




08:30–09:00	Registration, exhibition and fringe														
09:00–10:15	Welcome and Presidential Lecture Alex Walsham														
10:15–10:45	Coffee														
	GENERAL			PRIMARY		MIXED	ITE	SECONDARY							
10:45–11:45	Visit to Bournville	Slaves, Celts and sagas in Viking Age Iceland Chris Callow	Henry VIII's narrow escape: the struggle for Sawley Abbey in 1536 Steve Illingworth	What did we ever do for the Romans? Why sequencing matters in teaching Roman Britain Steve Mastin	Why do people disagree about the past? Using historical scholarship and interpretations in Key Stage 2 Emmy Quinn	Teaching a shared colonial heritage through UNESCO's Memory of the World archive Natasha Robinson and Annika Roes	Supporting student teachers in primary history Helen Crawford and Ailsa Fidler	Curriculum architects: making the most of the freedom to design and build a high-quality curriculum Geraint Brown and Catherine Priggs	Artificial intelligence (AI) and the history teacher: friend or foe? Ben Walsh	Teacher perceptions of teaching environmental history: a reflection on research Verity Morgan	Birmingham, broadcasting and the BBC: uncovering the complexity of British society in the 1960s Holly Hiscox	Teaching neurodivergent pupils to succeed in GCSE history Gemma Hargraves and Kate Hewson	Finding the fun in A-level history – an escape room experience Maria Freeman		
12:00–13:00		Session TBC Zoe Thomas	Revisiting the records of Coalbrookdale: making and selling cast iron pots Karin Dannehl	Developing the disciplinary concept of change from Early Years to Year 6 Chris Trevor	Assessment: how to track developing schemas and knowledge Karin Doull	From Punjab to Birmingham: teaching British South Asian history at Key Stage 3 with a local flavour Andrew Wrenn	Towards a taxonomy of enquiry questions Morgan Robinson	Exploring historical significance at Key Stage 3: the nature of knowledge claims in history Niamh Jennings and William Mason	Terms and conditions: using metaphor to help students to characterise the roles of causes Jim Carroll	Unwell women: an exploration of the changing perception of women's mental health Jessica Charles and Richard Kerridge	Jewish-Muslim relations in Britain: history, implications and educational opportunities Rob Kanter	Fascism: ancient and modern Gráinne Cassidy and Anthony Smart	Everything is language: working out the message no matter what the text Caroline Chattaway and Michelle Wohlschlegel	Pearson Edexcel GCSE history: improving the student experience Mark Batty 	
13:00–14:00	Lunch and fringe														
14:00–15:00	Visit to Birmingham School of Jewellery	Prince Rupert's burning love to Birmingham: the impact of the English Civil War in the West Midlands Ann Hughes	Ditch the witch: the past history of misogyny in politics Sarah Richardson	'How to mummify a pharaoh'? Let's make generic writing styles history! David Morel and Laura Sutton	Teaching disability within the primary history curriculum Bev Forrest and Melanie Jones	Bringing local, global history into the classroom Deborah Hayden	Curriculum reform after Black Lives Matter: the role of teacher education Sundeep Lidher	No more mark schemes: doing assessment differently Elizabeth Carr	The River Between: using a novel to teach the history of colonisation in East Africa Mike Hill	Teaching transatlantic slavery better: principles and resources from the Balliol TAST Institute Roz Ablett and Siân Robbins	Climate justice in the history classroom: a case study – the British Empire and India at Key Stage 3 Kathryn Jones	Enriching your GCSE migration unit Liberty Melly and Tia Shah	Planning a new exam unit from scratch: the early British Empire Sally Thorne	GCSE history: planning for historic environment in 2025 Katie Hall and Emma Roberts 	
15:15–16:15		The queen, the concubine and the crusaders Natasha Hodgson and Jonathan Phillips		Dawson Lecture Penelope Harnett											Visiting historical sites: placing the Cold War in context Alana Britton 
16:15–16:45	Tea														
16:45–17:45	What can you learn from a cookbook (other than how to cook)? Rebecca Earle	'Brothers in arms'? Polish displaced persons in British-occupied Germany after 1945 Samantha Knapton	From Trinidad to Solihull: celebrating the contribution of Windrush migrants to local history at Key Stage 2 Janice Weathers and Andrew Wrenn	Teaching historical significance in Key Stage 1 Emma Groves	Transition Sarah Herry and Kerry Somers	What GCSE pupils say about the British Empire: findings from a PhD study and implications for teaching Abigail Branford	Writing in the women that have been written out: a new focus on the Middle Ages for Year 7 Toby Dove and Verity Morgan	How can we ensure that disability history is not still 'hidden in plain sight'? Alex Fairlamb and Ruth Lingard	What can trees reveal about how humans terraformed the Earth? Environmental history in Key Stage 3 Barbara Trapani	Indigenising the curriculum: engaging with indigenous histories Joy Porter and Nicole Ridley	Reframing the learning: history trips for a sustainable future Adrian Gonzalez and Helen Snelson	From past to history: what does it mean to get better at interpretations? Sarah Jackson-Buckley and Jessica Phillips	The power of stories – more than just initial stimulus material Dale Banham		
