



Programme at a glance Friday 15 May 2020

09.30–10.30	Presidential lecture – Tony Badger: Alger Hiss, friend and/or spy?												
10.30–11.00	Coffee break												
	Primary			ITE		Secondary			General				
11.00–12.00	Session 1	A significant event: the Bristol Bus Boycott Sarah Whitehouse	An introduction to mastering primary history Bev Forrest and Stuart Tiffany	Talking history: unpacking, developing and sharing practice in using educational talk in history David Ingledew	'But Miss, they all have the same name!' Unpicking who's who in the Wars of the Roses Louisa Dunn	See it, say it, write it Carmel Bones and Anne Jackson	Synthesising good practice of independent learning strategies to reinforce learning in the classroom Martyn Bajkowski and Alex Fairlamb	'Taking in the view': bring coherence to your curriculum through big picture overviews Richard McFahn	Authentic encounters: how can original artefacts enrich our understanding of the Holocaust? Helen McCord	Connecting with oral histories in the history classroom Mary Brown and Natalie Kesterton	Mayflower lives: building a New Jerusalem in the new world Martyn Whittock	The legacies of British slave-ownership: tracing local roots and global routes Kate Donington	Walk: Alleys, masts, merchants, markets, spires, towers and walls Rob Pritchard
12.00–12.15	Break												
12.15–13.15	Session 2	Grace Darling: using pictures to study a significant individual in the past Kate Thomson	'Who are we?' Exploring approaches to migration in the recent and distant past Paul Bracey and Helen Crawford	When it gets critical! Ali Messer and Dean Smart	What does knowledge-rich learning at Post-16 really look like? Richard Kennett	Revision: help, I can't bear it anymore! Paige Richardson	Using art to build a better understanding of history Michael Riley	Extending the reach and power of medieval history Elizabeth Carr	Putting the 'T' into LGBT history Amy Austin and Rebecca Harris	Delivering the GCSE History Period Study Katie Hall 	'Politics by other means...' A study of Clausewitz's dictum in the context of the Age of Revolutions Carole Divall	Reassessing the 'Mad' King: George III as revealed in the Georgian Papers at Windsor Castle Arthur Burns	
13.15–14.15	Lunch and fringe												
14.15–15.15	Session 3	LGBT+ in primary history: teaching with confidence Damienne Clarke and Gary Pykitt	Curriculum design: coverage, connections and creativity Chris Trevor	Beyond behaviour: injecting your observation with subject specificity Victoria Crooks and Laura London	Bringing the academic discipline into the classroom to help improve understanding of interpretations at A-level Holly Hiscox	Dual coding in the history classroom Emily Harrison and Hugh Richards	Navigating medieval history in the classroom: a source-focused approach Claire Kennan and Ben Walsh	What is history? An African start to secondary history Sharon Aninakwa and Robin Whitburn	Turning the world upside down: teaching the 17th century so that all voices are heard Ruth Lingard and Helen Snelson	AQA GCSE History – thematic studies Eoin MacGabhann 	The people of 1381 Adrian Bell	A grave business: What can be learned in burial grounds about the life and times of their inhabitants? Diana Laffin and Maggie Wilson	
15.15–15.45	Tea break												
15.45–16.45	Session 4	Making challenging primary sources accessible: a case study of the SS Great Britain Tracey Wire	A European region and the influence of the Greeks Ben Ballin and Alf Wilkinson	ITE Primary history provision: opportunities and issues Paul Bracey, Helen Crawford and Karin Doull	Beyond 'so what!?' explanations: modelling academic causal arguments for students Jim Carroll	History for all at GCSE: supporting less able students in your GCSE classroom Sally Burnham	Making America Great to Teach Again Alex Ford	Using evidence to enhance your teaching of the 18th and 19th centuries: the Georgian Papers Programme Arthur Burns and Katie Hall	Listening to the voices of transatlantic slavery Marianne McMahon and Sally Thorne	Social change in post-war Britain: taking the Key Stage 3 curriculum beyond World War II Madeleine Marvin	Bristol: a city built on the wine trade Evan Jones	Bristol's St Mary Redcliffe Church Trevor James	
17.00–17.45	AGM and fringe												
18.00–19.00	Keynote – Jonathan Phillips: The life and legend of the Sultan Saladin												
19.00–20.00	Drinks reception – followed by dinner												

