






08.30 – 09.00	Registration and exhibition											
09.00 – 10.15	Welcome and <b>Presidential Lecture: Voices across the generations: what the history of our schools can tell us about the history of our nation</b> Peter Mandler   Ballroom   📺											
10.15 – 10.45	Coffee											
Session 1: 10.45 – 11.45	GENERAL		PRIMARY	CROSS-PHASE	ITE	SECONDARY						
	Games in history, history in games Malcolm Craig Ballroom   📺	Walking tour of Harrogate Spa Paul Jennings ⬆️	How case studies will help you to review, refresh, and renew the history curriculum Michael Maddison Drawing Room   📺	Beyond stamps, stickers and coloured pens: a journey from marking to feedback Deborah Hayden Matlock Suite	'A means to an end': supporting beginning teachers' planning for historical learning Victoria Crooks and Laura London Cheltenham Suite	Planning for progression in sourcework Sally Thorne and Alex Fairlamb Billiard Room   📺	Improving our teaching of the Indian sub-continent at Key Stage 3 Richard Kennett and Zaiba Patel Reading Room   📺	Developing students' understanding of the planetary crisis in history lessons Alison Kitson and Michael Riley Harrogate Suite	Ending the violence: challenging colonial narratives of the American West Alex Ford Bath Suite	Seeing causation: using graphic scaffolds to dual code and support written causal analysis Morgan Robinson Regency Room	Righteous Gentiles: teaching the interfaith rescuers of the Holocaust Alice Solomons and Kate Boardman Buxton Suite	
Session 2: 12.00 – 13.00	Climate change and the new normal Venus Bivar Ballroom   📺		Using an enquiry-based approach to explore and critically evaluate life in Roman Britain Jane Ainsworth and Alice Case Reading Room   📺	Supporting children with SEND in history lessons Sue Temple Buxton Suite	Tangible history: centring material objects and artefacts in the curriculum Sasha Smith and Sarah Longair Matlock Suite	Lightbulb or roadmap? How engagement with historical scholarship changes practice and how we can help Siobhan Dickens Cheltenham Suite	But what made the difference? Incorporating comparison so students justify their causal arguments Jim Carroll Drawing Room   📺	Hiding in plain sight: attempting to integrate migration and empire into Key Stage 3 'British' history Ben Walsh Billiard Room   📺	GCSE History thematic studies Ros Farrell Regency Room 	Assessing curriculum progression through the concept of consequence Danielle Donaldson and James Ellis Bath Suite	The People of 1381: a window onto the later Middle Ages Helen Snelson Hampstead Suite	'Guess who's coming to...?': How an 'inclusive' curriculum needs a new lens to truly inspire BAME pupils Zara Daswani Harrogate Suite
13.00 – 14.00	Lunch and fringe											
Session 3: 14.00 – 15.00	Enmity and violence in early modern Europe Stuart Carroll Ballroom   📺	The tweets of the nation: the story of modern Britain told through remarkable coins Diana Laffin Reading Room	Teaching about 'these islands': implications for planning and teaching in the primary classroom Paul Bracey Regency Room   📺	Developing disciplinary knowledge in history Juli Ryzop Royal Leamington Spa Suite	Understanding the 'meanwhile' – teaching global chronology in primary history Nick Latham Matlock Suite	From reading to historical literacy: enabling our trainee teachers to develop critical classrooms Cat Batch Cheltenham Suite	Why might teaching about the British Empire be controversial, and what can we do about it? Natasha Robinson Billiard Room   📺	History + maths = a winning formula Heather Sherman Buxton Suite   📺	Convivencia, comparisons, conclusions: why you should add Al-Andalus to your Key Stage 3 curriculum Danica Johnson Hampstead Suite	'Are we still having to march for this sh*t?!' Change and continuity in British twentieth century women's rights Alex Fairlamb Drawing Room	Teaching South African history at A-level: building subject knowledge and confidence Ciara McCombe and Caroline Kamana Bath Suite 	Giving students credit for talking history: exploring the use of speaking assessments at Key Stage 3 Toby Dove Harrogate Suite
Session 4: 15.15 – 16.00	Residential nurseries in Britain during the Second World War David Clampin Reading Room	The workers of Edwardian Harrogate Paul Jennings Drawing Room	<b>Dawson Lecture:</b> How should young people 'feel' and 'do' history? How may this shape their world? Martin Spafford   Ballroom   📺									
16.00 – 16.30	Tea											
Session 5: 16.30 – 17.30	Fear and fake news: Britain and the first 'Age of Terror', 1881–1900 James Crossland Ballroom   📺	Can we bring effigies to life? The story of Sir Richard Redmayn, c.1355–1426 Ian Dawson Bath Suite	What/who/where to cover in Key Stage 1 local history? Chris Trevor Buxton Suite   📺	Why is it intimidating to teach Black and Brown history? Paula Sofowora Royal Leamington Spa Suite	Assessing PGCE students' subject knowledge in relation to early years and primary history Emily Davies Cheltenham Suite	Teaching sensitive and controversial histories: a practical guide Kate Smee and Charlotte Milton Drawing Room   📺	Strategies to help maximise the use of intervention and interleaving at GCSE Martyn Bajkowski Reading Room   📺	How can history be made accessible and enriching for all? Inclusive teaching in history classrooms Harry Pike Harrogate Suite	The power of cultural history in Key Stage 3: reading remains to explaining empires Sarah Jackson-Buckley and Jessica Phillips Regency Room	Asante Gold: revealing the nature of Empire through objects Sam Jones and Janiece Jackson Hampstead Suite	Bringing complexity, diversity, and scholarship to teaching the 1960s Will Bailey-Watson, Hannah Cusworth, Sarah Davis and Hannah McInroy-Betts Billiard Room	
