



Keynote
educational

History

CPD Courses

Summer - Autumn 2024

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Why Keynote Educational?

Here at Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including CPD Courses, National Conferences, In-School Events, Exam Marking, Student Revision Conferences and Webinars.

With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximizing their potential.

- Informative and engaging CPD Courses designed by our expert in-house team and dynamic course leaders
- Motivating and inspiring course leaders and conference speakers with direct, current knowledge of the 2024 exams
- Trusted In-School and Exam Marking partner to National Multi-Academy Trusts

Exclusive CPD Brochure Offer

Book your CPD Course by Friday 31 May 2024 and **save 5%** with **code**

CPD5*

*Terms and Conditions apply. Bookings must be placed by 31/05/2024 using the relevant discount code. The discount codes are not valid in conjunction with any other offers and cannot be applied retrospectively. Discount applies to CPD Courses and exclude all other products sold by Keynote Educational.

Unlock your potential

Become a Course Leader with Keynote educational

We are looking for ambitious teachers, leaders and examiners to join our outstanding team of course leaders.

If you are interested, please send a brief email outlining your teaching and examining expertise and a copy of your CV to jobs@keynote.org.uk

Leading an Outstanding History Department

Course Code: **T0029**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Thursday 23 May 2024**
Monday 11 November 2024
 London: **Monday 10 June 2024**
Tuesday 03 December 2024

ABOUT THIS COURSE

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.

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

PROGRAMME

Leadership and Vision: The Qualities and Skills of an Outstanding Head of History	10.00am
<ul style="list-style-type: none"> • Reviewing the qualities of an outstanding Head of History • Evaluating your department and acting upon this effectively • Reflecting upon and developing ways of approaching the key challenges faced by Heads of History 	
Break	11.00am
Deep Diving Your Department	11.15am
<ul style="list-style-type: none"> • How is your department currently performing? Is it already outstanding? Why? Why not? • Ensuring you have an ambitious curriculum. • Exploring our Intent, Implementation and Impact 	
Curriculum Implementation: Leading History Teaching, Learning and Assessment	12.15pm
<ul style="list-style-type: none"> • Create a successful environment which supports teaching, and learning excellence • Boosting attainment of the least able across the Key Stages • Stretching and challenging the most able – key strategies and approaches 	
Lunch	1.00pm
Managing People with Skill and Confidence	2.00pm
<ul style="list-style-type: none"> • 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; the confidence to champion and compromise 	
Break	2.45pm
Assessment, Monitoring, Tracking, Intervention, Report Writing	2.50pm
<ul style="list-style-type: none"> • Strategies for establishing high quality teaching, learning and assessment • Using data to plan effective interventions that support improvement • Making reports accurate and meaningful 	
Creating a Culture of Creativity and Challenge.	3.30pm
<ul style="list-style-type: none"> • 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 	
Depart	3.50pm

Upcoming History Courses

NEW T0031: A-Level History: Creating an Outstanding KS5 Curriculum

Course Leader: Keith Milne
 Manchester: Friday 14 June 2024
 London: Wednesday 03 July 2024

NEW T0033: AQA A-Level History: Outstanding Assessment, Marking and Feedback

Course Leader: Denise Morris
 Manchester: Friday 22 November 2024
 London: Monday 09 December 2024

NEW T0049: OCR A-Level History: Preparing Students for Exam Success in 2025 and Beyond

Course Leader: Keith Milne
 Manchester: Wednesday 05 June 2024
 London: Thursday 27 June 2024

T0039: Teaching Pearson/Edexcel A Level History for the first time

Course Leader: Keith Milne
 Manchester: Friday 21 June 2024 & Tuesday 15 October 2024
 London: Monday 08 July 2024 & Friday 29 November 2024

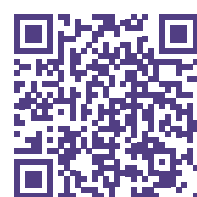
T0045: Teaching Pearson/Edexcel GCSE History for the first time

Course Leader: Malcolm Chandler
 London: Tuesday 09 July 2024 & Tuesday 19 November 2024

NEW T0052: Pearson/Edexcel GCSE History: Preparing Students for Exam Success in 2025 and Beyond

Course Leader: Malcolm Chandler
 London: Friday 05 July 2024

See our
website for
full details



NEW Brilliant Teaching in A-Level History

Course Code: **T0030**
 Course Fee: **£269 +VAT**
 Course Leader: **Denise Morris**
 Manchester: **Thursday 13 June 2024**
Thursday 14 November 2024
 London: **Wednesday 03 July 2024**
Thursday 05 December 2024

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.

