





# Programme at a glance Friday 17 May 2019

09.00–09.30	Registration and exhibition									
09.30–10.30	Opening and Presidential lecture: Tony Badger – The Kennedys and the Gores – Charles and Edward Suite									
10.30–11.00	Coffee									
	Primary			Secondary					General	
<b>Session 1</b> 11.00–12.00	<b>Andrew Wrenn</b> Taking the long view: helping children make links within the chronological study and across periods  <b>Roodee</b>	<b>Chris Trevor</b> Curiouser and curiouser. How to engage children in exploring their local history  <b>Studio</b>	<b>Jim Carroll</b> Beyond 'so what!?' explanations: modelling academic causal arguments for students  <b>Malpas</b>	<b>Rose Crossgrove</b> Taking the Normans from abstract to concrete  <b>Cornwall</b>	<b>Hugh Richards</b> Sink or swim: how can we help students who are swamped by the new GCSE?  <b>Edward</b>	<b>Ian Dawson</b> Creating a more positive interpretation of the Middle Ages at Key Stage 3  <b>Rothesay</b>	<b>Mary Brown</b> Making people in the past meaningful and memorable  <b>Exec Directors Boardroom</b>	<b>Eduqas, part of WJEC</b> <b>Wayne Newton</b> Developing GCSE history skills – whichever board you use  <b>Christleton</b>	<b>Paula Kitching</b> Visit: Walking tour of Chester  <b>Walking tour</b>	<b>Trevor James</b> Exploring the saintly landscape  <b>Charles</b>
12.00–12.15	Break									
<b>Session 2</b> 12.15–13.15	<b>Helen Crawford</b> EYFS: how to teach the past without teaching history  <b>Rothesay</b>	<b>Ben Ballin and Alf Wilkinson</b> The history of geography: three thousand years of maps  <b>Roodee</b>	<b>David Brown and Giuliana Pieri</b> What does 'useful' even mean? Taking another look at A-level source questions  <b>Malpas</b>	<b>Natalie Kesterton</b> Planning ways to strengthen pupils' understanding of chronology in a two-year Key Stage 3  <b>Studio</b>	<b>Helen Snelson and Ruth Lingard</b> The changing history of mental health – period knowledge at Key Stage 3 to support GCSE  <b>Christleton</b>	<b>Paige Richardson</b> GCSE history for all: tackling superpower relations with lower-ability students  <b>Exec Directors Boardroom</b>	<b>Ben Walsh and Jennifer McCullough</b> Finding the 'next level' with sources in the history classroom  <b>Edward</b>	<b>PEARSON</b> GCSE History: guidance on sources and interpretations  <b>Cornwall</b>	<b>Tim Grady</b> German Jews, the First World War and its devastating aftermath  <b>Charles</b>	
13.15–14.00	Lunch, exhibition and fringe									
14.00–14.30	Education Keynote: Ofsted: Heather Fearn – Charles and Edward Suite								Branches meet and greet	
<b>Session 3</b> 14.45–15.45	<b>Bev Forrest and Rob Nixon</b> Working towards quality: supporting you in success to the Quality Mark and Chartered Teacher status  <b>Burton</b>	<b>Karin Doull</b> Teaching creatively and teaching for creativity  <b>Roodee</b>	<b>Carmel Bones and Anne Jackson</b> History hacks – habits to make efficient use of Key Stage 4 time  <b>Edward</b>	<b>Will Bailey-Watson</b> 'What did "revolution" mean in the Age of Revolution?': Exploring the fertility and fluidity of substantive concepts that just won't stay still  <b>Studio</b>	<b>Steve Mastin and Heather Fearn</b> Celebrating history's distinctiveness: why teaching history should be at the heart of curriculum reform  <b>Rothesay</b>	<b>Dani Hilliard</b> Activated stereotyping: an alternative view to source analysis and the antidote to fake news  <b>Christleton</b>	<b>Andrew Payne and Ben Walsh</b> Inside Versailles: understanding the greatest peace treaty of all time.  <b>Malpas</b>	<b>AQA</b> <b>Eoin MacGabhann</b> AQA GCSE history: lessons learned from 2018 and looking forward to 2019  <b>Cornwall</b>	<b>Richard Foreman</b> From pitch to publication  <b>Exec Directors Boardroom</b>	<b>Elaine Chalus</b> 'He asked me for my husband's vote repeatedly': gender, place and power in controverted 18th century elections  <b>Charles</b>
15.45–16.00	Break									
<b>Session 4</b> 16.00–17.00	<b>Chris Trevor</b> How to become a more effective subject leader for history  <b>Christleton</b>	<b>Kate Argyle and Lois Gyves</b> Relevant, real and inspiring: practical approaches to using your local heritage  <b>Rothesay</b>	<b>Christine Counsell</b> Being ambitious with historical content at Key Stage 3  <b>Edward</b>	<b>Robin Whitburn and Sharon Aninakwa</b> Independent enquiry and students' investigations at A-level  <b>Cornwall</b>	<b>Richard McFahn</b> Should I simply focus on exam questions to teach interpretations well at GCSE?  <b>Roodee</b>	<b>Rachel Foster and Tara Morton</b> Not <i>women's</i> history, just <i>history</i> : re-imagining the place of the women's suffrage campaign in the curriculum  <b>Exec Directors Boardroom</b>	<b>Sally Burnham</b> 'It's the stories I miss.' Don't forget the power of stories with exam classes.  <b>Studio</b>		<b>Laura Carter and Peter Mandler</b> Secondary education and social change since 1945  <b>Malpas</b>	<b>Caroline Pudney</b> Deva Victrix: life at the edge of the Roman Empire  <b>Charles</b>
17.15–17.45	AGM – Roodee									
18.00–19.00	Keynote lecture: Yasmin Khan – The Raj at war: a people's history of India's Second World War – Charles and Edward Suite									
19.00–19.45	Drinks reception in the the Exhibition Area followed by HA Annual Conference Dinner at 19.45 – Rothesay and Cornwall Suite									