18:15–19:15	Keynote lecture														
19:15–19:45	Drinks reception														
19:45–21:00	Curry night and quiz														

09:00–10:15	Keynote lecture William Dalrymple													
10:15–10:45	Coffee													
	GENERAL			PRIMARY		MIXED	ITE	SECONDARY						
10:45–11:45	Walking tour of Birmingham	The subaltern in the forgotten European colony: the Cypriot peasant under British rule Panikos Panayi	Vexatious women and the early East India Company Karin Doull and Susie Townsend	Teaching Islamic civilisations in Key Stage 2 Christine Counsell	Creativity in primary history Bronte Bailey, Paul Sowden and Frances Warren	Creating purposeful learning: the place of history within Curriculum for Wales Lloyd Hopkin and Yvonne Roberts-Ablett	Working with historical scholarship: getting started; keeping going; becoming expert Siobhan Dickens	But what do we even mean when we say 'decolonisation'? Teni Gogo	No mouldy turnips: telling tales of women, protest and climate change in the Agricultural Revolution Paula Lobo Worth and Tamsin Yates	Being intentional about what pupils remember: crafting and using curriculum takeaways Jonathan Grande	Embracing messiness: providing authentic disciplinary experiences of history Richard Kennett and Hugh Richards	Facilitating knowledge exchange between schools and academia: the Teaching Medieval Women project Teaching Medieval Women project team	Teaching the Second World War: through the eyes of the unknown Philip Arkininstall	Source savvy: strengthening students' source skills in A-level history Heather Sherman
12:00–13:00		'Contrary to her profession as a midwife': skill, scandal and the licensing of early modern midwives Sarah Fox	'Ripe for Dachau': the German people and the concentration camps Paul Moore	Significant individuals: who to choose for a more localised, meaningful and diverse primary history? Chris Trevor	Teaching crime and punishment through local archives Steven Kenyon and David Tilsley	Creating curiosity Michael Riley	Supporting beginning history teachers to tackle sensitive and controversial histories Victoria Crooks and Laura London	Assessment as genuine professional enquiry: making Key Stage 3 assessment purposeful Ben Bowles and Ed Durbin	Beyond the British Empire: using John Darwin's scholarship on global empires at Key Stage 3 Laura Howey and Freya Townley	Weaving modern marginalised histories into your Key Stage 3 curriculum Aaron Wilkes	What did the Chartists want to change? Teaching the nineteenth century 'from the inside' Jacob Olivey	Medieval queenship? Searching for alternative models to demonstrate the nature of medieval power Sam Jones and Ellie Woodacre	From conflict to peace: the Belfast (Good Friday) Agreement – 25 years on Andrew Payne	Objects of empire: research-informed teaching of the themes and breadth of the British Empire Sasha Smith
13:00–14:00	Lunch and fringe													
14:00–15:00	A most wanted man: early modern intelligence-gathering at the Tower of London Dannielle Shaw	Double monasteries in early medieval England Katharine Sykes	The power of paintings: a significant source in developing historical understanding and perspective Sarah Whitehouse	When my granny was little: using oral histories to explore changes within living memory Emma Thomas	'How should young people 'feel' and 'do' history? How may this shape their world one year on?' Michael Maddison and Martin Spafford	ITAP, you TAP, but why do ITAP? Making sense of Intensive Training and Practice in PGCE history Alex Ford	Improving students' historical arguments through talk Janiece Jackson	Providing access to the challenge: reflections on how all GCSE students can build their understanding Kath Goudie	'Discovering hidden stories': how to embed local history into your Key Stage 3 curriculum Pete Jackson and Jacqueline Ramsden	Big picture history: how can we help students to grasp the coherence of the history curriculum? Mark Kauntze and Sam Leigh	What might 'permacrisis' have felt like in 1938? Sarah Davis and Julie Gottlieb	The demands of the question: a disciplinary approach to teaching the structure of A-level essays Morgan Robinson	The powers of story in Key Stage 3 history Christine Counsell	
15:15–16:15	Session TBC			Understanding and hope: school history and the planetary crisis Alison Kitson and Michael Riley										

