

**Keynote**  
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**SPRING 2024**

**HISTORY**



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CODE **9512**

**ABOUT THIS COURSE**

This course will investigate the many different characteristics of a strong and successful History department and the role of the Subject Lead in both creating and sustaining this. A Head of History is responsible for taking the lead in developing an engaging, challenging yet accessible curriculum that promotes academic excellence for all learners. But this must go hand in hand with ensuring a positive working environment so that teaching staff feel supported, appropriately challenged and a full part of the process.

The course will therefore be divided into these two areas. It will focus first on the point of view of the student, looking at a range of strategies to promote interest and enthusiasm in a rich and diverse History curriculum. It will then look at it from the point of view of staff, focusing on issues such as how to effectively delegate responsibilities and to how to manage new and experienced teachers to ensure the buy-in needed for long term success. Finally, it will consider how to prepare for and manage a departmental inspection.

**PROGRAMME**

**What makes an outstanding leader of History**

10.00 – 10.30am

- Establishing and promoting clear aims for students and staff
- Taking responsibility for quality teaching and learning in the department
- The team ethic and the importance of working collaboratively with staff and students
- Managing the professional development of staff
- Evaluating the impact of your actions – always looking for ways to improve
- Leading by example v managing your workload – Getting the balance right

**The Student Experience Part 1 (Intent and Implementation)**

10.30 – 11.20am

- The decisions involved in curriculum planning – what, when and how
- Skills v content – how to ensure progress in both
- Effective differentiation – appropriate support and challenge for all students
- Learning beyond the classroom – innovative ideas about homework and enrichment

Discussion: coffee break

11.20 – 11.40am

**The Student Experience Part 2 (Impact)**

11.40 – 12.30pm

- Effective methods of assessment – balancing formative and summative approaches over time
- Making the most of data – analysing results to promote student progress
- Effective feedback and student responses – what to say to students, how to say it, and what to expect from them
- How to implement successful intervention strategies – providing extra support for those who need it

Lunch and informal discussion

12.30 – 1.30pm

**Managing staff**

1.30 – 2.20pm

- Making the most of meetings – Using the time effectively
- Effective delegation – Who can you rely on?
- Managing difficult conversations
- Carrying out lesson observations – What you should be looking for?
- Seeking opportunities for professional development

Discussion: afternoon tea

2.20 – 2.35pm

**Knowing your Department – Preparing for Inspections**

2.35 – 3.15pm

- What is required of you as a Head of Department?
- Department evaluation – driving up improvements to enhance performance
- Publicising intent, implementation and impact – getting students on board
- The interview with the inspector – preparing for a range of questions
- Observing your department – supporting your teachers with lesson observations

LOCATION/DATE

**London**

**Wednesday 13 March 2024**

**COURSE LEADER**

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

**WHO SHOULD ATTEND?**

- New Heads of Department
- Teachers looking to move into middle management

**BENEFITS OF ATTENDING**

- Gain an insight into the main features of what makes an outstanding History leader and department
- Explore the balance between leading by example and managing your workload
- Develop strategies for improving the student experience in History and raising attainment
- Explore opportunities to embed enrichment into the curriculum
- Develop strategies for effective management and training of staff
- Develop awareness of History-specific requirements for a successful inspection

# LEADERSHIP LEADING AN OUTSTANDING HISTORY DEPARTMENT

CODE 8047

## ABOUT THIS COURSE

This course explores the concepts and components of “Leadership” and “Outstanding” and locates these in a context that is meaningful for teachers with responsibility for the shape, content, direction and delivery of the history curriculum in their schools.

The course will encourage you to look at the qualities that make leadership effective and will help you work with others to develop outstanding leadership skills. It will focus on leadership, the curriculum, teaching and learning, target setting, monitoring and evaluating progress and attainment. It will also look at how your vision can be shared with all stakeholders to promote a rich curriculum that supports enquiry and curiosity as well as personal wellbeing and ultimately, employability.

## PROGRAMME

TIME

### Leadership and Vision: The qualities and skills of an outstanding Head of History

10.00 – 11.00am

- Reviewing the qualities of an outstanding Head of History
- Why vision comes before strategy.
- Evaluating your department and acting upon this effectively
- What do you do well? Where are the gaps?
- What is an outstanding History department? Who says so?
- Reflecting upon and developing ways of approaching the key challenges faced by Heads of History

Discussion: coffee break

11.00 – 11.15am

### Deep Diving Your Department

11.15 – 12.15pm

- Understanding the ‘Deep Dive’ process and its implications for your department
- How is your department currently performing? Is it already outstanding? Why? Why not?
- What are the next steps for your department?
- How will you lead them?
- Applying what we teach... the principles behind the new EIF – programme, sequencing and dysfluency
- Ensuring you have an ambitious curriculum.
- Exploring our Intent, Implementation and Impact

### Curriculum Implementation: Leading History Teaching, Learning and Assessment

12.15 – 1.15pm

- Assessing your current curriculum models against the need to create a successful environment which supports teaching, and learning excellence
- How a Head of Department can model outstanding teaching and learning across the department
- Supporting your colleagues with innovative teaching
- Boosting attainment of the least able across the Key Stages
- Stretching and challenging the most able – key strategies and approaches

Lunch and informal discussion

1.15 – 2.00pm

### Managing People with Skill and Confidence

2.00 – 2.45pm

- Assessing staff performance
- Understanding when to manage and when to lead to get the best out of your team
- When to coach and when to manage
- Understanding the whole school context; working with SLT; the confidence to champion and compromise

### Assessment + Monitoring Tracking, Intervention, Report Writing

2.45 – 3.30pm

- Strategies for establishing, maintaining and promoting high quality teaching, learning and assessment
- Using data effectively for monitoring, tracking and feedback
- Using data to plan effective interventions that support improvement
- Making reports accurate and meaningful

### Creating a culture of creativity and challenge

3.30 – 3.50pm

- How you can build departmental ethos to support challenge and progression
- Extra-curricular activities – turning History trips from good to excellent
- Working with the SLT

LOCATION/DATE

London

Thursday 29 February 2024

Monday 10 June 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Heads of History/Heads of Humanities
- Subject Leaders of History
- Teachers with Responsibility for History
- Aspiring Heads of History/ Humanities

## BENEFITS OF ATTENDING

- Develop the qualities and skills of an outstanding Head of History
- Find out more about excellent department evaluation: identify gaps and create strategies to fill those gaps
- Understanding the “Deep Dive” process and its implications for your department
- Meaningful conversations about your curriculum: Intent, Implementation and Impact
- Take away strategies, specific to History to lead and inspire outstanding teaching and learning

# A-LEVEL BRILLIANT TEACHING IN A-LEVEL HISTORY

CODE 9289

## ABOUT THIS COURSE

This new practical course focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in A-Level History.

Aimed for teachers in their first 3 years of teaching A-Level History and those wanting to refresh their practice, the course will cover teaching methods and approaches that maximise high achievement and includes memorisation, retrieval, interleaving, deep practice, flipped learning, effective study strategies, spaced repetition, flashcards, apps and more.

This course absolutely guarantees refreshed, creative approaches and take away strategies to enhance teaching and learning in A-Level History.

## PROGRAMME

### The assessment demands for top grade outcomes in A-Level History 10.00 – 10.45am

- What are the barriers to attaining high grades from the most recent exam?
- What is required to achieve a top band mark and how do we get there
- The importance of planning – how can this be completed in the exam environment?

Discussion: coffee break 10.45 – 11.00am

### Fresh and Innovative strategies for teaching A-Level History 11.00 – 11.30am

- The benefits of a flipped learning methodology for History
- Using the Cornell method for interrogating screencast notes
- Maximising deliberate practice and high order thinking time in lessons

### Motivating and engaging low ability students 11.30 – 12.15pm

- Understand the difference between low effort/low performance and high effort/low performance
- Engage low effort/low performance students by actively stimulating cooperative learning strategies
- Help high effort/low performance students improve performance by modelling the use of high impact study strategies which prioritise 'thinking hard'
- Provide unique memorisation strategies to help low ability students retain

### Strategies to promote retrieval, spacing and interleaving 12.15 – 1.00pm

- Memory platforms – lesson starters that maximise retrieval, interleaving and synoptic links
- Memory platform examples
- Potential synoptic links between knowledge and skill acquisition
- Planning for interleaving, spacing and retrieval to stretch and challenge
- Spaced practice

Lunch and informal discussion 1.00 – 2.00pm

### Stretching and challenging your more able students 2.00 – 2.45pm

- Coach your students on the advanced use of the Leitner System and spaced/repetition flashcard-based apps such as Anki and Quizlet
- Encourage students to create effective study materials
- Strategies to promote 'high order thinking skills' not 'more of the same'
- Analysing A\* responses to increase opportunities for high grades

Discussion: afternoon tea 2.45 – 2.50pm

### Unpicking the exam questions and developing top level AO evaluation skills 2.50 – 3.20pm

- Examples of model answers for discussion
- How to support students in developing AO application skills
- Examining the balance of assessment objectives
- Using the language of the exam/grade descriptors

### Exam revision and technique 3.20 – 3.50pm

- Separating common content and skills mistakes
- Applying simple but highly effective exam technique strategies to ensure high performance
- Teaching and Learning strategies to improve AO skills
- Memory, practice and myelin – the foundation of high achievement
- Look into the science underpinning deliberate practice revision techniques such as dual coding and interleaving

LOCATION/DATE

London

Tuesday 12 March 2024

Wednesday 03 July 2024

## COURSE LEADER

**Denise Morris** has over 25 years teaching and examining experience. She is a former Head of History Department and is currently a Senior Examiner with a major examination board. In addition, she moderates and advises on A-Level History coursework. She has marked with multiple examination boards and has acted as a teacher trainer since 2017.

## WHO SHOULD ATTEND?

- Teachers in their first 3 years of A-Level History
- Experienced Teachers of A-Level History wanting to refresh their practice
- Heads of History
- Heads of Humanities

## BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness
- Explore practical classroom activities to bring theory lessons to life
- Develop creative strategies to accelerate learning and raise standards
- Take away numerous learning strategies to ensure optimised deliberate practice
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students
- Develop proven revision strategies based around cognitive History research

# A-LEVEL HISTORY: CREATING AN OUTSTANDING KS5 CURRICULUM

CODE **9574**

## ABOUT THIS COURSE

This new course designed for all teachers of A-Level History, regardless of exam board.

The course includes a detailed examination of high-quality curriculum structure, planning, programming, the journey through Years 12 and 13, and includes Key Essentials, Key Concepts, the Wider Curriculum or 'Super-Curriculum', assessment, marking, feedback, excellent study skills and habits and finally exam preparation.

The need to balance creative freedom with academic rigour will be discussed. Proven curriculum approaches to stretch and challenge able History students as well as curriculum planning for the weaker or under-confident students will be explored.

The aim is to empower teachers to re-examine their current KS5 Curriculum, ultimately to improve student attainment at A-Level while at the same time maintaining consistently high standards.

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.



LOCATION/DATE

**London**

**Wednesday 07 February 2024**

## WHO SHOULD ATTEND?

- Heads of History
- Teachers of A-Level History, both new and experienced
- Heads of Department or History Leaders seeking to improve the department's overall attainment levels
- History Teachers interested in enhancing their understanding of a successful and effective curriculum structure for A-level History

## BENEFITS OF ATTENDING

- Gain a thorough understanding of the key essentials and how to effectively to create a coherent, flexible and enriched History A-Level curriculum
- Take away methods to establish the key pillars and concepts from the start of the course
- Learn more about how to build in the 'wider'; enriched curriculum into your overall curriculum map
- Find out more about how to ensure wider, or super-curriculum impacts directly to enhance, broaden and deepen student learning and achievement
- Strengthen your ability to track and monitor student progress, identifying areas for improvement and intervention.
- Take away innovatory approaches to fuse historical, social culture context into in-depth learning
- Establish a diverse, broad curriculum, which is cohesive and flows as an active journey through Years 12 and 13.

**Key Essentials: What makes a Rich and Flexible Curriculum at KS5/A-Level?**

10.00 – 10.40am

- Creating a well-planned, ambitious and relevant curriculum which is thoughtfully implemented and sequenced across Years 12 and 13.
- Ensuring the content is precisely linked to the examination specification.
- Key components of curriculum design: examining your current A-Level curriculum
- Practical ways to ensure a broad and coherent course of study which encourages, promotes and stimulates a cohesive approach
- Does your curriculum inspire to go beyond the requirements of the examination?