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
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students

PROGRAMME

The assessment demands for top grade outcomes in A-Level History	10.00am
<ul style="list-style-type: none"> • 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? 	
Break	10.45am
Fresh and Innovative strategies for teaching A-Level History	11.00am
<ul style="list-style-type: none"> • 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	11.30am
<ul style="list-style-type: none"> • Strategies to engage low effort/low performance students • Prioritise 'thinking hard' with high effort/low performance students • Provide unique memorisation strategies to help low ability students retain information 	
Strategies to promote retrieval, spacing and interleaving	12.15pm
<ul style="list-style-type: none"> • Memory platforms – lesson starters that maximise retrieval, interleaving and synoptic links • Synoptic links between knowledge and skill acquisition • Planning for interleaving, spacing and retrieval to stretch and challenge 	
Lunch	1.00pm
Stretching and challenging your more able students	2.00pm
<ul style="list-style-type: none"> • 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 	
Break	2.45pm
Unpicking the exam questions and developing top level AO evaluation skills	2.50pm
<ul style="list-style-type: none"> • 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	3.20pm
<ul style="list-style-type: none"> • Applying simple but highly effective exam technique strategies to ensure high performance • Teaching and Learning strategies to improve AO skills • Deliberate practice revision techniques 	
Depart	3.30pm

AQA A-LEVEL HISTORY



Summer - Autumn 2024

NEW Teaching AQA A-Level History for the First Time

Course Code: **T0034**
 Course Fee: **£269 +VAT**
 Course Leader: **Denise Morris**
 Manchester: **Wednesday 12 June 2024**
Thursday 17 October 2024
 London: **Thursday 02 July 2024**
Tuesday 10 December 2024

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.

BENEFITS OF ATTENDING

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

PROGRAMME

Knowing Where to Start	10.00am
<ul style="list-style-type: none"> • Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers. • Effective differentiation, with particular emphasis on Section A examination technique. 	
Break	10.45am
Incorporating Skills from Day One	11.00am
<ul style="list-style-type: none"> • The key concepts of AO1: cause, consequence, change, continuity, similarity, difference and significance • Getting the questioning right: higher order questioning techniques • Building vocabulary; the use of appropriate terminology 	
Teaching Sources – Component Two.	11.20am
<ul style="list-style-type: none"> • Using the right level of sources and strategies for accurate retrieval of information • 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 	
Teaching Interpretations – Component One.	12.00am
<ul style="list-style-type: none"> • Instilling confidence in learners; convincing students their critique is worthwhile • Practical approaches to developing skills of analysis and evaluation • Effective application of historical context 	
Lunch	12.45pm
Teaching for High Quality Essays	1.45pm
<ul style="list-style-type: none"> • What examiners expect to see in higher level responses • Understanding historical significance and providing substantiated judgement. • What distinguishes a synoptic essay? 	
Break	2.40pm
Preparing for the Non-Examined Component	2.45pm
<ul style="list-style-type: none"> • 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 	
Depart	3.45pm



NEW AQA A-Level History: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0048**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Monday 24 June 2024**
 London: **Tuesday 02 July 2024**

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.

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

PROGRAMME

The Exam – Reflections and Approaches	10.00am
<ul style="list-style-type: none"> • Feedback from the most recent exam: deep-diving problem questions • Maximising student focus on what brings the most reward in exams • Plan of action- what should we do? How should we do it? 	
Break	11.00am
Component 1: The Breadth Study	11.20am
<ul style="list-style-type: none"> • How students' answer compared to what the exam board wants to see • Where and why do students perform poorly? • Improving responses: Strategies to decipher and meet the demands of the question 	
Component 2: The Depth Study	12.25pm
<ul style="list-style-type: none"> • What are the characteristics of high-level responses seen in component 2? • What are the common mistakes and pitfalls? • Exploring the traits of lower responses 	
Lunch	1.10pm
Component 3: Historical Investigation	2.10pm
<ul style="list-style-type: none"> • Using supporting material effectively, avoiding lengthy descriptions and contextual overviews • Ensuring higher level skills are exhibited • Problems in evaluating sources and interpretations 	
Break	2.55pm
Moving Forward and Maximising Success in 2025 and Beyond	3.05pm
<ul style="list-style-type: none"> • Producing a plan of action to maximise student success in 2025 • Specific lessons to be learnt and how to prevent them from happening again • Developing a progressive teaching culture that organically learns and improves 	
Depart	3.40pm



NEW AQA A-Level History: Perfecting the Management, Delivery and Outcome of the NEA

Course Code: **T0032**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Tuesday 12 November 2024**
 London: **Monday 02 December 2024**

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. 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.

