaches for diversifying and decolonising the history curriculum by connecting British history to wider global contexts and encouraging students to engage with multiple perspectives. It considers how to broaden narratives, challenge dominant interpretations, and integrate inclusive approaches across schemes of work. The session emphasises the role of enquiry, the interplay between local and global histories and the importance of presenting representative interpretations of the past.



WORKSHOP B2: What makes a great key stage 3 historical enquiry?

Pete Jackson

In this workshop, we will look at the principles for curriculum design and the key ingredients for a great key stage 3 enquiry. Looking at specific examples, we will focus on what makes a great enquiry question, how to link this to substantive concepts and disciplinary knowledge and discuss strategies for how this can be assessed.



WORKSHOP B3: Teaching Analytical Writing at KS3 and KS4

Fred Oxby

In this session, Fred will explore the teaching of exam questions. These questions present a dilemma for teachers, as we must find ways of teaching our students to pass exams, whilst also not allowing this type of writing to dominate history lessons at the expense of other forms of writing. Fred will examine theory and strategies to support excellent essay writing and planning in KS4 and KS5, but also look ways of developing great, enjoyable historical writing in KS3.



WORKSHOP B4: Developing young peoples' emotional connection to the past

Nick Mackintosh

A meaningful connection between the past and the present is fundamental for a child's understanding of history. It is through this connection that children can begin to use historical enquiry to investigate the past in a relevant and purposeful manner. This workshop aims to explore ways a primary teacher can encourage young children to develop a sense of empathy for the past and understand historical narratives from the perspective of the people who lived them.

Workshop Details

Session C 14.00-15.00



WORKSHOP C1: Building Student Engagement – Knowledge and Revision

Becky Carter

This workshop will take you through how to build student engagement through motivation, praise, and consistent routines. We will look at examples around knowledge retrieval, revision, and writing practice, including techniques you can apply to your practice immediately.



WORKSHOP C2: Empowering history ECTs to stand out in a one-size-fits-all era of subject pedagogy

Josef Bland and Sam Day

In this session, we will support ECTs in developing their thinking around subject-specific growth and demonstrate how to meaningfully integrate History pedagogy into the mandatory ITT-ECF framework. The session will include: A candid discussion of the challenges we faced in staying up to date with History pedagogy while navigating the demands of a generalised ITT-ECF. Practical solutions we've developed and tested over the past two years to maintain our disciplinary focus. Interactive problem-solving activities where we'll share real scenarios from our own experiences and guide participants through how we approached them with a subject-specific lens. An introduction to our work-in-progress online space designed to reduce workload and support early career History teachers. This space will offer structured sections on key aspects of History teaching, clear links to ITT-ECF strands, and most importantly, practical examples of strong subject-specific practice to aid historical thinking and teacher development.



WORKSHOP C3: Historical Sources and Metacognition (Recorded)

Sara Patel

How can we equip and empower students to feel confident understanding and analysing contemporary sources? In this workshop, we'll discuss a metacognitive approach to handling sources that Sara has been trialling with her history students over the last few years. Using sources from the British Library's collection, including oral testimonies from the Voices of Partition project, she will:

- i. model this approach and reflect on its effectiveness
- ii. explore how our students feel about it
- iii. consider ways it can be adapted for classroom use

Workshop Details



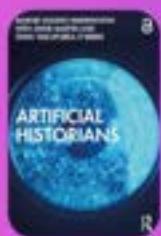
WORKSHOP C4 Teaching Historical Skills using artefacts

Emmy Quinn

Children gain a better understanding of the past if they can build up a picture of what the past looked like, what people owned and used in the past and what mattered to them. This workshop will explore how teachers can incorporate material culture/artefacts into their history lessons in meaningful ways which help students develop skills such as inference. In addition, teachers will gain insight into how to use material culture in enquiries based around significance, similarity and difference and change and continuity. The workshop will explore how material culture can be used alongside written sources and interpretations to help students gain a better understanding of what it means to "do" history.

SHP are delighted to announce that we will be hosting a workshop with Distinguished Professor Marnie Hughes-Warrington, a globally renowned expert on History and AI, on **Monday March 30th at Park View School, Tottenham**.

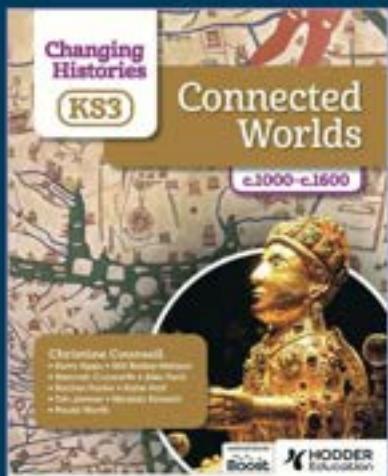
Marnie will be discussing the question of "whether and how machines can be as effective makers of histories as humans" and will also draw on her collaborative work with history teachers Matthew Harper-Duffy and Victoria Henshaw.