Discussion: coffee break

10.40 – 11.00am

**Establishing Key Pillars and Concepts At The Start of the Course**

11.00 – 11.30am

Key Pillars – the First Six Weeks:

- Establish the power of History, how this power works and why
- Identifying and rectifying gaps in essential knowledge
- Establishing high academic standards and other achievements in History
- Building in cultural diversity into your curriculum from the start
- Historical, social and cultural context – methods and approaches to incorporate into student learning from the start
- To what extent are you crossing this over into other curricular areas? Maximising the potential of co-curricular links to enhance students' broader contextual understanding

**Creating a Fresh, Innovative and Flexible Year 12 & Year 13 Curriculum**

11.30 – 1.00pm

- Implementing the full journey, integrated, cohesive curriculum map, a key point of which has fluidity, flexibility, capacity and space for inspired learning, for growth – content, skills, the 'wider' curriculum, assessment, feedback, rapid progress, study habits and skills, retrieval and recall, exam techniques and tactics into your full, enriched curriculum over the two-year course
- Developing aural skills for A-Level and beyond
- Optimising understanding through practical work
- Ensuring your curriculum builds in the learning space to broaden student experiences and interests, develop imagination and foster creativity – ideas and strategies for maximising achievement
- Assessment, Marking, Feedback – setting smart targets and embedding assessment into the curriculum planning to make for rapid student progress

Lunch and informal discussion

1.00 – 2.00pm

**Establishing The Wider or 'Super-Curriculum' into your Curriculum Programming & Structure**

2.00 – 2.45pm

- Approaches to incorporate the 'wider' curriculum into your curriculum – so that enriching experiences have a direct impact on learning and study excellent learning and high standard outcomes
- From GCSE to A-Level – what should students be able to demonstrate at the end of Year 11?
- Cultural capital; essential history and philosophy for A-Level historians
- How to build wider reading into your A-Level History course
- Stretching able students in higher order thinking, advancing intellectual curiosity
- Integrating the development and growth of higher order thinking, of intellectual curiosity as part of your curriculum planning
- Ways to grow thoughtful and resilient learners who enjoy learning through your curriculum
- Building in enriching experiences appropriate to widen out culture diversity, context, enhanced

Discussion: afternoon tea

2.45 – 2.55pm

**Measuring The effectiveness of your Curriculum: Achieving High Academic Standards**

2.55 – 3.40pm

- Using assessment data to identify key areas strengths and weaknesses to foster responsive curriculum planning
- Maintaining rigorous assessment procedures to promote rapid progress
- Effective monitoring and tracking systems to ensure the rapid progress of individual and group-wide student progress
- Incorporating effective feedback techniques into your curriculum teaching and learning cycle to accelerate student progress
- Implementing intervention strategies to extend higher order thinking in able students and to accelerate learning attainment in weaker students

**Excellent Study Skills and Habits, Exam Techniques and Tactics**

3.40 – 4.00pm

- Practical approaches to developing high quality learning and study skills and habits
- Strategies to promote the study skills and habits of successful students – lesson starters, retrieval and spacing, quality-first teaching to stretch and challenge more able students and support lower prior attainers
- Specific revision strategies for A-Level History
- How to use mock exams as formative assessment
- Encouraging students to drive forward their own learning
- Working collaboratively with students on key examination skills to give them the best chance of success

# NEW: AQA A-LEVEL HISTORY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9627**

## ABOUT THIS COURSE

This brand-new course for all teachers of AQA A-Level History will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond.

This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams.

Emphasis will be made on the demands of the exams and NEA that are not met as well as they could be, and the implications this has for your A-Level teaching and learning.

## PROGRAMME

	TIME
<b>The Exam - Reflections and Approaches</b> <ul style="list-style-type: none"> <li>● Feedback from the most recent exam: what is it essential to be aware of?</li> <li>● The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates</li> <li>● Deep-diving problem questions from papers 1 and 2</li> <li>● How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations</li> <li>● Reflections on the most recent mark scheme and what this means moving forward</li> <li>● Starting to make a plan of action- what should we do? How should we do it?</li> </ul>	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.20am
<b>Component 1: The Breadth Study</b> <ul style="list-style-type: none"> <li>● What are the traits of strong responses seen in component 1?</li> <li>● How students' answer compared to what the exam board wants to see</li> <li>● Where and why do students perform poorly? The features of weaker responses</li> <li>● Improving responses: Strategies to decipher and meet the demands of the question</li> </ul>	11.20 – 12.25pm
<b>Component 2: The Depth Study</b> <ul style="list-style-type: none"> <li>● What are the characteristics of high-level responses seen in component 2?</li> <li>● What are the common mistakes and pitfalls?</li> <li>● Exploring the traits of lower responses</li> <li>● Practical approaches to improve student answers</li> </ul>	12.25 – 1.10pm
Lunch and informal discussion	1.10 – 2.10pm
<b>Component 3: Historical Investigation</b> <ul style="list-style-type: none"> <li>● The common moderating decisions in the personal study – is your centre ready?</li> <li>● Using supporting material effectively, avoiding lengthy descriptions and contextual overviews</li> <li>● Ensuring higher level skills are exhibited</li> <li>● Problems in evaluating sources and interpretations</li> </ul>	2.10 – 2.55pm
Discussion: afternoon tea	2.55 – 3.05pm
<b>Moving Forward and Maximising Success in 2025 and Beyond</b> <ul style="list-style-type: none"> <li>● Summary of what we have learnt</li> <li>● Producing a plan of action to maximise student success in 2025</li> <li>● Specific lessons to be learnt and how to prevent them from happening again</li> <li>● Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves</li> </ul>	3.05 – 3.40pm

LOCATION/DATE

**London**

**Tuesday 02 July 2024**

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Teachers of AQA A-Level History
- Heads of Department
- Academic leads for History
- Prospective or new teachers of AQA A-Level History

## BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond



# NEW: AQA A-LEVEL HISTORY: ACHIEVING OUTSTANDING RESULTS IN PAPER 1: THE BREADTH STUDY

CODE **9628**

## ABOUT THIS COURSE

This excellent new course is for AQA A-Level History teachers aiming to enhance their expertise in preparing students for success in Paper 1: The Breadth Study

The course will delve into key strategies for understanding the exam structure, tackling various question types effectively, providing an intense, advanced, focus on deconstructing questions and deciphering example responses. There will also be a focus on pedagogy for paper 1, but most importantly on preparing students to achieve outstanding results in the exam.

The course will include a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

## PROGRAMME

	TIME
<b>Examination Messages, Reflections, and Approaches</b> <ul style="list-style-type: none"> <li>Insights into the exam board's key messages and the latest feedback</li> <li>Explore techniques to captivate students and optimise their focus on high-reward examination content</li> <li>Analyse grade boundaries and understand the impact of knowledge versus skills on final marks</li> <li>Discuss the nuanced demands of breadth topics and effective approaches to address them</li> </ul>	10.00 – 10.40am
<b>Curriculum Map to Ensure Exam Success</b> <ul style="list-style-type: none"> <li>Engage students from the outset with proven strategies</li> <li>Plan key areas, pace, and allocate time to essential topic areas</li> <li>Achieve the right balance between knowledge and skills</li> <li>Integrate assessment seamlessly into your teaching program</li> <li>Embrace effective recap, retrieval, feedback, and timely assessment strategies</li> </ul>	10.40 – 11.10am
Discussion: coffee break	11.10 – 11.30am
<b>Dealing with the Challenge of the Interpretations Question</b> <ul style="list-style-type: none"> <li>Integrate the six key questions of each topic into your teaching.</li> <li>Explore approaches to teaching and assessing interpretations</li> <li>Support students in applying the question's focus to the extract</li> <li>Develop techniques for evaluating extracts within the context of their own knowledge</li> <li>Utilise illustrative context to reinforce the evaluation of extracts</li> <li>Master exam techniques, particularly timing for Question 1</li> </ul>	11.30 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
<b>Historical Interpretations: A Practical Workshop on Using Past Papers for Learning, Not Just Exams</b> <ul style="list-style-type: none"> <li>Factors that elevate answers to Level 5 to secure A and A* grades</li> <li>Developing critical analysis skills</li> <li>Build fluency and confidence in analysing academic interpretations</li> <li>Strategically target likely difficulties in exam questions</li> <li>Examine exemplar answers at different levels</li> <li>Engage in a marking workshop using descriptors and levels</li> </ul>	1.45 – 2.35pm
Discussion: afternoon tea	2.35 – 2.40pm
<b>Section B: Extended Essay Writing</b> <ul style="list-style-type: none"> <li>Define the characteristics of a strong breadth essay</li> <li>Differentiate between answering breadth and depth essays</li> <li>Structure a balanced response with carefully selected evidence</li> <li>Demonstrate the selective deployment of broader contextual knowledge</li> <li>Emphasize sustained judgment in linking paragraphs with a balanced argument</li> <li>Analyse high-scoring A and A* Paper 1 essays</li> </ul>	2.40 – 3.20pm
<b>Effective Exam Preparation Strategies</b> <ul style="list-style-type: none"> <li>Implement practical strategies to move beyond question rewrites</li> <li>Ensure students consistently address the specific question set</li> <li>Embrace holistic approaches to the entire paper, covering both content and techniques</li> <li>Developing comprehensive revision plans for students</li> <li>Addressing common pitfalls and challenges in the lead-up to the exam</li> </ul>	3.20 – 3.50pm

LOCATION/DATE

**London**

**Monday 26 February 2024**

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Experienced AQA A-Level History teachers
- Teachers new to AQA A-Level History
- Teachers of AQA A-Level History Paper 1
- Heads of History

## BENEFITS OF ATTENDING

- Analyse the key markers of success in the interpretations question
- Identify the precise demands of the higher levels of the Paper 1 mark schemes with exemplar materials
- Obtain approaches for high level deployment of contextual knowledge in Sections A and B
- Pushing through the A/A\* threshold on the essay questions
- Develop historical thinking that goes beyond the demands of A level to maximise student marks
- Develop a teaching philosophy that is informed, targeted and effective, with proven strategies for teaching challenging content
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

# NEW: AQA A-LEVEL HISTORY: ACHIEVING OUTSTANDING RESULTS IN PAPER 2: THE DEPTH STUDY

CODE **9629**

## ABOUT THIS COURSE

This excellent new course is for AQA A-Level History teachers aiming to enhance their expertise in preparing students for success in Paper 2: The Depth Study

The course will demonstrate teaching and learning ideas for component 2 which will stretch and challenge across the ability range whilst examining exactly what drives all of the levels on the AQA mark scheme.

The course will consider exactly what is being looked for in successful answers to Depth essays and how to teach your students to produce excellent answers to source questions and includes a session on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

## PROGRAMME

TIME

### Developing an Outstanding Skills-Based Teaching Programme

10.00 – 10.45am

- Strategies for covering part one topics to tackle the specific challenges of Depth head-on
- In-depth content coverage while introducing the skills of historical depth
- Utilising the Introduction to each Depth component to guide teaching and student revision effectively
- Reinforcing skills through subject knowledge and tracking student progress by the end of Year 12
- Key attributes of higher grades in a Depth study – understanding substantiated argument and judgment
- Identifying potential pitfalls to help students avoid grade-detracting errors

Discussion: coffee break

10.45 – 11.05am

### Going Beyond Chronology to Outstanding Assessment of Value

11.05 – 12.30pm

- Approaches to source analysis that transcend comprehension
- Analysing '*relevant and meaningful own knowledge*' for accessing higher levels
- Bridging the gap from GCSE source skills and interpreting the implications for A-level performance
- Developing the key drivers for assessing 'value' with A-level students
- Crafting a top-quality response with a focus on substance over accuracy and reliability
- Exploration of practical examples proven to drive the highest marks in source evaluation

Lunch and informal discussion

12.30 – 1.30pm

### Building on Skills and Content for Success in Year 13

1.30 – 1.50pm

- Ways of delivering the three part two topics that really accelerate learning
- Best practice approaches for recapping and linking to part one

### Integrating Knowledge into Argument for Top Marks in Depth Essays

1.50 – 2.35pm

- Incorporating knowledge into essays covering a short chronology
- Designing internal assessments and providing effective feedback for success
- Teaching approaches for using specific knowledge to support arguments without losing the bigger picture
- Utilising phraseology and skills from the component overview to structure revision and knowledge
- Strategies for challenging more able students to achieve A and A\* grades in essays

Discussion: afternoon tea

2.35 – 2.50pm

### Preparing Students for AQA History Component 2 Exams

2.50 – 3.35pm

- Insights from the most recent exams: Key factors linking strong and weak performance
- Leveraging knowledge of turning points, including the 'adverbial trick' and its impact on awarded levels
- Analysis of exemplar scripts to illustrate the differences between grades
- Effectively communicating exam practice information to students

LOCATION/DATE

London

Tuesday 05 March 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Experienced AQA A-Level History teachers
- Teachers new to AQA A-Level History
- Teachers of AQA A-Level History Paper 2
- Heads of History

## BENEFITS OF ATTENDING

- Take away teaching ideas and approaches from an expert examiner on how to make sure your students can succeed in all aspects of AQA A-Level History Component 2
- Gain focused and clear guidance on preparing students successfully for studying shorter, focused periods
- A detailed look at the demands of question types across the depth paper and how to develop depth skills across a two-year course
- Take away effective, successful approaches for getting students in the highest grades on Paper 2
- Gain the latest ideas for conveying the right amount of material for success in depth and the design of outstanding systems of internal assessment to develop key skills
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

# AQA A-LEVEL HISTORY: PERFECTING THE MANAGEMENT, DELIVERY AND OUTCOME OF THE NEA

CODE **9539**

## ABOUT THIS COURSE

This new course focuses on all aspects of the AQA A-Level History NEA from designing a superb question to deciding upon appropriate source material and establishing an effective system of supervision and management for the whole of the NEA delivery within school. We will also consider how to standardise most effectively within a department and ensure that an effective system of internal moderation is established.

