



# Yorkshire History Forum

## Mastering the Curriculum

Wednesday 4 March 2020, 4pm to 8pm

Leeds Trinity University

Many schools are reviewing the quality and nature of their curricula in the light of both the new Ofsted framework and examination reform, but are we masters or servants of the curriculum? This Yorkshire History Forum will focus upon curriculum review as a creative opportunity; something to empower us as teachers and to fire our love of the subject as well as our creativity. With a fantastic range of primary and secondary workshops to provide you with creative ideas and to help develop your provision plus the usual exhibition and refreshments all for just £10 for HA members and concessions (£20 non-member) this forum is not to be missed.

[history.org.uk](http://history.org.uk)

## **Secondary keynote**

**So Much More Than Source A:  
How archives provide a bigger  
historical picture than text  
book sources**

**Andrew Payne**

The National Archives

How can we help our students to understand historical context and see the past from a broader perspective when so much of the source analysis offered by traditional textbooks focuses their attention on tiny, decontextualized gobblets? Andrew Payne, Head of Education and Outreach at The National Archives, will challenge source analysis by acronym and argue for giving students the opportunity to think more deeply about what documents and archives can tell us about the past. past.

## **Primary keynote**

**Can creativity be used when  
designing curriculums?  
Strategies for ensuring  
coverage, cohesion and  
connections**

**Chris Trevor**

HA Primary Committee member  
and Freelance consultant

Chris will describe her approach, using simple steps, to support the design of a bespoke History curriculum, within a wider whole school curriculum based on her experience of helping over 500 schools design a coherently planned curriculum building on connections to previous and subsequent learning.

## **Primary Workshop 1**

**either – Workshop A**

### **Let's Revisit the Viking World**

**Alf Wilkinson**

Educational consultant  
and trainer

Were all Vikings the same? Were they predominately raiders, settlers or traders? Were they Pagan or Christian? How do we get across to our children the nuances of the Viking world? Develop a real sense of period? Do we solely define the Vikings by their conflict with the Anglo-Saxons? Bring along a stick and take away the presentation and resources.

**or – Workshop B**

### **Teaching and Assessing Primary History using a Creative Approach**

**Claire Caldwell, Emma Villiers  
and Samantha Palmer**

Clarendon Primary, Bolton

Using a holistic and inclusive approach to facilitate the acquisition of historical knowledge and skills with high levels of engagement and challenge. Focusing on a practical approach, where children choose their own method that demonstrates they have understood and can apply their knowledge. Looking at how we use teacher assessment in real time through quality questioning; continuing into the museum event when teachers assess retention in their long-term memory.

## **Secondary Workshop 1**

**either – Workshop A**

### **Blended, not binary: ensuring the invisible are visible**

**Alex Fairlamb**

Associate Assistant Headteacher,  
St Wilfrid's RC College

Reviewing the curriculum delivered over the past few years and the content of examination specifications, it's clear that there is a gender data bias. The default position of men as the centre of history, and most women as insignificant footnotes until the twentieth century, has dominated for too long. How do we ensure that our children experience the true, rich tapestry of our past that reflects the role, impact and significance of both genders' contributions? How can we ensure that women are studied as co-constructors of the past, and not as bolt on binary aspects of it? When women are included within the historical narratives chosen in our curriculum, are we being representative and ensuring breadth and balance, and not just as hoc featuring elements of well known pub quiz 'bra burners, banshees and battle axes'?

**or – Workshop B**

### **Meanwhile we were elsewhere! Britain in Palestine at KS3**

**Andrew Wrenn**

Educational consultant and  
former LA adviser

Teaching sensitive history doesn't get much more emotive than the Israeli-Palestinian conflict.

This workshop will look at some of its roots, centred on the British occupation of Palestine during the First World War as an example of approaching this kind of history, weaving in some local history from East Anglia in to the mix.

It will refer deliberately to the wider history of Palestine from 1882 to 1948, look at fascinating and little known original sources, and some of the consequences of British rule for the diverse peoples who lived there.