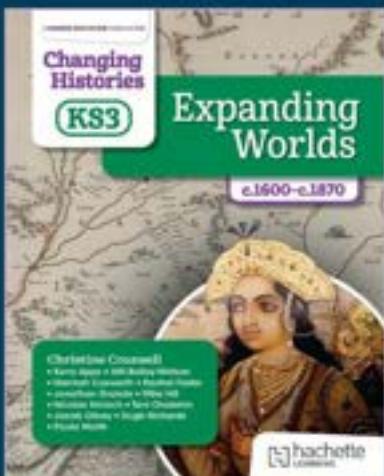
Tickets are FREE, but you need to register by emailing d.lyndon-cohen@leedstrinity.ac.uk

Changing Histories KS3

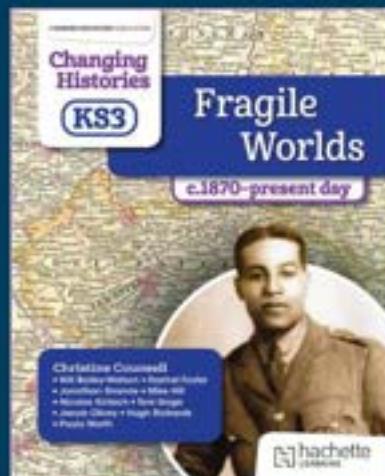
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Workshop Details



Lunchtime Session 13.30 – 13.50

Join Richard Kerridge, OCR Subject Adviser for History for a Q&A where you can ask any questions related to teaching the OCR specifications for GCSE and A Levels.



A series of online workshops brought to you by the Schools History Project, British Library and The Teach Climate History Network

Workshop 2- Gardening and Medicine March 2nd 5-6pm SHP YouTube channel

- Join us to hear a micro keynote from **Dr Natasha Hodgson (Teaching Medieval Women)** who will be exploring the links between gardening and medicine in the medieval world.
- We will also be joined by **Dr Caitríona Ní Cassáithe**, Assistant Professor in History Education, who will be talking about her work with primary students on traditional medical knowledge in Ireland.
- Debbie Bogard** (British Library) and **Barbara Trapani** (SHP) will also be exploring source material related to gardening and medicine

This is a **FREE** event but to book your place email d.lyndon-cohen@leedstrinity.ac.uk

Keynote Lecture

Dr Sarah Longair, University of Lincoln



Embedding material culture in your curriculum: why and how

Most of us as history graduates and aspiring teachers are drawn to historic sites and museums - they are often the places where we feel we come 'face to face' with the past. Yet text tends to dominate when we bring primary sources into the history classroom. This session will discuss some of the compelling reasons for bringing a material angle to our teaching, to make the study of objects part of the 'toolkit' of pupil historians. It will be based on examples from my research in imperial history and aims to show how we open up powerful ways to explore histories of empire and the associated issues of power and race through object histories from KS2 to KS5. I will also show how we can bring an environmental aspect to this work: material culture makes visible the extractive nature of imperial expansion, from plants that moved across continents to the ecological transformations enforced through colonial rule. Objects allow students to trace these entangled stories of power, exploitation and resistance, and to see how landscapes, resources and everyday lives were reshaped by imperial encounters.

Speaker Profiles

Dale Banham

Dale is an Honorary Fellow of the Schools History Project. He worked with Chris Culpin and Ian Dawson as a series editor on the SHP Key Stage 3 series of textbooks, published between 2008 and 2009. After the introduction of new GCSE specifications, Dale worked with Ian Dawson on a series of textbooks for Edexcel's GCSE History specification. He has recently published a new set of textbooks for Hodder Education's Engaging with AQA GCSE History series, which aims to make history accessible and enjoyable for all students.

Otis Blaize

Otis is an award-winning history teacher at Trinity School in South Croydon and formerly Head of Department in two large comprehensive schools in south London. He recently completed his MSc at the University of Oxford, where his research focused on students' perceptions of Black British history.

Josef Bland

Josef is an ECT History teacher working in South Yorkshire. Working with Sam Day as ECTs has led them into researching how others develop and have developed as history teachers within the current ITTECF. From their perspective they offer a great insight into the development of ECTs, rapid curricular change and working within schools undergoing seismic shifts in culture and leadership.