The course will enable teachers to develop their understanding and skills needed to guide and to assess student responses to the three assessment objectives in the AQA A-Level History NEA. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## PROGRAMME

TIME

### Designing the Best Question and Ensuring a Student Sticks to it

10.00 - 10.30am

- Develop a critical understanding of exam board requirements
- Gain an appreciation of the precise demands, especially for breadth / context in AO1
- Evaluate past questions and appreciate the difference between approval and advice
- The best practice in ensuring that students understand how to approach the design of questions
- Creating an effective atmosphere of enquiry and embedding this in an appropriate and easily accessed question

### Managing the NEA in the Department - Marking and Moderation

10.30 - 11.15am

- The best time to launch the NEA. Planning out the year for students
- The advantages and disadvantages of dividing up delivery by AO
- What support can be offered to whole groups and individually?
- The potential issues in reviewing draft work
- Establishing the standard using TOLs. Creating effective moderation systems and proving that best practice has been adhered to

Discussion: coffee break

11.15 - 11.30am

### AO1 - Writing the 'Essay'

11.30 - 12.20pm

- Understanding the requirements of AO1
- The problem of breadth. Ensuring that an appropriate, contextual response is developed
- Analysis and evaluation – ensuring that the response moves out of Level 2
- Focus on the effective use of annotation
- Guiding students to produce a clear answer to the question

Lunch and informal discussion

12.20 - 1.20pm

### AO2 - The Value of Sources

1.20 - 2.10pm

- Where to acquire the sources. Website analysis
- The integration of sources into the broader response
- How to focus on value – moving beyond simple summation
- Guidance on how much to write for each source, where to place them and what exactly moderators expect in the highest levels

Discussion: afternoon tea

2.10 - 2.15pm

### AO3 - The Interpretation

2.15 - 3.15pm

- Defining an academic interpretation
- Ensuring that the interpretations have the easiest historical opinions to assess
- Consideration of the precise style of language liked by moderators
- Effective quotation that moves beyond precis
- The integration of the interpretation and how to avoid the sectional approach

### Finalising and submission

3.15 - 3.40pm

- Moving from the plan to the finished piece. What exactly do moderators expect in the finished NEA
- Ensuring that the work is bespoke and can be signed off as the student's own
- The submission of the sample – how to ensure that the moderator receives all that is expected
- Managing student expectation and the internal appeals process

LOCATION/DATE

London

Thursday 13 June 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Teachers of AQA A-Level History NEA
- Heads of department
- Prospective or new teachers of AQA A-Level History NEA

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A-Level NEA History
- Discover what moderators are looking for in top band answers
- Improve your ability to assess and improve student responses
- Strengthen your approach to producing high level evaluative work on sources and interpretations
- Take away strategies and approaches to maximise students' marks in each AO
- Find out more about how to give the most effective feedback to students

# OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA A-LEVEL HISTORY

CODE **9433**

## ABOUT THIS COURSE

This new course focuses on developing a deeper understanding of assessment in AQA A-Level History and provides opportunities to explore strategies to enhance exam performance for all students.

The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A-Level History exam papers. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## PROGRAMME

	TIME
<b>Accessing and Utilising Effective Assessment</b> <ul style="list-style-type: none"> <li>Understanding the requirements of Section A Paper 1 extract exercises.</li> <li>Approaching interpretations: Identify, assess, evaluate.</li> <li>What is meant by "convincing argument"?</li> <li>Analysis of where marks are lost. How your students can avoid missing out on marks.</li> <li>Focus on the effective use of annotation.</li> <li>Examine exemplar feedback summation frameworks which facilitate successful student feedback.</li> </ul>	10.00 – 11.15am
Discussion: coffee break	11.15 – 11.30am
<b>Effective Assessment of Source Questions</b> <ul style="list-style-type: none"> <li>Understanding the requirements of Section A Paper 2 source exercises.</li> <li>What is meant by effective interrogation evaluation? How to produce a convincing argument of value.</li> <li>Analysis of where marks are lost. How your students can avoid missing out on marks.</li> <li>Focus on the effective use of annotation.</li> <li>Examine exemplar feedback summation frameworks which facilitate successful student feedback.</li> </ul>	11.30 – 12.20pm
Lunch and informal discussion	12.20 – 1.20pm
<b>Effective Assessment of Essay Questions</b> <ul style="list-style-type: none"> <li>Gain a working understanding of the concept of placing responses within levels.</li> <li>How to instil an appreciation of the differing requirements of breadth and depth essays.</li> <li>Enhance understanding of the requirements of higher-level responses to essay questions.</li> <li>Selection and application of appropriate knowledge. What is meant by precise knowledge?</li> <li>Using annotations for effective student feedback.</li> </ul>	1.20 – 2.10pm
Discussion: afternoon tea	2.10 – 2.15pm
<b>Achieving the highest levels in the Non-Examined Assessment</b> <ul style="list-style-type: none"> <li>The most effective methods of structuring the NEA, how much focus should there be on each Assessment Objective?</li> <li>Getting the most out of sources and interpretations in the context of the NEA.</li> <li>How to demonstrate an understanding of the nature of history as a discipline.</li> <li>Consideration of what constitutes a fully analytical response.</li> <li>Practical guidance on the practicalities of delivering the NEA.</li> </ul>	2.15 – 3.00pm
<b>Strategies for integrating assessment into examination preparation</b> <ul style="list-style-type: none"> <li>Developing an effective skills-based curriculum with an emphasis on assessment.</li> <li>Strategies for promoting student engagement in the assessment process.</li> <li>Maintaining a monitoring strategy which has an impact across the entire course.</li> <li>Enabling students to conduct an effective skills audit and set individual targets which will have a measurable impact on performance.</li> </ul>	3.00 – 3.40pm

LOCATION/DATE

**London**

**Wednesday 31 January 2024**

## COURSE LEADER

**Denise Morris** has 25 years teaching and examining experience. She has marked with multiple examination boards is a former Head of History Department. She is currently a Senior Examiner with a major examination board in addition to moderating and advising on the A-Level History Coursework. She has acted as a Teacher Trainer since 2017.

## WHO SHOULD ATTEND?

- All teachers of AQA A-Level History
- Curriculum Leaders of History

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A-Level History
- Discover what examiners are looking for in L5 answers
- Improve your ability to assess and improve student responses for Paper 1 and 2 questions
- Strengthen your approach to producing high level work for the NEA
- Take away strategies and approaches to maximise students' marks in the exams
- Find out more about how to give the most effective feedback to students

# OUTSTANDING AQA A-LEVEL HISTORY TEACHING

CODE **9299**

## ABOUT THIS COURSE

This course is designed for experienced A-Level History teachers who wish to ensure all students maximise their potential in AQA A-Level History. By providing a range of proven, effective advanced teaching techniques, reinvigorated approaches, the course aims to help teachers create outstanding teaching, learning and achievement success to raise the overall attainment of their classes.

Emphasis will be placed on the content students often struggle with and strategies to teach this more successfully, how to wrestle with the challenges of the synoptic nature of the courses and skills students need for successful exam performance.

At the heart of this course is the need for rigorous understanding of the topics covered in order to flexibly apply this knowledge to unfamiliar examination scenarios, and how this can be improved for students from different starting points.

This intensive course will demonstrate how to guide your students to achieve their maximum possible grades in future AQA A-Level History examinations. The course is designed for teachers of AQA A-Level History but would be of benefit to teachers of other exam boards.

## PROGRAMME

	TIME
<b>Planning for Success: Exploring the core concepts to build an integrated approach</b> <ul style="list-style-type: none"> <li>Identifying and highlighting the core concepts to build an integrated approach to teaching A-Level History?</li> <li>Sequencing topic content to embed opportunities for retrieval practice.</li> <li>Using core concepts to teach the most challenging areas of the course</li> <li>Interleaving taught content to promote student understanding of the inter-related nature of historical study supporting the teaching of more challenging content</li> </ul>	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
<b>Strategies and Scaffolding to support students' application of knowledge to Unfamiliar Contexts</b> <ul style="list-style-type: none"> <li>Anticipating misconceptions and strategies to avoid them Scaffolds to support students in developing fluency with historical terminology.</li> <li>Example frameworks that encourage students to develop rich and full responses</li> <li>Breaking down the questions, applying appropriate responses.</li> </ul>	11.15 – 12.15pm
<b>Raising Performance in Exams</b> <ul style="list-style-type: none"> <li>Building vocabulary and developing high end skills – spotting the key command words</li> <li>How to support students to write coherently using historical terminology correctly.</li> <li>Making links – example responses and what examiners are looking for.</li> </ul>	12.15 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
<b>Differentiation – Maximising the Attainment of All Students in A-Level History</b> <ul style="list-style-type: none"> <li>Teaching to the top: strategies for stretching/A* students and challenging complacent high achievers.</li> <li>Encouraging self-monitoring and evaluation – when and how to intervene in year 12 and 13</li> <li>Develop greater understanding of the precision and detail that examiners are looking for in A/A* students</li> <li>Where to go 'over and above' to maximise outcomes</li> <li>Find out more about the barriers to progress and ways to support highly able students to overcome them</li> </ul>	2.00 – 2.45pm
<b>Going Beyond A-Level History</b> <ul style="list-style-type: none"> <li>Enrichment programmes to raise the profile of A-Level History</li> <li>Where can A-Level History take me? Ideas to boost progression in History</li> <li>What next? Preparation for university and tackling Oxbridge admissions</li> </ul>	2.50 – 3.20pm

LOCATION/DATE

**London**

**Thursday 21 March 2024**

## COURSE LEADER

**Denise Morris** has over 25 years teaching and examining experience. She is a former Head of History Department and is currently a Senior Examiner with a major examination board. In addition, she moderates and advises on A-Level History coursework. She has marked with multiple examination boards and has acted as a teacher trainer since 2017.

## WHO SHOULD ATTEND?

- Teachers of AQA A-level History
- Teachers of other A-Level History Exam Boards
- Heads of History
- New Teachers of A-Level History would also benefit from this course

## BENEFITS OF ATTENDING

- Explore the key concepts in History that underpin topic content to develop an integrated approach to Historical study
- Develop the use of retrieval practice to promote student recall, supporting the teaching of the most challenging A-Level topics
- Strategies and scaffolding to support student's application of knowledge to novel contexts
- New approaches for Historical writing, how to support students to write coherently using terminology correctly.
- Take away fresh ideas, approaches and methods that challenge A/A\* students and support their further development
- Develop greater understanding of the precision and detail that examiners are looking for in A/A\* students
- Find out more about the barriers to progress and ways to support highly able students to overcome them

# A-LEVEL TEACHING AQA A-LEVEL HISTORY FOR THE FIRST TIME

CODE 7905

## ABOUT THIS COURSE

This course is designed for teachers who are new to teaching AQA A-Level History, or who wish to improve their understanding to enable their students to succeed. The sessions are designed to improve delegates' understanding of the AQA specification and ensure that students have the best opportunity to maximise their potential grades

The course will also demonstrate practical teaching and learning strategies for incorporating key themes and concepts across all three of the specification components. We will also investigate differing methods of delivering the NEA.

Led by current expert examiner and teacher, Denise Morris, the course is designed for new and recently qualified teachers of AQA A-Level History.

## PROGRAMME

TIME

### Knowing where to start

10.00 – 10.45am

- What does success look like in A-Level history?
- Consideration of the particular implications of the Linear 2-year course.
- Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers.
- Effective differentiation: facilitating access for all students to sources and interpretations, with particular emphasis on Section A examination technique.
- Ensuring understanding of the key concepts of breadth and depth

Discussion: coffee break

10.45 – 11.00am

### Incorporating skills from day one

11.00 – 11.20pm

- The key concepts of AO1: cause, consequence, change, continuity, similarity, difference and significance.
- Getting the questioning right: higher order questioning techniques.
- Developing an appreciation of the key themes of a unit.
- Building vocabulary; the use of appropriate terminology.