18.00 – 19.15	<b>Friday keynote: Doing history in public: historians as media advisers, journalists as historians</b> Hannah Greig and Sathnam Sanghera in conversation with Peter Mandler   Ballroom   📺											
19.15 – 20.00	Drinks reception sponsored by Hodder Education   Hotel Restaurant   											
20.00	Conference buffet and quiz   Regency & Billiard Rooms											

08.30 – 09.00	Registration and exhibition											
09.00 – 10.15	Saturday keynote: Was it tough at the top? How to study the Roman emperor Mary Beard   Ballroom   🎧											
10.15 – 10.45	Coffee											
	GENERAL		PRIMARY		CROSS-PHASE	ITE	SECONDARY					
Session 1: 10.45 – 11.45	The burden of obsolescence: race, work and memory on Liverpool's docks since 1945 Sam Wetherell Ballroom   🎧	Visit to Ripon Cathedral ⬆️	Early Islamic history – fascinating, relevant and powerful to teach! Stuart Tiffany Regency Room   🎧	Exploring ideas of sustainability through environmental and landscape history Karin Doull Hampstead Suite	Harnessing the power of objects: building an enquiry around artefacts Emmy Quinn Matlock Suite	'Building their knowledge': using LEGO and drawings to explore how trainee history teachers develop Simon Thompson and Richard McFahn Cheltenham Suite	Making pre-colonial African kingdoms meaningful at Key Stage 3: weaving in Mali, Benin, Songhai and Asante Katie Amery and Teni Gogo Reading Room   🎧	Keeping assessment in its place Christine Counsell Billiard Room   🎧	From Mughal emperors to medieval monks: working collaboratively to enable curricular change Kath Goudie and Matt Stanford Harrogate Suite	Using art history to make A-level history more accessible Gemma Hargraves Bath Suite	What is direct instruction in the history classroom, and what is it not? Mike Hill Drawing Room	'But it might not have happened, Miss!': Year 8 exploring the concept of meaning and significance Hannah Howard Buxton Suite
Session 2: 12.00 – 13.00	Castles, knights and samurai: global medievalism and modern Japan Oleg Benesch Ballroom   🎧		Why is it important to have rivers flowing through your primary history curriculum? Chris Trevor Buxton Suite   🎧	Into the unknown – a study of explorers at Key Stages 1 and 2 Susie Townsend Matlock Suite	What is history teaching now? Alex Fairlamb and Rachel Ball Harrogate Suite	Securing our histories: how Wales has secured the teaching of Black and minority ethnic histories Yvonne Roberts-Ablett Cheltenham Suite	Exploring sites of Black British history: inner-city activism and change, 1960–1990 Robin Whitburn and Abdul Mohamud Regency Room   🎧	How useful is this source for telling her story? Critical fabulation in the history classroom Ed Durbin Drawing Room   🎧	Teaching environmental history in secondary school classrooms Verity Morgan Bath Suite	From Cyrus to Cleopatra: the ancient history adventure Steve Mastin and Gráinne Cassidy Hampstead Suite	The downfall of PEEL: teaching students to read, speak and write like historians Alex Dickens and Harry Pike Billiard Room	Telling a more representative and coherent story about Britain's twentieth century Claire Holliss, Helen Snelson and Ruth Lingard Reading Room 
13.00 – 14.00	Lunch and fringe											
Session 3: 14.00 – 15.00	Epidemics and samurai: global medievalism and modern Japan Tara Alberts Ballroom   🎧	Britain's wilderness frontier: managing imperial boundaries in the eighteenth century John Oliphant Drawing Room	Linking the ancient world – Egypt, Greece and Rome Glenn Carter Buxton Suite   🎧	Writing as an historian: creating robust cross-curricular links between history and English Sarah Whitehouse Hampstead Suite	Project North Star: how can we create history projects that impact our learners and their communities? Terence Graham and Shabana Marshall Matlock Suite	Acknowledging and disrupting whiteness in history education David Rawlings and Jamie Adair Cheltenham Suite	GCSE students or historians? Sally Burnham Reading Room   🎧	Significance and silences Rachel Foster Billiard Room   🎧	'But there's so much to revise!' How to help your A-level students become more effective learners David Brown and Amy Diprose Harrogate Suite	Carving out space for history in the school ecosystem Catherine Priggs and Hugh Richards Bath Suite	A guide to how to illustrate how your curriculum is the progression model Martyn Bajkowski Royal Leamington Spa Suite	GCSE History: implementing change and preparing for future reform Mark Battye and Katie Hall Regency Room 
Session 4: 15.15 – 16.15	'Doing a roaring trade': female lion tamers in Victorian Britain Helen Cowie Drawing Room   🎧		Weighing significance: what makes a turning point at Key Stage 2? Andrew Wrenn Regency Room   🎧	Referencing digital and historical mapping to develop concepts across primary history Judy Clarke Reading Room	Ofsted inspection: impacts on schools and teachers 1993–2022... and beyond: lessons from the past and practical tips for the future Ian Luff and Dale Banham   Ballroom   🎧							