BENEFITS OF ATTENDING

- 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

PROGRAMME

Designing the Best Question and Ensuring a Student Sticks to it	10.00am
<ul style="list-style-type: none"> • 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 	
Managing NEA in your Department – Marking and Moderation	10.30am
<ul style="list-style-type: none"> • The best time to launch the NEA. Planning out the year for students • The advantages and disadvantages of dividing up delivery by AO • Establishing the standard using TOLs 	
Break	11.15am
AO1 – Writing the 'Essay'	11.30am
<ul style="list-style-type: none"> • 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 	
Lunch	12.20pm
AO2 – The Value of Sources	1.20pm
<ul style="list-style-type: none"> • Where to acquire the sources. Website analysis • The integration of sources into the broader response • How to focus on value – moving beyond simple summation 	
Break	2.10pm
AO3 – The Interpretation	2.15pm
<ul style="list-style-type: none"> • Ensuring that the interpretations have the easiest historical opinions to assess • Consideration of the precise style of language liked by moderators • The integration of the interpretation and how to avoid the sectional approach 	
Finalising and submission	3.15pm
<ul style="list-style-type: none"> • 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 	
Depart	3.40pm

NEW Teaching OCR A-Level History for the First Time

Course Code: **T0036**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Thursday 13 June 2024**
Tuesday 15 October 2024
 London: **Tuesday 09 July 2024**
Thursday 28 November 2024

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.

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

PROGRAMME

Introduction and the Assessment Criteria	10.00am
<ul style="list-style-type: none"> • Overview of the specification and how the course is organised • Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3 • Teaching for the different types of questions - help students access all the available marks 	
Break	11.15am
Tackling the Difference between Knowledge and Understanding	11.30am
<ul style="list-style-type: none"> • Planning and teaching knowledge linked to evidence of evaluation • Teaching ideas, related questions and resources to help improve student understanding • Methods and approaches to establish highly ambitious subject and pedagogical knowledge 	
Lunch	12.30pm
Essay Skills for all Papers	1.30pm
<ul style="list-style-type: none"> • Making theory 'practical' especially in relation to the application of knowledge • Encouraging students to appreciate the common demands of substantiated judgement, balanced argument and the effective expression of academic opinion 	
Break	2.15pm
Managing the Topic Based Essay	2.30pm
<ul style="list-style-type: none"> • Constructing excellent written coursework: where and why students can struggle with this skill • Finding opportunities to extend student thinking and understanding beyond the structure and assessment of the exam 	
Tackling Source Analysis	3.15pm
<ul style="list-style-type: none"> • How to approach teaching A-Level source skills with confidence • Marking and assessment strategies: supporting students to access the higher level grades • Perfecting evaluation: ideas for development and challenging the able towards the highest grades 	
Depart	3.45pm

OCR A-LEVEL HISTORY



Autumn 2024

NEW OCR A-Level History: Challenging Students to achieve A and A*

Course Code: **T0037**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Thursday 21 November 2024**
 London: **Tuesday 10 December 2024**

ABOUT THIS COURSE

This refreshed 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.

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
- 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

