

# A LEVEL OUTSTANDING TEACHING OF AQA A LEVEL HISTORY

CODE 7416

## ABOUT THIS COURSE

The course provides the latest approaches for outstanding teaching of AQA A Level History including successful strategies for the integration of skills and techniques across the specification in preparation for the AQA examinations. From the design of an effective A-Level programme to the differing demands of understanding in breadth and in depth, this course will help to perfect the key attributes of outstanding A Level History teaching. Teaching approaches that really embed historical knowledge and analytical skills, plus how to embrace technology to improve student performance, will be explored. Student work will be considered with concrete examples of proven techniques and of exemplar material that demonstrates the difference between levels. The analysis of sources, interpretations and the production to A\* level is demonstrated with examples of top quality student work.

## PROGRAMME

### Teaching the subject knowledge to the highest standards 10.00 – 10.55am

- Factual knowledge vs cognitive understanding – resolving the dilemma
- Techniques to ensure that all students are able to utilise subject knowledge appropriately
- How to address the most common mistakes in the use of subject knowledge in the exam, and especially how to encourage awareness of what to learn and how to prove understanding.
- Approaches for ensuring students' usage of technology develops high level historical thinking
- Engaging the class and ensuring that students stay the course

Discussion: coffee break 10.55 – 11.10am

### Outstanding Teaching of historical debate and analysis 11.10 – 12.30pm

- Explore how skills of analysis and debate are assessed in both breadth and depth options – what are the key differences in teaching methodology
- Making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance at A Level
- Practical teaching techniques to encourage a discursive classroom environment
- Practical examples of how to structure the evaluation of interpretations and sources in an analytical framework as demanded at Level 5.
- Moving beyond the Level three extraction of argument and to address all elements of AO2.
- Teaching the essay skills as interpretation. A proven approach to hit Level 4 and beyond
- Analysing student essays to explore the difference between A and A\* quality work

Lunch and informal discussion 12.30 – 1.30pm

### Teaching the analysis of historical sources and interpretations excellently 1.30 – 2.45pm

- Encouraging independent research and learning: the very best practice in using websites and academic resources for acquiring sources and interpretations
- The complexity of challenging how aspects of the past have been interpreted: approaches to ensure students can evaluate academic interpretations to Band 5 level
- Divorcing description and precis of source material from evaluation and narrative
- The best approach to teaching source appreciation as a skill: how students can miss key points of bias, value and contemporary context
- Establishing way points for assessment and determining intervention strategies in historical skills

Discussion: afternoon tea 2.45 – 2.55pm

### Teaching History that brings Outstanding results 2.55 – 3.45pm

- Designing the complementary curriculum, and what examiners look for beyond simple comprehension
- Assessment for purpose. Outcome driven results and jargon busting for students
- Quiz platforms. Podcasts and the distraction of technology
- The role of Coursework as a summative assessment.
- Outstanding performance in the NEA as the culmination of a skills curriculum

LOCATION/DATE

London

Wednesday 12 June 2019

Monday 2 December 2019

## COURSE LEADER

**Keith Milne** has over 25 years teaching and examining experience. He is a Senior 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 leads a number of courses exploring the routes to success at A Level History.

## WHO SHOULD ATTEND?

- All teachers of AQA A Level History
- Heads of Department for History
- Teachers thinking of moving to AQA
- Teachers responsible for delivering independent study skills

## BENEFITS OF ATTENDING

- Take away teaching approaches which lead to outstanding outcomes for A level students
- Develop methods for outstanding teaching of historical debate and analysis
- Gain innovative approaches to teaching and exam preparation
- Explore strategies to increase students' mastery of historical skills
- Explore the difference between A and A\* quality work