

# TEACHER WEBINAR

## NEW: EFFECTIVELY TEACHING AQA A LEVEL HISTORY 1: INSIGHTS AND FOCUSED APPROACHES

### FOCUS

This is **Session 1 of a series of 2 webinars**. The course offers an overview of nuts and bolts teaching and learning at A Level. It highlights priorities, informed by the examination endgame, for planning and classroom practice, drilling down to lesson level activities and approaches. It gives insights into how experienced teachers use their knowledge of how different areas of the course can reinforce each other efficiently, bringing overall coherence to the teaching of features, issues and concepts including skills, sources, interpretations, breadth and depth essays and the NEA.

It is suitable for anyone just starting to teach, in the first years of teaching A Level, or wanting to enhance their confidence in their teaching of A Level History. The main focus will be on the AQA specification, with ideas transferable to other exam boards.

Can be bought as a series for **£200**.

### PROGRAMME

	TIME
<b>Welcome and Introduction</b>	4.00 - 4.05pm
<b>Knowing where to start</b>	4.05 - 4.25pm
<ul style="list-style-type: none"> <li>What does success look like in A level history?</li> <li>Consideration of the particular implications of the Linear 2-year course.</li> <li>Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers.</li> <li>Effective differentiation: facilitating access for all students to sources and interpretations, with particular emphasis on Section A examination technique.</li> <li>Ensuring understanding of the key concepts of breadth and depth</li> </ul>	
<b>Incorporating skills from day one</b>	4.25 - 4.45pm
<ul style="list-style-type: none"> <li>The key concepts of AO1: cause, consequence, change, continuity, similarity, difference and significance.</li> <li>Getting the questioning right: higher order questioning techniques.</li> <li>Developing an appreciation of the key themes of a unit.</li> <li>Building vocabulary; the use of appropriate terminology.</li> </ul>	
<b>Teaching Sources – Component Two</b>	4.45 - 5.20pm
<ul style="list-style-type: none"> <li>Using the right level of sources.</li> <li>Strategies for accurate retrieval of information from sources.</li> <li>How much to comment on content, and how much to comment on provenance?</li> <li>Focusing on value; demonstrating understanding of the full demands of the question.</li> <li>Tone and emphasis</li> </ul>	
<b>Teaching Interpretations – Component One</b>	5.20 - 5.50pm
<ul style="list-style-type: none"> <li>Instilling confidence in learners; convincing students their critique is worthwhile.</li> <li>Guidance on where to find interpretations.</li> <li>Practical approaches to developing skills of analysis and evaluation.</li> <li>Effective application of historical context.</li> </ul>	
<b>Time for questions and discussion</b>	5.50 - 6.00pm

### DATE

**Wednesday 03 March 2021**  
**Tuesday 08 June 2021**

### WEBINAR LEADER

**Denise Morris** has over 20 years teaching and examining experience. She is a former Head of Department and is currently a Senior Examiner with a major examination board. Furthermore, Denise also moderates and advises on A Level History coursework and has marked with multiple examination boards. She has acted as a Teacher Trainer since 2017.

### WHO SHOULD ATTEND

- NQT's and RQT's
- Experienced teachers who are new to A Level History
- Teachers new to the AQA specification
- Heads of History

### BENEFITS

- Provide teachers of A Level History with ideas and confidence to teach different components of the course effectively.
- Understand the implications of teaching classes of different sizes and students with differing levels of History
- Enhance their confidence in planning and teaching lessons which can efficiently pull together different aspects of the course.
- Gain insight into how, in dealing with key features, issues and concepts, you can enable students to become critical and reflective thinkers
- This particular session will focus on knowing where to start, what success looks, incorporating skills from the start and detail on teaching sources and interpretations to a high standard.