PROGRAMME

Grades A & A*: Key student behaviours	10.00am
<ul style="list-style-type: none"> • Exam Feedback: what does it tell us about the standards set for the top learners? • Helping students make the links and inspiring the A* Historian • Developing high end skills – which skills are the very hardest for A-Level historians? 	
Morning Break	10.45am
Sources – The key challenges for A/A* students	11.00am
<ul style="list-style-type: none"> • Avoiding formula: when to analyse tone and emphasis • Considering limitations and ensuring balance; effective interrogation • The role of cross-referencing in high level responses 	
Interpretations – The key challenges for A/A* students	12.00pm
<ul style="list-style-type: none"> • Consideration of sub arguments in relation to the key argument; demonstrating accurate synopsis at A/A* • Advantages and pitfalls in the use of omission - how this can detract from a high-level response • Promoting and supporting academic confidence in the effective evaluation of interpretations 	
Lunch	1.00pm
Stretching and Challenge Able Students in High quality responses for essays	2.00pm
<ul style="list-style-type: none"> • The importance of student awareness in appreciating the differing demands of breadth and depth questions • Achieving sophistication in essays; focus on the characteristics of A/A* responses • Building vocabulary and developing high end skills 	
Break	2.45pm
Finishing Touches: The coursework for Grade A/A* Students	2.50pm
<ul style="list-style-type: none"> • Promoting student driven ownership of coursework – the impact on high-level performance • What constitutes a fully analytical response for the A/A* candidate? • Effective selection and integration of sources and interpretations in producing a persuasive study 	
Exam Tactics for Reaching the Highest Grades	3.15pm
<ul style="list-style-type: none"> • 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 • Revision ideas to help students produce high grade essays 	
Depart	3.45pm



NEW Pearson Edexcel A-Level History: Aiming for A and A*

Course Code: **T0038**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Wednesday 20 November 2024**
 London: **Monday 09 December 2024**

ABOUT THIS COURSE

This refreshed 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.

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
- 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

PROGRAMME

Grades A & A*: Key student behaviours	10.00am
<ul style="list-style-type: none"> • Exam Feedback: what does it tell us about the standards set for the top learners? • Helping students make the links and inspiring the A* Historian • Developing high end skills – which skills are the very hardest for A-Level historians? 	
Break	10.45am
Sources – The key challenges for A/A* students	11.00am
<ul style="list-style-type: none"> • Avoiding formula: when to analyse tone and emphasis • Considering limitations and ensuring balance; effective interrogation • The role of cross-referencing in high level responses 	
Interpretations – The key challenges for A/A* students	12.00pm
<ul style="list-style-type: none"> • Consideration of sub arguments in relation to the key argument; demonstrating accurate synopsis at A/A* • Advantages and pitfalls in the use of omission - how this can detract from a high-level response • Promoting and supporting academic confidence in the effective evaluation of interpretations 	
Lunch	1.00pm
Stretching and Challenge Able Students in High quality responses for essays	2.00pm
<ul style="list-style-type: none"> • The importance of student awareness in appreciating the differing demands of breadth and depth questions • Achieving sophistication in essays; focus on the characteristics of A/A* responses • Building vocabulary and developing high end skills 	
Break	2.45pm
Finishing Touches: The coursework for Grade A/A* Students	2.50pm
<ul style="list-style-type: none"> • Promoting student driven ownership of coursework – the impact on high-level performance • What constitutes a fully analytical response for the A/A* candidate? • Effective selection and integration of sources and interpretations in producing a persuasive study 	
Exam Tactics for Reaching the Highest Grades	3.15pm
<ul style="list-style-type: none"> • 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 • Revision ideas to help students produce high grade essays 	
Depart	3.45pm



NEW Pearson Edexcel A-Level History: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0050**
 Course Fee: **£269 +VAT**
 Course Leader: **Keith Milne**
 Manchester: **Thursday 06 June 2024**
 London: **Friday 28 June 2024**

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.

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

PROGRAMME

The Exam – Reflections and Approaches	10.00am
<ul style="list-style-type: none"> • Feedback from the most recent exam: deep-diving problem questions • Maximising student focus on what brings the most reward in exams • Plan of action- what should we do? How should we do it? 	
Break	10.40am
Paper 1: Breadth Study with Interpretations	11.00am
<ul style="list-style-type: none"> • How students' answer compared to what the exam board wants to see • Where and why do students perform poorly? • Improving responses: Strategies to decipher and meet the demands of the question 	
Depth Study	11.45am
<ul style="list-style-type: none"> • What are the features of excellent responses? • Analysing the questions – what are the examiners expectations? • The most common mistakes made by students 	
Lunch	12.30pm
Themes in Breadth with Aspects in Depth	1.30pm
<ul style="list-style-type: none"> • What are the characteristics of high-level responses? • What are the common mistakes and pitfalls? • Exploring the traits of lower responses 	
Break	2.25pm
Coursework: Historical Enquiry	2.30pm
<ul style="list-style-type: none"> • Using supporting material effectively, avoiding lengthy descriptions and contextual overviews • Ensuring higher level skills are exhibited • Problems in evaluating sources and interpretations 	
Moving Forward and Maximising Success in 2025 and Beyond	3.15pm
<ul style="list-style-type: none"> • Producing a plan of action to maximise student success in 2025 • Specific lessons to be learnt and how to prevent them from happening again • Developing a progressive teaching culture that organically learns and improves 	
Depart	3.45pm

Student Revision Webinars

Are Your Students Ready For Exam Success?