### Teaching Sources – Component Two

11.20 – 12.00pm

- Using the right level of sources.
- Strategies for accurate retrieval of information from sources.
- How much to comment on content, and how much to comment on provenance?
- Focusing on value; demonstrating understanding of the full demands of the question.
- Tone and emphasis

### Teaching Interpretations – Component One

12.00 – 12.45pm

- Instilling confidence in learners; convincing students their critique is worthwhile.
- Guidance on where to find interpretations.
- Practical approaches to developing skills of analysis and evaluation.
- Effective application of historical context.

Lunch and informal discussion

12.45 – 1.45pm

### Teaching for High Quality Essays

1.45 – 2.45pm

- What examiners expect to see in higher level responses in both breadth and depth essays.
- Examples of good and less good responses.
- Understanding historical significance and providing substantiated judgement.
- What distinguishes a synoptic essay?

### Preparing for the Non-Examined Component

2.45 – 3.45pm

- Planning for the NEA and how to include this in your Scheme of Work.
- Writing a strong proposal title which will facilitate success for your students.
- Practical approaches to milestones and progress.
- Exactly how much support to give to students in the NEA.
- Comparison of advantages and disadvantages of the widely differing approaches taken to coursework
- How not to let it take over in Year 13

LOCATION/DATE

London

Friday 08 March 2024

Thursday 02 July 2024

## COURSE LEADER

**Denise Morris** has over 25 years teaching and examining experience. She is a former Head of History Department and is currently a Senior Examiner with a major examination board. In addition, she moderates and advises on A-Level History coursework. She has marked with multiple examination boards and has acted as a teacher trainer since 2017.

## WHO SHOULD ATTEND?

- ECTs in History
- Experienced teachers who are new to A-Level History
- Teachers new to the AQA specification
- Heads of History

## BENEFITS OF ATTENDING

- Develop teaching resources and strategies for ensuring all students will succeed in AQA A-Level History
- Gain exact insight into the skills examiners are looking for
- Explore practical approaches to incorporating key themes and concepts in lessons.
- Enhance your understanding of the role of the NEA and consider varied approaches to producing high quality coursework.

# AQA A-LEVEL HISTORY: CHALLENGING STUDENTS TO ACHIEVE A AND A\*

CODE 9181

## ABOUT THIS COURSE

This new course is designed for all teachers of AQA A-Level History. The aim of the course is to help teachers to fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

The course will demonstrate practical teaching and learning ideas and approaches for developing key skills and knowledge through which able students can enhance higher level skills.

We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students.

It will also provide guidance on effective revision strategies and examination techniques through which high achieving students can stand out and ensure that they succeed in the final examinations.

## PROGRAMME

TIME

### Grades A & A\*: Key student behaviours

10.00 – 10.45am

- The structure of the specification and using it to plan for success for the top end students
- Exam Feedback: what does it tell us about the standards set for the top learners? How can we teach to this effectively?
- Grades A & A\*: what are the differences between these?
- Key attributes of Grade A & A\* students in the classroom and how to identify these students
- Helping students make the links throughout the whole specification and inspiring the A\* Historian
- Developing high end skills
- Which skills are the very hardest for A-Level historians?
- Avoiding potential hazards: what can cost a top student their A grade?

Discussion: coffee break

10.45 – 11.00am

### Sources – The key challenges for A/A\* students

11.00 – 12.00pm

- Going beyond an assertion of value and providing an A/A\* convincing argument of value.
- Avoiding formula: when to analyse tone and emphasis.
- Considering limitations and ensuring balance; effective interrogation.
- The role of cross-referencing in high level responses
- Strategies for achieving top grades in the exam

### Interpretations – The key challenges for A/A\* students

12.00 – 1.00pm

- Consideration of sub arguments in relation to the key argument; demonstrating accurate synopsis at A/A\*.
- Potential advantages and pitfalls in the use of omission and how this can detract from a high-level response.
- Promoting and supporting academic confidence in the effective evaluation of interpretations.
- Achieving A and A\* on Interpretation questions

Lunch and informal discussion

1.00 – 2.00pm

### Stretching and Challenge Able Students in High quality responses for essays

2.00 – 2.45pm

- The importance of student awareness in appreciating the differing demands of breadth and depth questions, and how to embed this in classroom practice.
- Hints to ensure the response is led with coherent judgement throughout.
- Achieving sophistication in essays; focus on the characteristics of A/A\* responses.
- Handling historiography at a high level.
- Building vocabulary and developing high end skills.

Discussion: afternoon tea

2.45 – 2.50pm

### Finishing Touches for Grade A/A\* Students

2.50 – 3.15pm

- The significance of setting a challenging question and the role of the student within this; promoting student driven ownership of the coursework and how this impacts on high-level performance.
- What constitutes a fully analytical response for the A/A\* candidate?
- The prominence of effective selection and integration of sources and interpretations in producing a persuasive study.

### Exam Tactics for Reaching the Highest Grades

3.15 – 3.45pm

- What are the biggest challenges of the course for the A/A\* learner?
- Retention, recall and deployment. Hints for embedding chronology and coverage of key content.
- Varying commentary practice to stretch the most able.
- Revision ideas to help students produce high grade essays.

LOCATION/DATE

London

Wednesday 28 February 2024

Wednesday 12 June 2024

## COURSE LEADER

**Denise Morris** has over 25 years teaching and examining experience. She is a former Head of History Department and is currently a Senior Examiner with a major examination board. In addition, she moderates and advises on A-Level History coursework. She has marked with multiple examination boards and has acted as a teacher trainer since 2017.

## WHO SHOULD ATTEND?

- Subject Leaders
- Faculty Area Leaders
- Experienced Teachers of A-Level

## BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A\* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions
- Materials will be provided that will allow teachers to cover the course in innovative and student-friendly ways that push the highest ability students

# NEW: OCR A-LEVEL HISTORY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE 9630

## ABOUT THIS COURSE

This brand-new course for all teachers of OCR A-Level History will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond.

This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams.

Emphasis will be made on the demands of the exams and NEA that are not met as well as they could be, and the implications this has for your A-Level teaching and learning.

## PROGRAMME

### The Exam - Reflections and Approaches

10.00 – 10.40am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- Deep-diving problem questions from papers 1 and 2
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

Discussion: coffee break

10.40 – 11.00am

### British Period Study and Enquiry

11.00 – 11.45am

- What are the traits of strong responses?
- How students' answer compared to what the exam board want to see
- Where and why do students perform poorly? The features of weaker responses
- Delivering course content in a way that students quickly grasp
- Strategies to decipher and meet the demands of the question

### Non-British Period Study

11.45 – 12.30pm

- What are the features of excellent responses?
- Analysing the questions - what are the examiners expectations?
- The most common mistakes made by students
- Extend student thinking and understanding beyond the structure and assessment of the examination requirements

Lunch and informal discussion

12.30 – 1.30pm

### Thematic Study and Historical Interpretations

1.30 – 2.25pm

- What are the characteristics of high-level responses?
- What are the common mistakes and pitfalls?
- Exploring the traits of lower responses
- Practical approaches and strategies to achieve exceptional standards in high attaining pupils

Discussion: afternoon tea

2.25 – 2.30pm

### Topic Based Essay

2.30 – 3.15pm

- Using supporting material effectively, avoiding lengthy descriptions and contextual overviews
- Ensuring higher level skills are exhibited
- Problems in evaluating sources and interpretations
- Practical steps for teachers to use their subject and pedagogical knowledge effectively to plan and deliver lessons

### Moving Forward and Maximising Success in 2025 and Beyond

3.15 – 3.45pm

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success - managing staff and developing a progressive teaching culture that organically learns and improves
- Probing problems in teacher delivery; how to identify concrete action steps that lead to improvement

LOCATION/DATE

London

Thursday 27 June 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Teachers of OCR A-Level History
- Heads of Department
- Academic leads for History
- Prospective or new teachers of OCR A-Level History

## BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond



# TEACHING OCR A-LEVEL HISTORY FOR THE FIRST TIME

CODE 9515

## ABOUT THIS COURSE

This course offers an introduction and overview to teaching the OCR A-Level History course for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively.

The sessions are designed to improve delegate's understanding of the OCR specification and ensure that students have the best opportunity to maximise their potential grades. Teachers will take away new teaching approaches as well as key practical guidance in how to develop examination and techniques in OCR A-Level History to maximise students' success when delivering the course.

## PROGRAMME

	TIME
<b>Introduction and the Assessment Criteria</b>	10.00 – 11.15am
<ul style="list-style-type: none"> <li>● Overview of the specification and how the course is organised</li> <li>● Key lessons from the 2023 results and incorporating them into your teaching</li> <li>● Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3 in your lessons</li> <li>● Teaching for the different types of questions, with examples, so that you can help students access all the available marks</li> <li>● Creating a culture of learning that motivates pupils to enjoy their learning and to flourish</li> </ul>	
Discussion: coffee break	11.15 – 11.30am
<b>Tackling the Difference between Knowledge and Understanding</b>	11.30 – 12.30pm
<ul style="list-style-type: none"> <li>● Planning and teaching knowledge linked to evidence of evaluation, especially in Historical Interpretation</li> <li>● Teaching ideas, related questions and supporting resources to help improve student understanding</li> <li>● Methods and approaches to establish highly ambitious subject and pedagogical knowledge, to promote deep knowledge and understanding across the specification content</li> <li>● Developing a skills-based curriculum and an appreciation of the precise demands of papers 1,2 and 3, especially in relation to thematic responses.</li> </ul>	
Lunch and informal discussion	12.30 – 1.30pm
<b>Essay Skills for all Papers</b>	1.30 – 2.15pm
<ul style="list-style-type: none"> <li>● Why are these so challenging for many students?</li> <li>● Creating a first-rate teaching and learning education with ideas focused on methodology</li> <li>● Getting students involved in their learning – making theory 'practical' especially in relation to the application of knowledge</li> <li>● Encouraging students to appreciate the common demands of substantiated judgement, balanced argument and the effective expression of academic opinion</li> </ul>	
Discussion: afternoon tea	2.15 – 2.30pm
<b>Managing the Topic Based Essay</b>	2.30 – 3.15pm
<ul style="list-style-type: none"> <li>● Planning: what you have to teach and what the students have to do</li> <li>● The OCR standard at different grades and getting your students to reach it</li> <li>● How to structure a programme of practical teaching and assessment that helps your students gain the best marks</li> <li>● Techniques to help students construct excellent written coursework: where and why they can struggle in A-Level with this skill</li> <li>● Research skills and the integration of historiographical understanding in a high-quality response</li> <li>● Finding opportunities to extend student thinking and understanding beyond the structure and assessment of examination requirements</li> </ul>	
<b>Tackling Source Analysis</b>	3.15 – 3.45pm
<ul style="list-style-type: none"> <li>● How to approach teaching A-Level source skills with confidence</li> <li>● Marking and assessment strategies: supporting students to access the higher level grades</li> <li>● Perfecting evaluation: ideas for development and challenging the able towards the highest grades</li> </ul>	
<b>Final tips and plenary</b>	3.45pm

LOCATION/DATE

London

Friday 22 March 2024

Tuesday 09 July 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- All teachers of OCR A-Level History
- Heads of Department
- Heads of Humanities

## BENEFITS OF ATTENDING

- Fully understand the complexities of the OCR A-Level History specification
- Examine how to maximise success in the Topic Based Essay
- Develop your teaching in specific topic areas to raise standards
- Examine lots of ideas to stimulate classroom delivery
- Example extended A-Level questions: how to prepare students to get the most possible marks

# OCR A-LEVEL HISTORY: OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK

CODE 9516

## ABOUT THIS COURSE

This new course focuses on developing a deeper understanding of assessment in OCR A-Level History and provides opportunities to explore strategies to enhance exam performance for all students.