Becky Carter

Becky is a Head of History and RE at a secondary school in Nottinghamshire. She is a member of the SHP PATHS Council and has contributed both to previous SHP Conferences and textbooks around 20th century LGBT+ and equality history.

Sam Day

Sam is an ECT History teacher working in South Yorkshire. Working with Josef Bland as ECTs has led them into researching how others develop and have developed as history teachers within the current ITTECF. From their perspective they offer a great insight into the development of ECTs, rapid curricular change and working within schools undergoing seismic shifts in culture and leadership.

Gemma Ellis

Gemma is Head of History and Head of Humanities in West Yorkshire with a passion for the long Eighteenth century and social History. She enjoys exploring ways to engage students with the past and has previously presented at SHP on student engagement at Key Stage 3. Gemma believes in representation for all in the curriculum and has developed the Key Stage 3 curriculum at her current school to broaden the histories which students explore.

Alex Fairlamb

Alex is an Education Consultant and a former Senior Leader of T&L, Literacy and Curriculum and a former Trust T&L Network Lead. Alex is an Honorary Fellow of the Historical Association and co-editor of 'What is History Teaching, Now?'. Alex has also co-written a textbook and a book called 'The Scaffolding Effect.' She is a doctoral candidate whose research is centred on equity and quality in education, with a particular focus on globalising history curricula. Alex can be found on LinkedIn and X as well as her website: Alex Fairlamb Consultancy

Pete Jackson

Pete is the North Yorkshire SHP Regional Advisor and Head of History at Ryedale School with over 20 years' experience in the History classroom. He has recently published a textbook for Hachette Education on Weimar and Nazi Germany. Pete is a regular contributor to SHP conferences and forums.

Richard Kerridge

Richard joined Cambridge International Assessment in September 2019 and OCR in October 2022. Prior to joining OCR, he taught History for seventeen years. He was a Deputy Head of Sixth Form, Head of Humanities, SSAT Lead Practitioner as well as writing and contributing to textbooks and exam-board resources. Rich is history happy in the Medieval period or Civil War! He spends his spare time with family, friends and two dogs or watching QPR lose.

Sarah Longair

Dr Sarah Longair is an Associate Professor in the History of Empire at the University of Lincoln, having formerly worked in museum and gallery education, including eleven years at the British Museum. Her research explores the history of the British Empire in East Africa and the Indian Ocean world through material and visual culture. Her forthcoming book is entitled *Island Collecting: Objects and Empire in the western Indian Ocean, 1850 – 1930* and her next project will explore histories of colonialism and the environment through material culture.

Dan Lyndon-Cohen

Dan is the Director of the Schools History Project and Lead Practitioner for Humanities at Park View School, Tottenham. He has been teaching History for 32 years in schools across London and is the author of many books on multicultural and migration histories. Dan also worked with OCR to develop the migration GCSE courses and co-wrote the textbooks for the OCR A and B specifications. Dan has worked as a consultant for a wide range of institutions including BBC Bitesize, the Imperial War Museum, National Portrait Gallery and the National Trust, with Professor Corinne Fowler.

Nick Mackintosh

Nick is a primary teacher in Leeds and, as a history lead for over a decade, has developed history curricula for both Key Stages 1 & 2. Having completed an MA Education (History) at UCL, his areas of interest include young children's understanding of chronology, the historical narratives children are exposed to and how these narratives affect their sense of identity.

Fred Oxby

Fred is a member of the SHP Council and Regional Adviser for Yorkshire. He is also Head of History at Wales High School, South Yorkshire and Professional Associate of the Centre for Race, Education and Decoloniality at Leeds Becket University.

Sara Patel

Sara has been teaching for 9 years; currently serving as an Assistant Curriculum Leader for History at St Bonaventure's School in Newham. She is passionate about education and strives to inspire curiosity and critical thinking in young minds, helping students connect the past to the present and empowering them to shape the future.

Emmy Quinn

Emmy is a member of the SHP Council and 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.

Stuart Tiffany

Stuart (aka Mr T) is an experienced primary school teacher from Leeds. Since qualifying in 2010, Stuart has worked in a number of schools across West Yorkshire as a teacher and history lead. Mr T does Primary History was established as a social media presence with a simple aim: to offer free help and advice to those that asked for it... it continues to operate in this way. In 2023, Stuart was awarded an honorary fellowship by the Historical Association and had his first book published by Corwin. Currently Stuart teaches in North Leeds, delivers CPD and SCITT lectures nationwide.

If you would like to join the SHP Mailing List to find out more about future SHP events, please email d.lyndon-cohen@leedstrinity.ac.uk