Maximise your students' exam success this summer with our cutting-edge student revision webinars. Led by subject experts, our sessions are designed to turbocharge GCSE and A-Level performance.

- Expert Guidance from examiners and teachers
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- Each webinar is 60-90 minutes in length starting after the school day, earliest 3.30pm. See our website for exact timings

AQA A-LEVEL

Webinar Leader:
Keith Milne

Paper 1:
Wednesday 17 April 2024

Paper 2:
Thursday 02 May 2024

1C The Tudors:
Thursday 25 April 2024

1H Tsarist and Communist
Russia 1855-1964:
Tuesday 30 April 2024

20 Democracy and
Nazism: Germany, 1918-
1945: Wednesday 08 May
2024

AQA GCSE

Webinar Leader:
Malcolm Chandler

Elizabeth and Health:
Tuesday 07 May 2024

Elizabeth and Migration
and Empire:
Tuesday 30 April 2024

Germany 1890-1918:
Thursday 18 April 2024

Germany 1918-1939:
Wednesday 24 April 2024

PEARSON EDEXCEL GCSE

Webinar Leader:
Malcolm Chandler

Medicine and Germany:
Thursday 02 May 2024

Crime and Germany:
Thursday 25 April 2024

Elizabeth and
Superpowers: Thursday
09 May 2024

Migrants and Germany:
Tuesday 23 April 2024

Exclusive Brochure Offer:

Book your place by Friday 17 May 2024 to take advantage of the following offers:

Buy **1 webinar** and get a **second half price** with code

KEYNOTE50**

Buy **2 webinars** and get a **third free** with code

KEYNOTE100**

*Terms and Conditions apply. £95.00 buys one webinar login for a specific webinar.

**Terms and Conditions apply. Bookings must be placed by 17/05/2024 using the relevant discount code. The discount codes are not valid in conjunction with any other offers and cannot be applied retrospectively. Discount applies to Student Revision Webinars only and exclude all other products sold by Keynote Educational.

Only
£95
Per School Login

GCSE HISTORY



Summer - Autumn 2024

Brilliant GCSE History Teaching

Course Code: **T0040**
Course Fee: **£269 +VAT**
Course Leader: **Tom Rogers**
Manchester: **Thursday 20 June 2024**
Wednesday 13 November 2024
London: **Monday 01 July 2024**
Monday 02 December 2024

ABOUT THIS COURSE

This engaging 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 looking for.

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 all students
- Take away techniques, feedback and marking strategies to raise attainment

PROGRAMME

The assessment demands for top grade outcomes
in GCSE History

- 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?

Break 10.45am

Fresh and Innovative strategies for teaching GCSE History 11.00am

- 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 11.30am

- Strategies to engage low effort/low performance students
- Prioritise 'thinking hard' with high effort/low performance students
- Provide unique memorisation strategies to help low ability students retain information

Strategies to promote retrieval, spacing and interleaving 12.15pm

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

Lunch 1.00pm

Stretching and challenging your more able students 2.00pm

- 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

Break 2.45pm

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

- 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 3.20pm

- Applying simple but highly effective exam technique strategies to ensure high performance
- Teaching and Learning strategies to improve AO skills
- Deliberate practice revision techniques

Depart 3.50pm

Teaching AQA GCSE History for the first time

Course Code: **T0042**
 Course Fee: **£269 +VAT**
 Course Leader: **Malcolm Chandler**
 London: **Thursday 23 May 2024**
Monday 18 November 2024

ABOUT THIS COURSE

This course is aimed at teachers new to AQA GCSE History and will explain the structure, breaking the specification down for better understanding. Led by GCSE History expert Malcolm Chandler, the course will simplify the mark scheme, in a simple, jargon-free way, with many areas of the specification and questions types receiving comprehensive coverage. Additionally, teachers will receive materials to use immediately in their classrooms, enhancing the learning experience for students.