# Programme

4.00-5.00

**Exhibition and Registration**  
Free refreshments available

5.00

**Welcome**

5.15-5.45

**Keynote Speech**

5.45-6.00

**Break/exhibition**

6.00-7.00

**Workshop 1**

7.00-8.00

**Workshop 2**

## Primary Workshop 2

**either – Workshop C**

### **Museum in your classroom**

**Jean Banwell**

Education Manager Cleveland,  
Ironstone Mining Museum

**Jenny Phillips**

Education Officer, Captain Cook  
Birthplace Museum

This workshop, and practical online toolkit, will give you ideas about how to engage children in local history and ‘land’ your topic by creating a museum in your classroom. This approach to teaching local history in schools offers opportunities for children to be creative and provides an ideal opportunity to demonstrate that Cultural Capital is central to your school’s learning. Encouraging both collaborative and independent working skills, museum in your classroom brings a real sense of meaning to learning about the past and a purpose to students’ work. There will be handy hints, tips and inspiration recorded by teachers, who have already created their own museum, to ensure your planning and preparation is engaging and runs smoothly.

**or – Workshop D**

### **Music archaeology: from stone age to Roman times**

**Team from University of Huddersfield**

University of Huddersfield

Staff from the University of Huddersfield provide an introduction to a new resource pack based on music archaeology research from the University of Huddersfield’s Professor Rupert Till. The pack enables children to explore the sounds and music of pre-historical and early Roman sites at Key Stage 2, and is based on the Soundgate app, which allows users to interactively explore a number of archaeological sites as they might have looked and sounded in the ancient past. Pupils can explore these spaces visually through virtual walk-throughs, images and video, and aurally by hearing musical and natural sounds that may have been heard there in the past. This session will provide an overview of the research and resources, as well as providing practical activities to take back to the classroom, linking with several curriculum areas including History, Music Science, English, Art, Drama and DT.

## Secondary Workshop 2

**either – Workshop C**

### **How to run a history department**

**Hugh Richards**

Head of History,  
Huntington School

**Tim Jenner**

Head of Humanities,  
Allerton Grange School Leeds

As current heads of department, Tim and Hugh will share the experience they have gained as History subject leads. As far as possible this will focus on the particular issues of leading a History department including managing teacher workload, leading subject specific CPD, recruitment to GCSE and A-level, building the profile of the subject, responding to exam results and ‘managing upwards’ - responding to SLT demands and carving out a space to do good history despite whole-school pressures. They will also signpost a range of sources of support and guidance for current and future History middle leaders.

**or – Workshop D**

### **‘New, Novice and Nervous?!’ – SOS**

**Ruth Lingard**

Head of History,  
Millthorpe School York

**Natalie Kesterton**

Humanities subject Leader,  
Ryedale School

Natalie Kesterton and Ruth Lingard will be leading this informal session for NQTs/RQTs with the support of other colleagues. It is designed to be a Q&A type session to enable sharing of good practice, airing of concerns, solving of problems and the building of networks to support. Bring your questions on all matters of history teaching to the session.

# Yorkshire History Forum – Booking

## Wednesday 4 March 2020 – Leeds Trinity University



To book and make payment please visit:

[www.eventbrite.co.uk/e/89771632369](https://www.eventbrite.co.uk/e/89771632369)

### Prices

Non HA member – £20.00

HA Member – £10.00

Trainee/ Student – £10.00

Exhibitors can book a stand starting at £20.00 for small organisations and companies. Community groups, voluntary organisations, social enterprise and all museums and heritage organisations. The price for all other organisations is £120.00. Refreshments and workshop places for up to two people are included.

- Please complete the online booking and payment form
- The booking link is: [www.eventbrite.co.uk/e/89771632369](https://www.eventbrite.co.uk/e/89771632369)
- Payment is due upon booking online and no refunds are available
- No invoices will be issued
- Please note that all prices are listed subject to VAT and Eventbrite booking fees.
- You will need your HA membership number to make a reduced rate booking
- There will be a choice of workshop sessions – primary and secondary – please indicate your first and second choice as appropriate
- Early booking is recommended to reserve your preferred workshop  
– the closing date is **Wednesday 26 February 2020**
- Exhibitors are entitled to attend workshops but please book the workshop place
- A certificate of attendance will be provided at the event

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