The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on OCR A-Level History exam papers. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## PROGRAMME

PROGRAMME	TIME
<b>Accessing and Utilising Effective Assessment</b> <ul style="list-style-type: none"> <li>Develop a critical understanding of exam board assessment standards</li> <li>Gain an appreciation of the precise demands of the exam papers</li> <li>Understand how to use the exam report feedback</li> <li>Assessment objectives and the implications for teaching and learning</li> <li>Creating effective student accessible mark schemes which will ensure enhanced learner engagement and appreciation of assessment criteria.</li> </ul>	10.00 – 10.30am
<b>Effective Assessment of Extract Questions</b> <ul style="list-style-type: none"> <li>Understanding the requirements of extract exercises.</li> <li>Approaching interpretations: Identify, assess, evaluate.</li> <li>What is meant by “convincing argument”?</li> <li>Analysis of where marks are lost. How your students can avoid missing out on marks.</li> <li>Focus on the effective use of annotation.</li> <li>Examine exemplar feedback summation frameworks which facilitate successful student feedback.</li> </ul>	10.30 – 11.15am
Discussion: coffee break	11.15 – 11.30am
<b>Effective Assessment of Source Questions</b> <ul style="list-style-type: none"> <li>Understanding the requirements of source exercises.</li> <li>What is meant by effective interrogation evaluation? How to produce a convincing argument of value.</li> <li>Analysis of where marks are lost. How your students can avoid missing out on marks.</li> <li>Focus on the effective use of annotation.</li> <li>Examine exemplar feedback summation frameworks which facilitate successful student l.</li> </ul>	11.30 – 12.20pm
Lunch and informal discussion	12.20 – 1.20pm
<b>Effective Assessment of Essay Questions</b> <ul style="list-style-type: none"> <li>Gain a working understanding of the concept of placing responses within levels.</li> <li>How to instil an appreciation of the differing requirements of breadth and depth essays.</li> <li>Enhance understanding of the requirements of higher-level responses to essay questions.</li> <li>Selection and application of appropriate knowledge. What is meant by precise knowledge?</li> <li>Using annotations for effective student feedback.</li> </ul>	1.20 – 2.10pm
Discussion: afternoon tea	2.10 – 2.15pm
<b>Achieving the highest levels in the Non-Examined Assessment</b> <ul style="list-style-type: none"> <li>The most effective methods of structuring the NEA, how much focus should there be on each Assessment Objective?</li> <li>Getting the most out of sources and interpretations in the context of the NEA.</li> <li>How to demonstrate an understanding of the nature of history as a discipline.</li> <li>Consideration of what constitutes a fully analytical response.</li> <li>Practical guidance on the practicalities of delivering the NEA.</li> </ul>	2.15 – 3.00pm
<b>Strategies for integrating assessment into examination preparation</b> <ul style="list-style-type: none"> <li>Developing an effective skills-based curriculum with an emphasis on assessment.</li> <li>Strategies for promoting student engagement in the assessment process.</li> <li>Maintaining a monitoring strategy which has an impact across the entire course.</li> <li>Enabling students to conduct an effective skills audit and set individual targets which will have a measurable impact on performance.</li> </ul>	3.00 – 3.40pm

LOCATION/DATE

London

Monday 18 March 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Teachers of OCR GCSE History
- Heads of department
- Prospective or new teachers of OCR GCSE History

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in OCR A-Level History
- Discover what examiners are looking for in top band answers
- Improve your ability to assess and improve student responses
- Strengthen your approach to producing high level work for the NEA
- Take away strategies and approaches to maximise students' marks in the exams
- Find out more about how to give the most effective feedback to students

# OCR A-LEVEL HISTORY: CHALLENGING STUDENTS TO ACHIEVE A AND A\*

CODE **9092**

## ABOUT THIS COURSE

This new course is designed for all teachers of OCR A-Level History. The aim of the course is to help teachers to fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

The course will demonstrate practical teaching and learning ideas and approaches for developing key skills and knowledge through which able students can enhance higher level skills.

We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students.

It will also provide guidance on effective revision strategies and examination techniques through which high achieving students can stand out and ensure that they succeed in the final examinations.

## PROGRAMME

TIME

### Grades A & A\*: Key student behaviours

10.00 – 10.45am

- The structure of the specification and using it to plan for success for the top end students
- Exam Feedback: what does it tell us about the standards set for the top learners? How can we teach to this effectively?
- Grades A & A\*: what are the differences between these?
- Key attributes of Grade A & A\* students in the classroom and how to identify these students
- Helping students make the links throughout the whole specification and inspiring the A\* Historian
- Developing high end skills
- Which skills are the very hardest for A-Level historians?
- Avoiding potential hazards: what can cost a top student their A grade?

Discussion: coffee break

10.45 – 11.00am

### Sources – The key challenges for A/A\* students

11.00 – 12.00pm

- Going beyond an assertion of value and providing an A/A\* convincing argument of value.
- Avoiding formula: when to analyse tone and emphasis.
- Considering limitations and ensuring balance; effective interrogation.
- The role of cross-referencing in high level responses
- Strategies for achieving top grades in the exam

### Interpretations – The key challenges for A/A\* students

12.00 – 1.00pm

- Consideration of sub arguments in relation to the key argument; demonstrating accurate synopsis at A/A\*.
- Potential advantages and pitfalls in the use of omission and how this can detract from a high-level response.
- Promoting and supporting academic confidence in the effective evaluation of interpretations.
- Achieving A and A\* on Interpretation questions

Lunch and informal discussion

1.00 – 2.00pm

### Stretching and Challenge Able Students in High quality responses for essays

2.00 – 2.45pm

- The importance of student awareness in appreciating the differing demands of breadth and depth questions, and how to embed this in classroom practice.
- Hints to ensure the response is led with coherent judgement throughout.
- Achieving sophistication in essays; focus on the characteristics of A/A\* responses.
- Handling historiography at a high level.
- Building vocabulary and developing high end skills.

Discussion: afternoon tea

2.45 – 2.50pm

### Finishing Touches for Grade A/A\* Students

2.50 – 3.15pm

- The significance of setting a challenging question and the role of the student within this; promoting student driven ownership of the coursework and how this impacts on high-level performance.
- What constitutes a fully analytical response for the A/A\* candidate?
- The prominence of effective selection and integration of sources and interpretations in producing a persuasive study.

### Exam Tactics for Reaching the Highest Grades

3.15 – 3.45pm

- What are the biggest challenges of the course for the A/A\* learner?
- Retention, recall and deployment. Hints for embedding chronology and coverage of key content.
- Varying commentary practice to stretch the most able.
- Revision ideas to help students produce high grade essays.

LOCATION/DATE

**London**

**Friday 08 March 2024**

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Subject Leaders
- Faculty Area Leaders
- All Teachers of A-Level History

## BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A\* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions
- Materials will be provided that will allow teachers to cover the course in innovative and student-friendly ways that push the highest ability students

# NEW: PEARSON/EDEXCEL A-LEVEL HISTORY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9631**

## ABOUT THIS COURSE

This brand-new course for all teachers of Pearson/Edexcel A-Level History will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond.

This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams.

Emphasis will be made on the demands of the exams and NEA that are not met as well as they could be, and the implications this has for your A-Level teaching and learning.

## PROGRAMME

### The Exam – Reflections and Approaches

TIME  
10.00 – 10.40am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- Deep-diving problem questions from papers 1 and 2
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

Discussion: coffee break

10.40 – 11.00am

### Paper 1: Breadth Study with Interpretations

11.00 – 11.45am

- What are the traits of strong responses?
- How students' answer compared to what the exam board want to see
- Where and why do students perform poorly? The features of weaker responses
- Delivering course content in a way that students quickly grasp
- Strategies to decipher and meet the demands of the question

### Depth Study

11.45 – 12.30pm

- What are the features of excellent responses?
- Analysing the questions – what are the examiners expectations?
- The most common mistakes made by students
- Extend student thinking and understanding beyond the structure and assessment of the examination requirements

Lunch and informal discussion

12.30 – 1.30pm

### Themes in Breadth with Aspects in Depth

1.30 – 2.25pm

- What are the characteristics of high-level responses?
- What are the common mistakes and pitfalls?
- Exploring the traits of lower responses
- Practical approaches and strategies to achieve exceptional standards in high attaining pupils

Discussion: afternoon tea

2.25 – 2.30pm

### Coursework: Historical Enquiry

2.30 – 3.15pm

- Using supporting material effectively, avoiding lengthy descriptions and contextual overviews
- Ensuring higher level skills are exhibited
- Problems in evaluating sources and interpretations
- Practical steps for teachers to use their subject and pedagogical knowledge effectively to plan and deliver lessons

### Moving Forward and Maximising Success in 2025 and Beyond

3.15 – 3.45pm

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves
- Probing problems in teacher delivery; how to identify concrete action steps that lead to improvement

LOCATION/DATE

London

Friday 28 June 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- Teachers of Pearson/Edexcel A-Level History
- Heads of Department
- Academic leads for History
- Prospective or new teachers of Pearson/Edexcel A-Level History

## BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond

# PEARSON EDEXCEL A-LEVEL HISTORY: AIMING FOR A AND A\*

CODE 9518

## ABOUT THIS COURSE

This new course is designed for all teachers of Pearson Edexcel A-Level History. The aim of the course is to help teachers to fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

The course will demonstrate practical teaching and learning ideas and approaches for developing key skills and knowledge through which able students can enhance higher level skills.

We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students. It will also provide guidance on effective revision strategies and examination techniques through which high achieving students can stand out and ensure that they succeed in the final examinations.

## PROGRAMME

TIME

### Grades A & A\*: Key student behaviours

10.00 – 10.45am

- The structure of the specification and using it to plan for success for the top end students
- Exam Feedback: what does it tell us about the standards set for the top learners? How can we teach to this effectively?
- Grades A & A\*: what are the differences between these?
- Key attributes of Grade A & A\* students in the classroom and how to identify these students
- Helping students make the links throughout the whole specification and inspiring the A\* Historian
- Developing high end skills
- Which skills are the very hardest for A-Level historians?
- Avoiding potential hazards: what can cost a top student their A grade?

Discussion: coffee break

10.45 – 11.00am

### Sources – The key challenges for A/A\* students

11.00 – 12.00pm

- Going beyond an assertion of value and providing an A/A\* convincing argument of value.
- Avoiding formula: when to analyse tone and emphasis.
- Considering limitations and ensuring balance; effective interrogation.
- The role of cross-referencing in high level responses
- Strategies for achieving top grades in the exam

### Interpretations – The key challenges for A/A\* students

12.00 – 1.00pm

- Consideration of sub arguments in relation to the key argument; demonstrating accurate synopsis at A/A\*.
- Potential advantages and pitfalls in the use of omission and how this can detract from a high-level response.
- Promoting and supporting academic confidence in the effective evaluation of interpretations.
- Achieving A and A\* on Interpretation questions

Lunch and informal discussion

1.00 – 2.00pm

### Stretching and Challenge Able Students in High quality responses for essays

2.00 – 2.45pm

- The importance of student awareness in appreciating the differing demands of breadth and depth questions, and how to embed this in classroom practice.
- Hints to ensure the response is led with coherent judgement throughout.
- Achieving sophistication in essays; focus on the characteristics of A/A\* responses.
- Handling historiography at a high level.
- Building vocabulary and developing high end skills.

Discussion: afternoon tea

2.45 – 2.50pm

### Finishing Touches for Grade A/A\* Students

2.50 – 3.15pm

- The significance of setting a challenging question and the role of the student within this; promoting student driven ownership of the coursework and how this impacts on high-level performance.
- What constitutes a fully analytical response for the A/A\* candidate?
- The prominence of effective selection and integration of sources and interpretations in producing a persuasive study.

### Exam Tactics for Reaching the Highest Grades

3.15 – 3.45pm

- What are the biggest challenges of the course for the A/A\* learner?
- Retention, recall and deployment. Hints for embedding chronology and coverage of key content.
- Varying commentary practice to stretch the most able.
- Revision ideas to help students produce high grade essays.

LOCATION/DATE

London

Wednesday 20 March 2024

Friday 21 June 2024

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- All Teachers of Pearson Edexcel A-Level History
- Subject Leaders
- Faculty Area Leaders

## BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A\* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions
- Materials will be provided that will allow teachers to cover the course in innovative and student-friendly ways that push the highest ability students

# TEACHING PEARSON/EDEXCEL A-LEVEL HISTORY FOR THE FIRST TIME

CODE **8963**

## ABOUT THIS COURSE

This course is intended to provide teachers who are about to start or in their first couple of years teaching Edexcel A-Level History, with all they need to teach their course effectively. It will equip delegates with the knowledge and skills needed to become an effective A-level History teacher, focusing on the core areas of engaging students and developing the essential exam skills of interpretation and analysis both in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas. This course brings a wealth of experience from the classroom and exam marking to provide delegates with tips on how to overcome issues in the classroom and to guide students to optimise their examination performance. The course will reflect current challenges and any modifications to the exam system.

## PROGRAMME

### Knowing where to start

10.00 – 10.45am

- What does success look like in A-Level history?
- Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers.
- Ensuring understanding of the key concepts of breadth and depth
- Recognising which areas will be most challenging for you and how to address these issues, for example sources and establishing nature, origin and purpose with students

Discussion: coffee break

10.45 – 11.00am

### Incorporating skills from day one

11.00 – 11.20pm

- The key concepts of AO1: cause, consequence, change, continuity, similarity, difference and significance.
- Getting the questioning right: higher order questioning techniques.
- Developing an appreciation of the key themes of a unit.
- Building vocabulary; the use of appropriate terminology.