Programme at a glance **Saturday 16 May 2020**

09.00–10.00	Keynote – to be confirmed											
10.00–10.30	Coffee break											
	Primary		ITE		Secondary					General		
10.30–11.30 Session 1	Teaching primary history through creative enquiry Kerry Somers	Practical approaches to chronology progression Stuart Tiffany	Primary history ITE: Implications of the new Ofsted framework for schools and the forthcoming revised framework for ITE Michael Maddison	What does knowledge-rich learning at post-16 really look like? Richard Kennett	Imagining cities: helping students understand historical sites as contested spaces Geraint Brown and Matthew Stanford	History for all at GCSE: supporting less able students in your GCSE classroom Sally Burnham	'Taking in the view': bring coherence to your curriculum through big picture overviews Richard McFahn	Engaging with medieval women at Key Stage 3 Philip Arkinstall	Understanding narrative decision-making: Year 8 interrogate the Peterloo graphic novel Arthur Chapman and Jen Thornton	The terrors of the year 1000: the politics of apocalyptic fears in 10th and 11th-century Europe Katy Cubitt	Know Your Place Peter Insole	Walk: Bristol, slavery and the Black presence Madge Dresser
	11.30–11.45 Break											
11.45–12.45 Session 2	What's the issue with the baby and the bath water? Karin Doull	The early years and how history fits in Rob Nixon	Bridging the gap: supporting early career teachers' professional development as history teachers Kate Hawkey and Helen Snelson	Improving students' A-level writing: or how I learned to stop worrying and love the essay David Brown and Selena Daly	See it, say it, write it Carmel Bones and Anne Jackson	Towards representative history at GCSE, or the rise of Hitler in three women Ed Durbin	Empire, curriculum, and belonging Hannah Cusworth	Conflict, art and remembrance: new insights and approaches from the HA Teacher Fellowship Iain Annat, Sophie Kingscote and Amanda Seys	Supporting lower-attaining students at GCSE History Katie Hall	Maggie's Gospel: the Sermon on the Mount Clifford Williamson	Baghdad at the centre of a world: 8th–13th century Emily Selove	
	12.45–13.45 Lunch and fringe											
13.45–14.30	Education keynote – Christine Counsell: Effective history curriculum planning at Key Stages 2 and 3											
	General keynote – Ronald Hutton: The Western magical tradition											
14.45–15.45 Session 3	Using technology to bring history to life Glenn Carter	A taster of the full-day primary CPD courses offered by the HA Chris Trevor	Encouraging trainees to bring historical scholarship into the classroom Tim Jenner and Will Bailey-Watson	Mapping the history curriculum from Key Stage 1 to Key Stage 5 – how do we keep it interesting, challenging, and fresh? Lynne Adams	Korea: a forgotten war? Ben Walsh	Revision: help, I can't bear it anymore! Paige Richardson	A history of your locality in 30 artefacts Rachel Lewin	Mirror images & wide-angle lenses: using diversity to ensure a curriculum that reflects students' identities & broadens their horizons Paula Lobo and Polly Simson	What can we learn from Polish teachers to support our teaching of the Holocaust? Steve Mastin and Toby Simpson	African history: the new force in understanding and teaching world history Toby Green	Father of a genius: Robert Evans and the making of George Eliot David Paterson	
	15.45–16.00 Tea break											
16.00–17.00 Session 4	From intent to impact: planning primary history, taking into account the new Ofsted framework Andrew Wrenn	Sharing a free creative and cross curricular WWI resource on Germans in Britain Matthew Stibbe and Gertie Whitfield	Making your history department an environment good for beginning teacher learning and well-being Katharine Burn and David Hibbert	Students, sources, and six degrees of separation Andrew Payne	LGBT+ history: why include it and how to do it well Claire Holliss	Dual coding in the history classroom Emily Harrison and Hugh Richards	Exploring local legacies of the transatlantic slave trade Tom Allen and Pam Canning	Using art to build a better understanding of history Michael Riley	Using metaphors to enable pupils to characterise change and continuity and engage with historical scholarship Eve Hackett	Reflections on Black British radical thought and activism during the 1970s Angelina Osborne	Communication, commemoration and diplomacy in the Middle Ages Emily Winkler and Owain Wyn Jones	