# Programme at a glance **Saturday 18 May 2019**

09.00–09.30	<b>Registration and exhibition</b>									
09.30–10.30	<b>Keynote lecture: Fern Riddell – Uncomfortable histories: From sex to the suffragettes – Charles and Edward Suite</b>									
10.30–11.00	<b>Coffee</b>									
	<b>Primary</b>			<b>Secondary</b>					<b>General</b>	
<b>Session 1</b> 11.00–12.00	<b>Ailsa Fidler</b> Vicious vocabulary: exploring words in history teaching	<b>Helen Crawford and Paul Bracey</b> Is there more to World War II than evacuation and the Blitz?	<b>Richard Kennett</b> Back to the drawing board with Key Stage 3	<b>Paige Richardson</b> GCSE history for all: tackling superpower relations with lower-ability students	<b>Rachel Foster and Kath Goudie</b> Putting it back together again: restoring the relationship between 'interpretations' and 'evidential thinking'	<b>David Brown and Giuliana Pieri</b> What does 'useful' even mean?: Taking another look at A-level source questions	<b>Helen Snelson and Katharine Burn</b> Women in war over time	<b>Mel Jones</b> Working towards quality	<b>Michael Ohajuru</b> The John Blanke Project: imagine the black Tudor trumpeter.	<b>Peter Gaunt</b> Regional capital or red herring? Chester's role in the English Civil War, 1642–46
	Roodee	Exec Directors Boardroom	Edward	Rothesay	Studio	Malpas	Christleton	Burton	Cornwall	Charles
12.00–12.15	<b>Break</b>									
<b>Session 2</b> 12.15–13.15	<b>Bev Forrest</b> A fresh look at Florence: using our study of significant people to open doors to understanding people in the past	<b>Sue Temple</b> Using your Romans theme to develop literacy: going beyond the obvious	<b>David Hibbert and Jason Todd</b> Modelling the discipline: how can Yasmin Khan's use of evidence enable us to teach a more global World War II?	<b>Ben Walsh and Jennifer McCullough</b> Finding the 'next level' with sources in the history classroom	<b>Steve Farndon</b> Squaring the circle: matching the lessons of cognitive science with the challenges of history teaching	<b>Mary Brown</b> Making people in the past meaningful and memorable	<b>Dani Hilliard</b> Activated stereotyping: an alternative view to source analysis and the antidote to fake news	<b>PEARSON</b> A-level history: guidance on sources and interpretations 	<b>Caitlin Ellis</b> Alfred versus the Viking Great Army	<b>Jenni Hyde</b> A history of the Reformation in five ballads
	Exec Directors Boardroom	Studio	Malpas	Edward	Roodee	Cornwall	Burton	Christleton	Charles	Rothesay
13.15–14.15	<b>Lunch, exhibition and fringe</b>									
<b>Session 3</b> 14.15–15.15	<b>Susan Townsend</b> Up Pompeii! Strategies for teaching significant events at Key Stage 1	<b>Stuart Tiffany</b> History at greater depth	<b>Carmel Bones and Anne Jackson</b> History hacks – habits to make efficient use of Key Stage 4 time	<b>Rachel Foster and Kath Goudie</b> Putting it back together again: restoring the relationship between 'interpretations' and 'evidential thinking'	<b>Ian Dawson</b> Creating a more positive interpretation of the Middle Ages at Key Stage 3	<b>Hugh Richards</b> Sink or swim: how can we help students who are swamped by the new GCSE?	<b>Christine Counsell</b> Being ambitious with historical content at Key Stage 3		<b>Trevor James</b> Visit: Chester's churches	<b>Claire Hickman</b> The doctor's garden
	Christleton	Rothesay	Studio	Malpas	Cornwall	Roodee	Edward		Walking tour	Charles
15.15–15.30	<b>Break</b>									
<b>Session 4</b> 15.30–16.30	<b>Andrew Wrenn</b> Taking the long view: helping children make links within the chronological study and across periods	<b>Chris Trevor and Dave Trevor</b> Surviving the Stone Age	<b>Michael Riley and Ellie O'Keeffe</b> Teaching about conflict, art and memory	<b>Steve Mastin and Heather Fearn</b> Celebrating history's distinctiveness: why teaching history should be at the heart of curriculum reform	<b>Sally Burnham</b> 'It's the stories I miss.' Don't forget the power of stories with exam classes.	<b>Richard Kennett</b> Back to the drawing board with Key Stage 3	<b>Jason Todd and Chris Lewis</b> Bringing the untold stories of black Tudors into the classroom	<b>Katie Hall, Chelsey David and Will Bailey-Watson</b> Refreshing the Age of Revolutions		<b>Tara Morton</b> Suffrage lives, 1866 to 1914
	Exec Directors Boardroom	Rothesay	Malpas	Studio	Roodee	Cornwall	Edward	Christleton		Charles
16.30	<b>Conference close</b>									