### Key Ideas for teaching essay writing Skills with Students across Papers 1, 2 and 3

11.20 – 12.20pm

- What are the key components of an A-Level History essay? What needs to be in the introduction?
- What do examiners expect to see in higher level responses in both breadth and depth essays
- Examples of good and less good responses
- How to develop judgments and include historical content without being descriptive
- The questions, getting students to identify the second order concepts and plan the answer

### The Exams – what is expected

12.20 – 1.00pm

- The exam structure and how the exams are marked, exploring the mark scheme and how to use them to assess your students
- What are the standards involved to gain a top grade? Where are the key pitfalls where students can fall down.
- How do we award for content, analysis and judgements in each answer
- How to embed the ‘endgame’ into your teaching
- Being the examiner- what does a strong answer look like? Taking a look at the essay, the source and the interpretation questions and what excellence looks like in each one

Lunch and informal discussion

1.00 – 2.00pm

### Effectively Teaching Source Skills with students

2.00 – 2.45pm

- Paper 2 - how to get students to use the sources “together” to investigate the enquiry, what do we mean by together?
- Thinking about Nature, Origin and Purpose and making sure that students can meaningfully include it in their answers for paper 2 and paper 3
- How to incorporate the historical knowledge without losing focus on the source, keeping a focus on key dates, futures and events
- Paper 3- how to get students to look at the two enquiries in the question and use the source to answer both enquiries in the exam

Discussion: afternoon tea

2.45 – 2.50pm

### The historical investigation- supporting students in the coursework

2.50 – 3.30pm

- Where to start with the coursework- what are the requirements and how to select the interpretations
- How much teaching to do to support students with their enquiries
- The resource record- what to do so it is a meaningful document

LOCATION/DATE

**London**

**Wednesday 06 March 2024**

**Monday 08 July 2024**

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

## WHO SHOULD ATTEND?

- ECTs in History both in year 1 and year 2 of their careers
- Teachers lacking in confidence in the qualification may also benefit
- Heads of History

## BENEFITS OF ATTENDING

- Provide teachers of A-Level History the material and confidence to teach effectively to all ability ranges
- Understand the key challenge areas and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing

# GCSE BRILLIANT GCSE HISTORY TEACHING

CODE 9300

## ABOUT THIS COURSE

This revised course is intended for all teachers who wish to ensure the high achievement of students in GCSE History. The course focuses on excellent teaching approaches, methods, resources, and techniques to help teachers raise attainments in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are.

The course is generic, suitable for teachers of all examination boards.

## PROGRAMME

	TIME
<b>The assessment demands for top grade outcomes in GCSE History</b>	10.00 – 10.45am
<ul style="list-style-type: none"><li>● What are the barriers to attaining high grades from the most recent exam?</li><li>● What is required to achieve a top band mark and how do we get there</li><li>● The importance of planning – how can this be completed in the exam environment?</li></ul>	
Discussion: coffee break	10.45 – 11.00am
<b>Fresh and Innovative strategies for teaching GCSE History</b>	11.00 – 11.30am
<ul style="list-style-type: none"><li>● The benefits of a flipped learning methodology for History</li><li>● Maximising deliberate practice and high order thinking time in lessons</li></ul>	
<b>Motivating and engaging low ability students</b>	11.30 – 12.15pm
<ul style="list-style-type: none"><li>● Understand the difference between low effort/low performance and high effort/low performance</li><li>● Engage low effort/low performance students by actively stimulating cooperative learning strategies</li><li>● Help high effort/low performance students improve performance by modelling the use of high impact study strategies which prioritise ‘thinking hard’</li><li>● Provide unique memorisation strategies to help low ability students retain information</li></ul>	
<b>Strategies to promote retrieval, spacing and interleaving</b>	12.15 – 1.00pm
<ul style="list-style-type: none"><li>● Memory platforms – lesson starters that maximise retrieval and interleaving</li><li>● Memory platform examples</li><li>● Potential links between knowledge and skill acquisition</li><li>● Planning for interleaving, spacing and retrieval to stretch and challenge</li><li>● Spaced practice</li></ul>	
Lunch and informal discussion	1.00 – 2.00pm
<b>Stretching and challenging your more able students</b>	2.00 – 2.45pm
<ul style="list-style-type: none"><li>● Encourage students to create effective study materials</li><li>● Strategies to promote ‘high order thinking skills’ not ‘more of the same’</li><li>● Analysing Grade 8/9 responses to increase opportunities for high grades</li></ul>	
Discussion: afternoon tea	2.45 – 2.50pm
<b>Unpicking the exam questions and developing top level evaluation skills</b>	2.50 – 3.20pm
<ul style="list-style-type: none"><li>● Examples of model answers for discussion</li><li>● How to support students in developing AO application skills</li><li>● Examining the balance of assessment objectives</li><li>● Using the language of the exam/grade descriptors</li></ul>	
<b>Exam revision and technique</b>	3.20 – 3.50pm
<ul style="list-style-type: none"><li>● Separating common content and skills mistakes</li><li>● Applying simple but highly effective exam technique strategies to ensure high performance</li><li>● Teaching and Learning strategies to improve AO skills</li><li>● Memory, practice and myelin – the foundation of high achievement</li><li>● Look into the science underpinning deliberate practice revision techniques such as dual coding and interleaving</li></ul>	

LOCATION/DATE

London

Wednesday 13 March 2024

Monday 01 July 2024

## COURSE LEADER

**Tom Rogers** is an experienced teacher and middle leader, having worked in both the UK and internationally as a History teacher, Head of History and latterly Assistant Headteacher. He leads CPD for teachers and History revision sessions for students. His passion is in making schools better places for teachers to work in, inspiring him to write more than 100 blogs for the TES and share his love of teaching with the profession.

## WHO SHOULD ATTEND?

- Heads of History
- Teachers of GCSE History
- PGCE mentors for History

## BENEFITS OF ATTENDING

- Develop a range of approaches to tackling the key areas of GCSE History
- Understand how to set an engaging and motivating classroom
- Understand effective differentiation to challenge and extend all students specific to their potential
- Take away techniques, feedback and marking strategies to raise attainment
- Increase awareness of exam readiness that can be infiltrated into all lessons to maximise exam technique

# NEW: AQA GCSE HISTORY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9632**

## ABOUT THIS COURSE

This new course is intended for teachers looking for ways to improve student attainment and prepare all students for exam success in AQA GCSE History. Delivering a highly demanding specification whilst ensuring student interest and engagement over two years is not without its challenges and this course will consider these in turn so that teachers, and by extension students, can feel more confident.

GCSE History teaching requires long term strategic planning to make the most out of the time available. As such, the first half of this course will be split in two. It will look first at strategies aimed specifically at Year 10, helping students to manage the step up from Key Stage 3 and the new learning challenges that GCSE brings. It will then focus on Year 11 and techniques to develop students' approach to the exams. The second half will focus in more detail on areas vital for raising attainment – using sources and interpretations, revision exam preparation; assessment and feedback.

## PROGRAMME

### AQA GCSE History – What's it all About?

10.00 – 11.15am

- What skills and techniques do students need to deploy to be successful at Pearson/Edexcel GCSE History?
- Preparation at KS3 How can we help students prepare for GCSE?
- Involving all students in active participation in lessons
- Strategies for use in classroom to develop key skills
- How to cope with the content

Discussion: coffee break

11.15 – 11.35am

### Developing Extended Writing at GCSE

11.35 – 12.30pm

- What do students have to do?
- Techniques for encouraging better written answers
- Tackling exam questions
- Using model answers
- Using digital methods to improve writing
- Materials for use in class to develop better written answers

Lunch and informal discussion

12.30 – 1.30pm

### Using Sources and Interpretations

1.30 – 2.30pm

- What do students have to do?
- Techniques for encouraging better analysis
- Tackling exam questions
- Using model answers
- Materials for use in class for developing source analysis and interpretations

Discussion: afternoon tea

2.30 – 2.45pm

### Revision and Motivation

2.45 – 3.30pm

- Effective marking and feedback
- Using marking to increase motivation
- Techniques for developing better revision
- Targeting topics and questions
- Materials for use in class for revision

LOCATION/DATE

**London**

**Thursday 04 July 2024**

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

## WHO SHOULD ATTEND?

- New Teachers in AQA GCSE History
- Experienced teachers of AQA GCSE History
- Heads of History
- Heads of Humanities

## BENEFITS OF ATTENDING

- Explore a range of strategies for raising student attainment in GCSE History
- Develop strategies to retain student interest and engagement over two years
- Find out ways to differentiate the teaching of content and skills to meet the needs of all learners
- Help students to improve their revision and exam preparation skills
- Explore different approaches to assessment, tracking and feedback to ensure student progress



# AQA GCSE HISTORY: HOW TO GET ACROSS THE TOUGHEST TOPICS

CODE **9437**

## ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in AQA GCSE History and is designed for all teachers who wish to ensure their students maximise their potential.

By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

This course aims to explore the toughest topics to teach and for students to engage with on the AQA GCSE History Course and will focus in on 3 units – Germany, USA and WW1, exploring teaching and learning strategies to be utilised across all topic areas.

## PROGRAMME

	TIME
<b>AD America, 1920–1973: Opportunity and inequality 1</b> <ul style="list-style-type: none"> <li>● What is needed to be known and in how much depth</li> <li>● American people and the ‘Boom’</li> <li>● How to get across the toughest topics</li> <li>● Resources, teaching and learning ideas, general approaches</li> <li>● Why some of the teaching areas prove to be more problematic than others</li> </ul>	10.00 – 10.30am
Discussion: coffee break	10.30 – 10.50am
<b>AD America, 1920–1973: Opportunity and inequality 2</b> <ul style="list-style-type: none"> <li>● Fantastic teaching of Post-war America that prepares for all examination eventualities</li> <li>● What lessons look like for Americans’ experiences of the Depression and New Deal</li> <li>● An opportunity to ask the presenter</li> <li>● Enrichment opportunities – home learning and more</li> </ul>	10.50 – 11.50am
<b>AB Germany, 1890–1945: Democracy and dictatorship</b> <ul style="list-style-type: none"> <li>● How to get across the toughest topics including Impact of the First World War and Weimar Democracy</li> <li>● New approaches to teaching Germany and the Depression</li> <li>● How can you make sure your students understand the experiences of the Germans under the Nazis and apply this in the exam</li> <li>● Ways to remember key words and concepts</li> </ul>	11.50 – 12.50pm
Lunch and informal discussion	12.50 – 1.50pm
<b>BA Conflict and tension: the First World War, 1894–1918</b> <ul style="list-style-type: none"> <li>● Ways to teach this unit with specific reference to The Alliance System, Anglo–German rivalry and the Outbreak of War</li> <li>● How deep to teach military tactics and technology, including trench warfare and how to apply this in the exam</li> </ul>	1.50 – 2.40pm
<b>Afternoon Break &amp; Teachmeet</b> <ul style="list-style-type: none"> <li>● Teaching and Learning takeaways from across the range of AQA History units</li> <li>● A chance to network with colleagues</li> </ul>	2.40 – 3.10pm
<b>Exam Tactics and Techniques</b> <ul style="list-style-type: none"> <li>● How to bring all the content together to prepare for the exam</li> <li>● How to embed exam technique for students at different levels</li> <li>● Major pitfalls that can occur in exams and how to avoid them</li> <li>● Revision strategies .... that work</li> </ul>	3.10 – 3.40pm

LOCATION/DATE

**London**

**Tuesday 19 March 2024**

## COURSE LEADER

**Tom Rogers** is an experienced teacher and middle leader, having worked in both the UK and internationally as a History teacher, Head of History and latterly Assistant Headteacher. He leads CPD for teachers and History revision sessions for students. His passion is in making schools better places for teachers to work in, inspiring him to write more than 100 blogs for the TES and share his love of teaching with the profession.

## WHO SHOULD ATTEND?

- Heads of History
- Teachers new to AQA GCSE History
- Experienced Teachers of AQA GCSE History looking for fresh ideas

## BENEFITS OF ATTENDING

- Gain a deeper understanding of some of the key topics on the AQA GCSE History
- Engage with new teaching resources and strategies for teaching key topics
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application

# AQA GCSE HISTORY: MEETING THE NEED OF LOWER ABILITY STUDENTS

CODE **9438**

## ABOUT THIS COURSE

This NEW course is for all teachers of AQA GCSE History wanting to help their lower ability students reach grades 4–5, offering new and innovative ways of tackling content and answering questions. The course will take account of grade boundaries in 2019 and 2022 and will focus on strategies aimed at helping students achieve grades 4–5. Teachers will take-away materials that can be used in class immediately.