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

PROGRAMME

AQA GCSE History an overview	10.00am
<ul style="list-style-type: none"> • Concepts: First and Second Order in the classroom • Question styles: what do they mean? • Mark schemes: how do they operate? 	
Break	11.15am
Extended Writing	11.35am
<ul style="list-style-type: none"> • Detailed analysis of the questions and content for levels in the mark scheme • Dealing with the depth of content and a focus on the 'account' question • Ideas for lessons to tackle areas of controversy 	
Lunch	12.30pm
Tackling source and interpretation questions	1.30pm
<ul style="list-style-type: none"> • Innovative approaches to source questions • Tackling interpretations • Activities for use in class 	
Break	2.10pm
Teaching the Thematic Study	2.30pm
<ul style="list-style-type: none"> • Detailed analysis of the questions • Dealing with the depth of content • Ideas for lessons to tackle areas of controversy 	
Depart	3.15pm

AQA GCSE HISTORY



Summer 2024

NEW AQA GCSE History: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0051**
 Course Fee: **£269 +VAT**
 Course Leader: **Malcolm Chandler**
 London: **Thursday 04 July 2024**

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.

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

PROGRAMME

AQA GCSE History – What's it all About?	10.00am
<ul style="list-style-type: none"> • What skills and techniques do students need to deploy to be successful • Involving all students in active participation in lessons • Strategies for use in classroom to develop key skills 	
Break	11.15am
Fresh and Innovative strategies for teaching GCSE History	11.35am
<ul style="list-style-type: none"> • Techniques for encouraging better written answers • Using digital methods to improve writing • Materials for use in class to develop better written answers 	
Lunch	12.30pm
Using Sources and Interpretations	1.30pm
<ul style="list-style-type: none"> • Techniques for encouraging better analysis • Tackling exam questions and using model answers • Materials for use in class for developing source analysis and interpretations 	
Break	2.30pm
Revision and Motivation	2.45pm
<ul style="list-style-type: none"> • Effective marking and feedback to increase motivation • Techniques for developing better revision • Targeting topics and questions 	
Depart	3.30pm



AQA GCSE History: Meeting the need of Lower Ability Students

Course Code: **T0041**
 Course Fee: **£269 +VAT**
 Course Leader: **Malcolm Chandler**
 London: **Wednesday 04 December 2024**

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 2023 and 2024 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.

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.

PROGRAMME

Grades 4 and 5: what do they involve?	10.00am
<ul style="list-style-type: none"> • Feedback and grading from recent exams and what this tells us about the standard students are expected to meet • Analysis of the mark schemes – what were the examiners looking for • How to encourage students to 'move up' further and become independent learners 	
Break	11.15am
Extended writing for Grades 4-5	11.35am
<ul style="list-style-type: none"> • Detailed analysis of the AQA questions: what are examiners looking for? • Dealing with terminology and with the depth of content • Activities for use in class and for teaching key topics to lower ability students 	
Lunch	12.30pm
Source and Interpretations questions	1.30pm
<ul style="list-style-type: none"> • Detailed analysis of the AQA questions: what are examiners looking for? • Analysis of content for levels in the mark scheme • Working to the standard: reviewing and marking specimen scripts 	
Break	2.10pm
Strategies for tackling the Thematic Study	2.20pm
<ul style="list-style-type: none"> • Approaches to tackling the Thematic Study with the less able • Revision tips to ensure students succeed in the exams • Reviewing and marking specimen scripts to see the necessary standard 	
Depart	3.00pm

PEARSON EDEXCEL GCSE HISTORY



Summer - Autumn 2024

NEW Teaching Pearson Edexcel GCSE History: 'Migrants in Britain, c800 – Present' for the First Time

Course Code: **T0053**
 Course Fee: **£269 +VAT**
 Course Leader: **Rakesh Pathak**
 Manchester: **Tuesday 18 June 2024**
Monday 14 October 2024
 London: **Tuesday 09 July 2024**
Wednesday 27 November 2024

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.

BENEFITS OF ATTENDING

- Developing a thorough understanding of the key themes and course content
- Gaining a detailed overview of the key resources and super-curricular opportunities
- Analysing key revision resources that can be used to improve examination outcomes.
- Finding out about how this module can be linked to wider whole-School EDI issues.

