

TEACHER CPD &
STUDENT REVISION
HISTORY
SPRING-AUTUMN 2016

Keynote
educational

Opening new doors
in teaching and learning

HISTORY



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HISTORY

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Course Leaders and Conference Speakers

Bill Bolloten is an independent education consultant. He specialises in work with schools, academies, governing bodies and local authorities. He is currently providing training to schools and governors on SMSC and British Values. He also works with schools to undertake learning walks and to evaluate the impact and effectiveness of SMSC provision.

Alana Britton is an experienced History teacher and Head of Department with over 20 years' experience teaching History in the UK and internationally. She is a Senior Examiner with a leading examination board in addition to being a moderator and examiner for various boards. She has acted as a Subject Reviewer for the CCEA and Ofqual, and has presented at GCSE student conferences. She also works for a leading school tour operator and is particularly interested in Battlefields and European tours. She has had GCSE History materials, for OCR SHP, published by Zig Zag Publishers and continues to prepare teacher materials for publication.

Robin Bunce is an outstanding A Level teacher, and an experienced examiner and writer. Ten years a teacher, Robin is also leader of Long Road Sixth Form College's highly successful History A Level Team. Robin has written history text books for Hodder, Pearson and Collins. He is series editor of My Revision Notes, and, together with Sarah Ward, is Series Designer and Series Editor for Hodder's History Plus – text books that bring together teachers and academics to support the new A Level. Robin is also a Bye-Fellow at St Edmund's College, Cambridge. His academic work includes publications on the history of political thought and black power.

Stephen Burnage. Having spent over 25 years teaching and leading challenging secondary schools across the UK, Steve is a sought after as an expert practitioner, consultant and trainer in senior and middle school leadership, outstanding learning and teaching, positive behaviour management, engaging with data and assessment, performance management, staff development, coaching and mentoring and the performing arts. Steve writes, delivers and hosts training and consultancy in schools, colleges, academies and conference venues throughout the UK, Europe, Central Asia and the Middle East; and he is proud to be able to list all notable CPD, training and consultancy providers in the UK amongst his clients. Internationally, Steve provides training and consultancy to British Schools in the Middle East (BSME). The Council of International Schools; and the COBIS Group of international schools. Steve is a trainer/facilitator for the international division of Cambridge University Press, leading a team of local authors, composers and translators to produce a National Curriculum for the Central Asian country of Kazakhstan. He also writes leadership and 'best practice think piece' materials for the National College of Teaching and Leadership in the UK.

Sacha Cinnamond is currently Director of the Sixth Form Centre and Assistant Principal of Mildenhall College Academy in Suffolk. He has taught History for many years. The ALPS scores for the AS Level course at MCA have been "outstanding" for more than three years. He has run workshops at the HA and SHP History Conferences and with Cambridge University PGCE students. He has mentored trainee-teachers and also written for the HA's Teaching History journal. He is involved in making resources for the HA's Agincourt 600 programme for the Sixth Form programme. He has also provided AQA with exemplar schemes of work for the new GCSE courses.

Malcolm Chandler was for twenty years a Chief Examiner and Principal Moderator with a leading awarding body. He has written many books and other resources on GCSE, AS and A level history and has run inset courses for teachers and revision courses for students for many years. His ideas for improving performance have proved very successful and are used in many schools in Britain and around the world.

Chris Culpin has many years' experience as a teacher and Chief Examiner. His interests are in curriculum innovation, the place of historical knowledge, examining and the provision of resources to support lively teaching. He was Director of the Schools History Project, Deputy President of the Historical Association and took part in designing the OCR B GCSE specification, for which he is providing several resources. He has written several successful and ground-breaking textbooks for Collins, Longmans, John Murray and Hodder, most recently *Germany 1919-45* and *The Russian Revolution*. He is a Fellow of the Historical Association and winner of the HA Norton Medlicott Medal in 2007. He has many years' experience of running courses for students and teachers.

Huw Dickson is an experienced History teacher with 15 years' experience of teaching History in England and Wales. He is currently head of History at Altrincham Grammar School for Girls where History is one of the most popular and successful subjects at GCSE and A-Level. He has 10 years' experience as a GCSE History examiner and is familiar with the examination requirements for both the AQA and the WJEC. He is currently leading a departmental PTI research project on the impact of history trips on uptake at GCSE and A-Level. He is also working towards the completion of Specialist Leader in World War One Education status with the First World War Centenary Battlefields Tour Programme.