## PROGRAMME

### Grades 4 and 5: what do they involve?

10.00 – 11.15am

- Structure of AQA GCSE History and what this means for students
- Feedback and grading from recent exams and what this tells us about the standard students are expected to meet
- Key attributes of Grades 4–5 students in the classroom
- Grades 3–5: what are the differences between these?
- Analysis of the mark schemes – what were the examiners looking for
- How to encourage students to ‘move up’ further and become independent learners
- Getting students to produce the right amount in exam conditions in extended writing
- Approaches to using sources with lower ability GCSE students

Discussion: coffee break

11.15 – 11.35am

### Extended writing for Grades 4–5

11.35 – 12.30pm

- Detailed analysis of the AQA questions: what are examiners looking for?
- Dealing with terminology
- Special focus on the ‘account’ question and how to ensure successful answers to it
- Analysis of content for levels in the mark scheme: what makes a good answer?
- Dealing with the depth of content
- Activities for use in class and for teaching key topics to lower ability students
- Reviewing and marking specimen scripts
- Revision that works

Lunch and informal discussion

12.30 – 1.30pm

### Source and Interpretations questions

1.30 – 2.10pm

- Detailed analysis of the questions and what the AQA examiners were looking for
- Special focus on the ‘interpretation’ question: how to produce excellent answers
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content in your teaching
- Ideas for lessons to tackle areas of controversy
- Activities for use in class to meet the needs of the less able
- Working to the standard: reviewing and marking specimen scripts
- Revision

Discussion: afternoon tea

2.10 – 2.20pm

### Strategies for tackling the Thematic Study

2.20 – 3.00pm

- Approaches to tackling the Thematic Study with the less able
- Detailed analysis of the exam questions
- Analysis of content for levels in the mark scheme
- Activities for use in class to meet the needs of the less able
- Revision tips to ensure students succeed in the exams
- Reviewing and marking specimen scripts to see the necessary standard

LOCATION/DATE

London

Wednesday 28 February 2024

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding ‘jargon’ and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel ‘part of the process’. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

## WHO SHOULD ATTEND?

- All teachers of AQA GCSE History
- Heads of Department

## BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching history as possible
- The course will focus on ways of improving the teaching of GCSE History in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom.

CODE 9095

**ABOUT THIS COURSE**

This course has been specially designed and created for teachers in their first years of teaching AQA GCSE History and focuses on the key points, structure, lessons, challenges, standards and demands of teaching GCSE History in the classroom.

The course will analyse and explain the structure of the AQA GCSE History specification in detail. Emphasis will be given to the demands of the questions, and question types. Materials will be provided for all teachers with strategies and approaches on how to tackle the content in innovative and student-friendly ways, with clear guidance for securing good grades. The mark scheme will also be explained in a simple, jargon-free way. Teachers will be provided with materials that can be used immediately in class.

**PROGRAMME****AQA GCSE History an overview**

- How does GCSE History operate in the Awarding Bodies?
- Structure of the specifications
- Preparation at Key Stage 3
- Concepts: First and Second Order in the classroom
- Question styles: what do they mean?
- Mark schemes: how do they operate?
- Demands of Grades 2, 4, 5, 8 and 9

Discussion: coffee break

**Extended Writing**

- Levels 1-4: what is expected?
- Detailed analysis of the questions
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content
- Special focus on the 'account' question
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

Lunch and informal discussion

**Tackling source and interpretation questions**

- Levels 1-4: what is expected?
- Detailed analysis of the questions
- Innovative approaches to source questions
- Tackling interpretations
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

Discussion: afternoon tea

**Teaching the Thematic Study**

- Detailed analysis of the questions
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

**TIME**

10.00 – 11.00am

11.15 – 11.35am

11.35 – 12.30pm

12.30 – 1.30pm

1.30 – 2.10pm

2.10 – 2.20pm

2.20 – 3.15pm

**LOCATION/DATE****London****Wednesday 13 March 2024****Monday 08 July 2024****COURSE LEADER**

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

**WHO SHOULD ATTEND?**

- All teachers teaching AQA History for the first time
- Newly qualified or probationary teachers of AQA GCSE History

**BENEFITS OF ATTENDING**

- Teachers will gain immediate insight into all aspects of GCSE History
- Strategies will be explained for approaching all aspects of the specification
- There will be special focus on source and interpretation questions
- New approaches will be explored to tackle the thematic study

CODE 9096

## ABOUT THIS COURSE

This course is for all teachers of AQA GCSE History wanting to help students reach the highest grades. It offers new and innovative ways of tackling content and answering questions. The course will take account of the most recent grade boundaries and will focus on strategies aimed at helping students achieve the highest grades. Teachers will take away materials that can be used in class immediately.

## PROGRAMME

### Grades 8-9: What do they involve?

10.00 – 11.15am

- Structure of AQA GCSE History and what is required of the best students
- Feedback and grading from the most recent exams - what this tells us about the standards high ability students are expected to meet
- Key attributes of Grades 8-9 students in the classroom
- Grades 7-9: what are the differences between these?
- Analysis of the mark schemes: what are the examiners looking for
- How to encourage top level students to 'move up' further and become independent learners
- Getting top level students to produce the right amount in exam conditions in extended writing
- Approaches to using sources with higher ability GCSE students

Discussion: coffee break

11.15 – 11.35am

### Extended writing for Grades 8-9

11.35 – 12.30pm

- Detailed analysis of the AQA questions: what are examiners looking for from the very best answers?
- Dealing with terminology
- Special focus on the 'account' question and how to ensure successful answers to it
- Analysis of content for levels in the mark scheme: what makes an excellent answer?
- Dealing with the depth of content
- Activities for use in class and for teaching key topics to high end students
- Reviewing and marking specimen scripts
- Revision that works

Lunch and informal discussion

12.30 – 1.30pm

### Source and Interpretations questions

1.30 – 2.10pm

- Detailed analysis of the questions and what the AQA examiners are looking for
- Special focus on the 'interpretation' question: how to produce excellent answers
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content in your teaching
- Ideas for lessons to tackle areas of controversy
- Activities for use in class to stretch the most able
- Working to the standard: reviewing and marking specimen scripts
- Revision that works

Discussion: afternoon tea

2.10 – 2.20pm

### Strategies for tackling the Thematic Study

2.20 – 3.00pm

- Approaches to tackling the Thematic Study with the best students
- Covering the content to ensure high level thinking
- Detailed analysis of the exam questions
- Tackling the source questions with Grade 8 / 9 students
- Analysis of content for levels in the mark scheme
- Activities for use in class to stretch the top end
- Revision tips to ensure top level students succeed in the exams
- Reviewing and marking specimen scripts to see the necessary standard

LOCATION/DATE

London

Tuesday 05 March 2024

Thursday 23 May 2024

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

## WHO SHOULD ATTEND?

- Heads of Department
- All teachers of AQA GCSE History

## BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching history as possible
- The course will focus on ways of improving the teaching of GCSE History in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom.

# NEW: PEARSON/EDExcel GCSE HISTORY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9633**

## ABOUT THIS COURSE

This new course is intended for teachers looking for ways to improve student attainment and prepare all students for exam success in Pearson/Edexcel GCSE History. Delivering a highly demanding specification whilst ensuring student interest and engagement over two years is not without its challenges and this course will consider these in turn so that teachers, and by extension students, can feel more confident.

GCSE History teaching requires long term strategic planning to make the most out of the time available. As such, the first half of this course will be split in two. It will look first at strategies aimed specifically at Year 10, helping students to manage the step up from Key Stage 3 and the new learning challenges that GCSE brings. It will then focus on Year 11 and techniques to develop students' approach to the exams. The second half will focus in more detail on areas vital for raising attainment – using sources and interpretations, revision exam preparation; assessment and feedback.

## PROGRAMME

### Pearson/Edexcel GCSE History – What's it all About?

10.00 – 11.15am

- What skills and techniques do students need to deploy to be successful at Pearson/Edexcel GCSE History?
- Preparation at KS3 How can we help students prepare for GCSE?
- Involving all students in active participation in lessons
- Strategies for use in classroom to develop key skills
- How to cope with the content

Discussion: coffee break

11.15 – 11.35am

### Developing extended writing at GCSE

11.35 – 12.30pm

- What do students have to do?
- Techniques for encouraging better written answers
- Tackling exam questions
- Using model answers
- Using digital methods to improve writing
- Materials for use in class to develop better written answers

Lunch and informal discussion

12.30 – 1.30pm

### Using sources and interpretations

1.30 – 2.30pm

- What do students have to do?
- Techniques for encouraging better analysis
- Tackling exam questions
- Using model answers
- Materials for use in class for developing source analysis and interpretations

Discussion: afternoon tea

2.30 – 2.45pm

### Revision and motivation

2.45 – 3.30pm

Effective marking and feedback  
Using marking to increase motivation  
Techniques for developing better revision  
Targeting topics and questions  
Materials for use in class for revision

LOCATION/DATE

London

Friday 05 July 2024

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

## WHO SHOULD ATTEND?

- New Teachers in Pearson Edexcel GCSE History
- Experienced teachers of Pearson Edexcel GCSE History
- Heads of History
- Heads of Humanities

## BENEFITS OF ATTENDING

- Explore a range of strategies for raising student attainment in GCSE History
- Develop strategies to retain student interest and engagement over two years
- Find out ways to differentiate the teaching of content and skills to meet the needs of all learners
- Help students to improve their revision and exam preparation skills
- Explore different approaches to assessment, tracking and feedback to ensure student progress

# NEW: TEACHING PEARSON EDEXCEL GCSE HISTORY: 'MIGRANTS IN BRITAIN, C800 – PRESENT' FOR THE FIRST TIME

CODE **9696**

## ABOUT THIS COURSE

This brand-new course is designed for teachers about to start delivering the EDEXCEL GCSE Paper 1 thematic option- 'Migrants in Britain, c800– Present and Notting Hill, c1948–70.' It will equip delegates with the skills to understand the key themes and case studies set out in the specification content; and to plan accordingly. The sessions are designed to provide a thorough understanding of both the syllabus content and the examination criteria.

We will investigate how to effectively integrate this course into a wider Equity, Diversity and Inclusion (EDI) agenda and how to embed the course at your school via educational trips and super-curricular links.

Finally, there will be an emphasis on developing appropriate revision resources so that your students can achieve the best possible results on this paper.

## PROGRAMME

	TIME
<b>Getting Up and Running</b>	10.00 – 11.30am
<ul style="list-style-type: none"> <li>● Format of the Examination: understanding key skills and the examination criteria</li> <li>● Key themes of the course: reasons for migration, experiences of migration, impact of migration and the importance of case studies</li> <li>● Developing expertise and subject knowledge: a practical guide for teachers</li> <li>● Key concepts and vocabulary for students</li> <li>● Practical tips for designing a scheme of work and an assessment schedule</li> </ul>	
Discussion: coffee break	11.30 – 11.50am
<b>Digging Deeper &amp; Building Expertise</b>	11.50 – 12.35pm
Practical advice and guidance for teaching: <ul style="list-style-type: none"> <li>● Migration in medieval England</li> <li>● Migration in early modern England</li> <li>● Migration in 18th and 19th century Britain</li> <li>● Migration in modern Britain</li> <li>● The historic environment of Notting Hill between 1948 and 1970</li> </ul>	
<b>Integrating the course into a Wider EDI context</b>	12.35 – 1.10pm
<ul style="list-style-type: none"> <li>● How to succeed in teaching this module within different School contexts</li> <li>● Exploring the links between this course and a whole-school EDI agenda</li> <li>● Ideas for linking the course to Black History Month.</li> <li>● Ideas for linking the course to Holocaust Memorial Day</li> <li>● Top tips for embedding the syllabus content into the wider culture of your School</li> </ul>	
Lunch and informal discussion	1.10 – 2.10pm
<b>Successful Strategies for Revision &amp; Exam Preparation</b>	2.10 – 3.10pm
How to answer <ul style="list-style-type: none"> <li>● 4-mark questions on historical change: question banks and model answers</li> <li>● 12-mark essay questions: question banks and essay plans</li> <li>● 16-mark essay questions: question banks and essay plans</li> <li>● Successful approaches to questions on Notting Hill, 1948–70: question banks and model answers.</li> <li>● Practical revision tips for helping your students master the syllabus content</li> </ul>	
Discussion: afternoon tea	3.10 – 3.15pm
<b>Taking Some Key Next Steps</b>	3.15 – 3.30pm
<ul style="list-style-type: none"> <li>● Key resources, films and music to enhance your students' learning experience</li> <li>● Practical ideas for museum-based learning</li> <li>● Ideas for linking the course to the KS3 Curriculum</li> <li>● Improving your department's results over a 2–5 year period</li> <li>● Sharing expertise and ideas with other teachers</li> </ul>	

LOCATION/DATE

**London**

**Wednesday 13 March 2024**

**Friday 21 June 2024**

## COURSE LEADER

**Rakesh Pathak** is a History teacher with nearly thirty years of experience in the classroom, including eighteen years as a successful Head of Department. In that time, he has acquired a substantial amount of valuable experience in delivering the EDEXCEL GCSE curriculum. In addition to his departmental responsibilities, he has overseen Oxbridge applicants and other competitive applications at his School. Rakesh has also co-authored a textbook for Hodder.