PROGRAMME

Getting Up and Running	10.00am
<ul style="list-style-type: none"> • Key themes of the course: reasons for migration, experiences of migration, impact of migration and the importance of case studies • Developing expertise and subject knowledge: a practical guide for teachers • Key concepts and vocabulary for students 	
Break	11.30am
Digging Deeper & Building Expertise	11.50am
<ul style="list-style-type: none"> • Migration in medieval England, early modern England, 18th and 19th century Britain and modern Britain • The historic environment of Notting Hill between 1948 and 1970 	
Integrating the course into a Wider EDI context	12.35pm
<ul style="list-style-type: none"> • Exploring the links between this course and a whole-school EDI agenda • Ideas for linking the course to Black History Month and Holocaust Memorial Day • Top tips for embedding the syllabus content into the wider culture of your School 	
Lunch	1.10pm
Successful Strategies for Revision & Exam Preparation	2.10pm
<ul style="list-style-type: none"> • 4-mark questions on historical change: question banks and model answers • 12-mark and 16-mark essay questions: question banks and essay plans • Successful approaches to questions on Notting Hill, 1948-70 	
Break	3.10pm
Taking Some Key Next Steps	3.15pm
<ul style="list-style-type: none"> • Key resources, films and music to enhance your students' learning experience • Ideas for linking the course to the KS3 Curriculum • Improving your department's results over a 2-5 year period 	
Depart	3.45pm

NEW Pearson Edexcel GCSE History: Getting Across the Toughest Topics

Course Code: **T0044**
 Course Fee: **£269 +VAT**
 Course Leader: **Tom Rogers**
 Manchester: **Wednesday 12 June 2024**
Friday 22 November 2024
 London: **Tuesday 09 July 2024**
Thursday 12 December 2024

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. The course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

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

PROGRAMME

Period Study P4: Superpower relations and the Cold War, 1941–91 (Part 1) **10.00am**

- How to get across the toughest topics focusing on The origins of the Cold War, 1941–58
- Resources, teaching strategies, enrichment opportunities and more
- Approaches to teaching Cold War crises – how do you cover the tricky content?

Break **11.00am**

Period Study P4: Superpower relations and the Cold War, 1941–91 (Part 2) **11.10am**

- Fantastic teaching of the end of the Cold War that prepares for all examination eventualities
- Attempts to reduce tension between East and West
- The collapse of the Soviet control of Eastern Europe

British Depth Study B4: Early Elizabethan England, 1558–88 **12.00pm**

- Focus on Queen, government and religion, 1558–69, what do students struggle with?
- Ways to teach this unit with specific reference to Challenges to Elizabeth at home and abroad and Elizabethan society in the Age of Exploration

Lunch **1.00pm**

Modern Depth Study 31: Weimar and Nazi Germany, 1918–39 **2.00pm**

- How to get across the toughest aspects of The Weimar Republic 1918–29
- How deep to teach Hitler's rise to power and how to apply this in the exam
- Explaining Nazi control and dictatorship and Life in Nazi Germany

Break & Teachmeet **2.50pm**

Exam Tactics and Techniques **3.15pm**

- How to bring all the content together to prepare for the exam
- How to embed exam technique for students at different levels
- Major pitfalls that can occur in exams and how to avoid them

PEARSON EDEXCEL GCSE HISTORY



Autumn 2024

Pearson/Edexcel GCSE History: Ensuring Grade 8-9

Course Code: **T0046**
 Course Fee: **£269 +VAT**
 Course Leader: **Malcolm Chandler**
 London: **Tuesday 10 December 2024**

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.

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.

PROGRAMME

Grades 8-9: What do they involve? **10.00am**

- Feedback from the most recent exams, the standards high ability students are expected to meet
- Getting top level students to produce the right amount in exam conditions in extended writing
- Approaches to using sources with higher ability GCSE students

Break **11.15am**

Extended writing for Grades 8-9 **11.35am**

- Detailed analysis of the questions: what are examiners looking for from the very best answers?
- Dealing with terminology and the depth of content
- Activities for use in class and for teaching key topics to high end students

Lunch **12.30pm**

Source and Interpretations questions **1.30pm**

- Special focus on the 'interpretation' question: how to produce excellent answers
- Ideas for lessons to tackle areas of controversy
- Working to the standard: reviewing and marking specimen scripts

Break **2.10pm**

Strategies for tackling the Thematic Study **2.20pm**

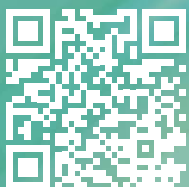
- Approaches to tackling the Thematic Study with the best students
- Covering the content to ensure high level thinking
- Detailed analysis of the exam questions

Depart **3.00pm**



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