

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.