## WHO SHOULD ATTEND?

- History teachers planning for the introduction of the EDEXCEL GCSE Paper 1 thematic option- 'Migrants in Britain, c800–Present and Notting Hill, c1948–70' at their Schools.
- History teachers in their first year of delivering the EDEXCEL GCSE Paper 1 thematic option- 'Migrants in Britain, c800–Present and Notting Hill, c1948–70' at their Schools.
- This course is also of relevance to History teachers looking to link their course content to wider, whole-School EDI issues.

## BENEFITS OF ATTENDING

- Developing a thorough understanding of the key themes and course content of the EDEXCEL GCSE Paper 1 thematic option- 'Migrants in Britain, c800–Present and Notting Hill, c1948–70.
- Gaining a detailed overview of the key resources and super-curricular opportunities that can help teachers enhance their delivery of this specification.
- Analysing key revision resources and thinking about these can be used to improve examination outcomes.
- Finding out about how this module can be linked to wider whole-School EDI issues.

# PEARSON/EDEXCEL GCSE HISTORY: GETTING ACROSS THE TOUGHEST TOPICS

CODE **9452**

## ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in AQA GCSE History and is designed for all teachers who wish to ensure their students maximise their potential.

By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

This course aims to explore the toughest topics to teach and for students to engage with on the AQA GCSE History Course and will focus in on 3 units – Germany, USA and WW1, exploring teaching and learning strategies to be utilised across all topic areas.

## PROGRAMME

	TIME
<b>Period Study P4: Superpower relations and the Cold War, 1941–91 (Part 1)</b> <ul style="list-style-type: none"> <li>How to get across the toughest topics focusing on The origins of the Cold War, 1941–58</li> <li>Resources, teaching strategies, enrichment opportunities and more</li> <li>Approaches to teaching Cold War crises – how do you cover the tricky content?</li> <li>Explaining the toughest concepts</li> </ul>	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.10am
<b>Period Study P4: Superpower relations and the Cold War, 1941–91 (Part 2)</b> <ul style="list-style-type: none"> <li>Fantastic teaching of The end of the Cold War that prepares for all examination eventualities</li> <li>How to get across the toughest topics including attempts to reduce tension between East and West and the significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts</li> <li>What lessons look like the collapse of the Soviet control of Eastern Europe</li> <li>An opportunity to ask the presenter</li> <li>Enrichment opportunities – home learning and more</li> </ul>	11.10 – 12.00pm
<b>British Depth Study B4: Early Elizabethan England, 1558–88</b> <ul style="list-style-type: none"> <li>Exploring the toughest topics from within the unit and how to get them across</li> <li>Focus on Queen, government and religion, 1558–69, what do students struggle with?</li> <li>Ways to teach this unit with specific reference to Challenges to Elizabeth at home and abroad and Elizabethan society in the Age of Exploration</li> </ul>	12.00 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
<b>Modern Depth Study 31: Weimar and Nazi Germany, 1918–39</b> <ul style="list-style-type: none"> <li>How to get across the toughest aspects of The Weimar Republic 1918–29</li> <li>How deep to teach Hitler's rise to power and how to apply this in the exam</li> <li>Explaining the toughest concepts in Nazi control and dictatorship and Life in Nazi Germany</li> <li>Ways to remember key words and concepts</li> </ul>	2.00 – 2.50pm
<b>Afternoon Break &amp; Teachmeet</b> <ul style="list-style-type: none"> <li>Teaching and Learning takeaways from across the range of Pearson/Edexcel History units</li> <li>A chance to network with colleagues</li> </ul>	2.50 – 3.15pm
<b>Exam Tactics and Techniques</b> <ul style="list-style-type: none"> <li>How to bring all the content together to prepare for the exam</li> <li>How to embed exam technique for students at different levels</li> <li>Major pitfalls that can occur in exams and how to avoid them</li> <li>Revision strategies .... that work</li> </ul>	3.15 – 3.40pm

LOCATION/DATE

**London**

**Wednesday 20 March 2024**

## COURSE LEADER

**Tom Rogers** is an experienced teacher and middle leader, having worked in both the UK and internationally as a History teacher, Head of History and latterly Assistant Headteacher. He leads CPD for teachers and History revision sessions for students. His passion is in making schools better places for teachers to work in, inspiring him to write more than 100 blogs for the TES and share his love of teaching with the profession.

## WHO SHOULD ATTEND?

- Heads of History
- Teachers new to Pearson/Edexcel GCSE History
- Experienced Teachers of Pearson/Edexcel GCSE History looking for fresh ideas

## BENEFITS OF ATTENDING

- Gain a deeper understanding of some of the key topics on the Pearson/Edexcel GCSE History
- Engage with new teaching resources and strategies for teaching key topics
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application

# TEACHING PEARSON/EDEXCEL GCSE HISTORY FOR THE FIRST TIME

CODE **9098**

## ABOUT THIS COURSE

This course has been specially designed and created for teachers in their first years of teaching Pearson/Edexcel GCSE History and focuses on the key points, structure, lessons, challenges, standards and demands of teaching GCSE History in the classroom.

The course will analyse and explain the structure of the Pearson/Edexcel GCSE History specification in detail. Emphasis will be given to the demands of the questions, and question types. Materials will be provided for all teachers with strategies and approaches on how to tackle the content in innovative and student-friendly ways, with clear guidance for securing good grades. The mark scheme will also be explained in a simple, jargon-free way.

Teachers will be provided with materials that can be used immediately in class.

## PROGRAMME

### Pearson/Edexcel GCSE History an overview

TIME

10.00 – 11.15am

- Structure of the specification
- Preparation at Key Stage 3
- Concepts: First and Second Order in the classroom
- Question styles: what do they mean?
- Mark schemes: how do they operate?
- Demands of Grades 2, 4, 5, 8 and 9

Discussion: coffee break

11.15 – 11.35am

### Extended Writing

11.35 – 12.30pm

- Levels 1-4: what is expected?
- Detailed analysis of the questions
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content
- Special focus on the 'account' question
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

Lunch and informal discussion

12.30 – 1.30pm

### Tackling source and interpretation questions

1.30 – 2.10pm

- Levels 1-4: what is expected?
- Detailed analysis of the questions
- Innovative approaches to source questions
- Tackling interpretations
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

Discussion: afternoon tea

2.10 – 2.25pm

### Teaching the Thematic Study

2.25 – 3.15pm

- Innovative ways of teaching the unit
- Detailed analysis of the questions
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content
- Ideas for lessons to tackle areas of controversy
- Activities for use in class

LOCATION/DATE

**London**

**Wednesday 06 March 2024**

**Tuesday 09 July 2024**

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

## WHO SHOULD ATTEND?

- All teachers teaching Pearson/Edexcel History for the first time
- Newly qualified or probationary teachers of Pearson/Edexcel GCSE History

## BENEFITS OF ATTENDING

- Gain immediate insight into all aspects of Pearson/Edexcel GCSE History
- Increase your understanding of what examiners are expecting to see to award top grades
- Take away strategies for approaching all aspects of the specification
- Demands of the questions will be dissected with special focus on source and interpretation questions
- New approaches will be explored to tackle the thematic study



# PEARSON/EDExcel GCSE HISTORY: ENSURING GRADE 8-9

CODE 9099

## ABOUT THIS COURSE

This course is for all teachers of Pearson/Edexcel GCSE History wanting to help students reach the highest grades. It offers new and innovative ways of tackling content and answering questions. The course will take account of the most recent grade boundaries and will focus on strategies aimed at helping students achieve the highest grades. Teachers will take away materials that can be used in class immediately.

## PROGRAMME

### Grades 8-9: what do they involve?

10.00 - 11.15am

- Structure of Edexcel GCSE History and what this means for students
- Feedback and grading from the most recent exams - what this tells us about the standards high ability students are expected to meet
- Key attributes of Grades 8-9 students in the classroom
- Grades 7-9: what are the differences between these?
- Analysis of the mark schemes - what were the examiners looking for
- How to encourage top level students to 'move up' further and become independent learners
- Getting top level students to produce the right amount in exam conditions in extended writing
- Approaches to using sources with higher ability GCSE students

Discussion: coffee break

11.15 - 11.35am

### Extended writing for Grades 8-9

11.35 - 12.30pm

- Detailed analysis of the Pearson/Edexcel questions: what are examiners looking for from the very best answers?
- Dealing with terminology
- Special focus on the 'account' question and how to ensure successful answers to it
- Analysis of content for levels in the mark scheme: what makes an excellent answer?
- Dealing with the depth of content
- Activities for use in class and for teaching key topics to high end students
- Reviewing and marking specimen scripts
- Revision that works

Lunch and informal discussion

12.30 - 1.30pm

### Source and Interpretations questions

1.30 - 2.10pm

- Detailed analysis of the questions and what the Pearson/Edexcel examiners were looking for
- Special focus on the 'interpretation' question: how to produce excellent answers
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content in your teaching
- Ideas for lessons to tackle areas of controversy
- Activities for use in class to stretch the most able
- Working to the standard: reviewing and marking specimen scripts
- Revision

Discussion: afternoon tea

2.10 - 2.30pm

### Strategies for tackling the Thematic Study

2.30 - 3.00pm

- Approaches to tackling the Thematic Study with the best students
- Covering the content to ensure high level thinking
- Detailed analysis of the exam questions
- Tackling the source questions with Grade 8 / 9 students
- Analysis of content for levels in the mark scheme
- Activities for use in class to stretch the top end
- Revision tips to ensure top level students succeed in the exams
- Reviewing and marking specimen scripts to see the necessary standard

LOCATION/DATE

London

Thursday 14 March 2024

## COURSE LEADER

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'.

## WHO SHOULD ATTEND?

- Heads of Department
- All teachers of Pearson/Edexcel GCSE History

## BENEFITS OF ATTENDING

- Understanding the importance of relationship and rapport in creating your drama culture
- Take away how to establish routines and rituals in Drama
- Find out ways to put the Wow Factor into your drama lessons
- Take away a range of different and fresh approaches to building devising skills in students
- Build into your teaching top grade assessment criteria for successful outcomes
- Gain greater understanding on creative and impactful KS3 teaching
- Engaging and raising attainment of middle to lower achieving students
- Practical exploration of new and exciting devising approaches

## BIOGRAPHIES

**Malcolm Chandler** was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding 'jargon' and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel 'part of the process'. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

**Keith Milne** has over 25 years teaching and examining experience. He is Chief Moderator with a major exam board and has authored and advised on a series of popular books including those detailing how to succeed with the NEA. He is an experienced Head of History and leads a number of courses exploring the routes to success at A-Level History.

**Denise Morris** has over 25 years teaching and examining experience. She is a former Head of History Department and is currently a Senior Examiner with a major examination board. In addition, she moderates and advises on A-Level History coursework. She has marked with multiple examination boards and has acted as a teacher trainer since 2017.

**Rakesh Pathak** is a History teacher with nearly thirty years of experience in the classroom, including eighteen years as a successful Head of Department. In that time, he has acquired a substantial amount of valuable experience in delivering the EDEXCEL GCSE curriculum. In addition to his departmental responsibilities, he has overseen Oxbridge applicants and other competitive applications at his School. Rakesh has also co-authored a textbook for Hodder. Moreover, he has been successfully involved in two teacher training programs; serving as a subject mentor for both Buckingham University and St Mary's University, Twickenham. At St Mary's, he has also participated in assisting with the interview process for prospective PGCE students. Rakesh has played a leading role in setting up and running an Equity and Diversity Committee at his School.

**Tom Rogers** is an experienced teacher and middle leader, having worked in both the UK and internationally as a History teacher, Head of History and latterly Assistant Headteacher. He leads CPD for teachers and History revision sessions for students. His passion is in making schools better places for teachers to work in, inspiring him to write more than 100 blogs for the TES and share his love of teaching with the profession.



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We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

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- **Dedicated team of specialist examiner experts**; these individuals are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile
- **Invaluable, reliable and enriching** source of extra boost for students, and teachers
- Receive **key messages and feedback** from the 2023 June examinations
- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

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### Find out more:

 [keynoteeducational.co.uk/in-school](https://keynoteeducational.co.uk/in-school)

 [online@keynote.org.uk](mailto:online@keynote.org.uk)

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