

HA Annual Conference 2021 live programme

	Primary	Primary	Secondary	Secondary	Secondary	General	General	
Monday 24 May	5–6pm	Presidential Lecture – Peter Mandler, Voices from the cohorts: why 1946, 1958 and 1970 are key dates in postwar British history						
	6.15pm	Drop-in session Primary welcome meeting		Drop-in session Secondary welcome meeting			Drop-in session Branches welcome meeting	
Tuesday 25 May	4.30–5.15pm	Ailsa Fidler and Jacqueline Neve Wangari Maathai as a significant individual: positive representation within a broad and balanced curriculum	Ben Ballin and Alf Wilkinson The European region and the influence of the Greeks	Richard Kennett, Kate Smee and Sally Thorne After the fall: teaching a decolonised narrative of slavery in Bristol after Colston	Heather Sherman Let's get 'source-y': how to develop students' analysis and evaluation of historiography at A-level	Katharine Burn, David Hibbert and Rosanna Griffin Making your history department a good environment for beginning teacher learning and well-being	Adam Smith The Civil War among American Civil War historians	Becky Taylor Refugees and twentieth century Britain
	6–6.45pm	Kerry Somers Extended historical writing: creating a good argument	Susan Townsend Hearing history, telling history: exploring soundscapes of the past	Elizabeth Carr Extending the reach and power of medieval history	Ed Durbin Towards representative history at GCSE, or the rise of Hitler in three women	Paige Richardson Bloody foreigners: the power of a Key Stage 3 study on immigration to tell our national story	James Ross, Gordon McKelvie and Ellie Woodacre Kingship, queenship and political society during the Wars of the Roses	Alison Rowlands The trial of Michael Würth, a seventeenth-century male 'witch'
	7pm	Drop-in session Writing for Primary History		Drop-in session Discussion with the examination boards				
Wednesday 26 May	4.30–5.15pm	Natalie Haigh Early Years: a sensory museum adventure	Matthew Flynn Making a success of Ofsted's 'deep dive' into history	David Brown and Amy Diprose Using academic literature to enhance students' subject knowledge and history-specific vocabulary at A-level	Ruth Lingard and Helen Snelson Teaching a coherent and representative British seventeenth century	Michael Bird and David Ingledew Everybody's talking? Unpacking, sharing and developing the use of dialogue in history learning and teaching	Rana Mitter From Confucius to Conflict: the rise and fall and rise of China's greatest philosopher and the shaping of modern China	Peter Hounsell A classic example of over work, of hard and inappropriate labour': the life of the nineteenth-century brickmaker
	6–6.45pm	Keynote – Tim Jenner – Curriculum and progression in history and Ofsted's work with schools						
	7.15pm	Drop-in session Subject leadership		Drop-in session Subject leadership				

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Thursday 27 May	4.30–5.15pm	Sue Temple <i>Local history: engaging young children</i>	Damienne Clarke and Gary Pykitt <i>Developing an LGBT+ inclusive history curriculum</i>	Annie Thwaite, Hannah Cusworth, Molly Navey, Jonny Sellin, Andrew Stacey-Chapman <i>Putting the school in the classroom</i>	Tom Allen and Pam Canning <i>Exploring local legacies of the transatlantic slave trade</i>	Louisa Dunn <i>'But Miss, they all have the same name!'</i> <i>Unpicking who's who in the Wars of the Roses</i>	Tom Harrison <i>Herodotus and the origins of history</i>	Hakim Adi <i>A history of Pan-Africanism</i>
	6–7pm	Keynote – Kennetta Hammond Perry						
	7.15pm	Drop-in session <i>Initial Teacher Education</i>	Drop-in session <i>Primary independent schools</i>	Drop-in session <i>Writing for Teaching History</i>	Drop-in session <i>Early career networks</i>			
Friday 28 May	4.30–5.15pm	Andrew Wrenn <i>A mirror and a window: towards a more diverse and inclusive primary history curriculum</i>	Sarah Whitehouse <i>A significant event: the Bristol Bus Boycott</i>	Kathryn Collins and Iqbal Singh <i>'Presumably a British subject': colonial seafarers in the 1920s</i>	Kerry Apps <i>Working within the bounds of specifications to build representation and a range of voices</i>		Katja Hoyer <i>Blood and Iron: the rise and fall of the German Empire 1871–1918</i>	David Paterson <i>Father of a genius: Robert Evans and the making of George Eliot</i>
	6pm	Drop-in session <i>Primary new and novice</i>		Drop-in session <i>Initial Teacher Education</i>				
Saturday 29 May	10–11am	Keynote – Michael Wood						
	11.30–12.15pm	Alex Pethick <i>The role of knowledge for progression in the primary history curriculum</i>	Helen Crawford and Paul Bracey <i>Supporting trainee teachers of primary history</i>	Christine Counsell <i>Storytelling in history teaching</i>	Rhonwen Bruce-Roberts <i>History diversified and devolved: four nations approaches to teaching history, British values and identities</i>	Charlotte Crouch and Will Bailey-Watson <i>Building communities of enquiry across history education: the value of collaboration</i>	Frederik Pedersen <i>Divorce, medieval Lincolnshire style: the murder of William Cantilupe, 1375</i>	Misha Ewen <i>Capital and kin: women, family and enslavement in seventeenth-century Barbados</i>
	1–1.45pm	Chris Trevor <i>Are knowledge organisers the best thing since sliced bread?</i>	Heather de Silva <i>The Great Exhibition 1851: teaching a significant event at Key Stage 1</i>	Alison Hargreaves, Lawrence Hoo, Tracy O'Brien and David Rawlings <i>CARGO Classroom: innovative new resources for Key Stage 3 history</i>	Michael Hill <i>Picturing the past: using historical illustration with clarity and purpose</i>	Amy Austin and Richard Harris <i>Putting the 'T' into LGBTQ+ history</i>	Christine Fox <i>Old age care in the time of crisis: London in the sixteenth century</i>	Natasha Hodgson <i>Women and the Crusades</i>
	3–3.45pm	Karin Doull <i>History, itself and its relations with other subjects</i>	Stuart Tiffany <i>Practical approaches to chronology progression</i>	Emily Folorunsho, Sharon Aninakwa, Otis Blaize, Ainsworth Brown, Hannah Cusworth, Josh Garry, Patrice Gonzales, Teni Oladehin <i>Diversity & the curriculum</i>	Sally Burnham <i>Diversifying, decolonising, developing substantive knowledge... Don't forget the disciplinary!</i>	Victoria Crooks and Laura London <i>Beyond behaviour: injecting your observation of early career teachers with subject specificity</i>	Steven Gunn <i>Accidental death in the Tudor landscape</i>	David Stirrup <i>Session title to be confirmed</i>