David Driscoll is one of the most experienced former Ofsted Inspectors in the country having led literally hundreds of inspections and taken part in many more. David has been providing advice and guidance to schools and colleges for over 25 years, as well as acting as a consultant to national and international bodies. He has an exceptional track record in 'moving schools up a grade', by analysing data to pinpoint exactly where leaders need to focus their efforts and detailing what needs to be done. Dave is a frequent and popular speaker at conferences, where his ability to explain difficult concepts in simple terms, coupled with a wicked sense of humour, ensures that he consistently receives excellent feedback from audiences.

Maggie Elliott is a former Assistant Director of Teaching and Learning and Head of English with over 14 years' experience in schools serving deprived communities in Greater Manchester. She has extensive experience in staff training with Heads of Department across the Local Authorities in the North in teaching and learning. Maggie's results and teaching were judged as consistently outstanding, and her work as a practitioner has been praised by Ofsted.

Professor Sir Richard Evans FBA is Regius Professor of History and President of Wolfson College, University of Cambridge. His general area of research interest is modern German and European history, particularly social and cultural history since the mid-nineteenth century. He has published (Penguin publ) a large-scale history of the Third Reich in three volumes. Over the years, his work has won the Wolfson Literary Award for History, the William H. Welch Medal of the American Association for the History of Medicine, the Fraenkel Prize in Contemporary History, and the Hamburg Medaille für Kunst und Wissenschaft. He is a Fellow of the British Academy, the Royal Society of Literature and the Royal Historical Society, and an Honorary Fellow of Jesus College, Oxford, Gonville and Caius College, Cambridge, and Birkbeck College, London. His most recent book is on British historians and the European Continent and he is currently completing a book on the years 1815-1914 for the Penguin History of Europe.

Catherine Flaherty is an Assistant Headteacher with a responsibility for Teaching and Learning, CPD, ITT and is the school's Professional Tutor. She is also a Specialist Leader in Education, and focuses mainly on supporting History departments. Previous to her current role, she was a Head of House, and then Head of History (during her first year as Head of History, A*-C GCSE results rose by 20%, and A*-A by 17%; Year 12 results saw an A-C rate 48% higher than the previous year, and an increase of 4 points on the ALPs indicator). She has also been a lead mentor for the University of Cambridge's PGCE course, and has coordinated the Bedfordshire School Centred Initial Teacher Training (SCITT) History. She has written for Teaching History, and has completed an MEd in History Education at the University of Cambridge. She is an experienced GCSE and A Level examiner for two exam boards.

Alex Ford is Head of a large and successful History department at Guiseley School in Leeds. Currently, around 260 students take GCSE History with over 70 students taking AS/A History, with results well in excess of national standards. He has produced assessment packs for the Hodder Education KS3 "Making Sense of History" series and is currently writing a GCSE textbook. He has delivered sessions at the Historical Association and SHP national conferences, as well as working with Leeds Trinity University and Teach First. He also runs the popular teaching and learning website, www.andallthat.co.uk

Course Leaders and Conference Speakers

Dr Robert Hornsby is currently a Research Fellow at the University of Kent and has previously spent time as a visiting scholar in Moscow, New York and Budapest. His research focuses upon the social and political history of the post-Stalin Soviet Union (1953-1991). He is particularly interested in questions of conformity and non-conformity in un-free political systems, relationships between authorities and masses and methods of social control after the abandonment of mass terror. His first monograph, entitled *'Protest, Reform and Repression in Khrushchev's Soviet Union'*, was published by Cambridge University Press in February 2013.

Richard Kennett is Head of History at Redland Green School, a comprehensive in Bristol which was recently given the Gold level Quality Mark by the Historical Association. In 2014 over half of the school's GCSE History students achieved an A or A*. Richard has an interest in using new technology to support enquiry-based learning. He has trained teachers and lectures at both University of Bristol and UWE PGCE courses. He has run workshops for the Schools History Project and Historical Association and is a KS3 and KS4 textbook author.

Richard Kerridge is currently Faculty Leader for Humanities, at Mildenhall College Academy in Suffolk. ALPS scores for the AS Level course at MCA have been "outstanding" for more than three years. He has run workshops at the HA and SHP History Conferences and with Cambridge University PGCE students. He has mentored ITT students and has written for the HA's Teaching History journal.

Richard has also written 'The Age of Crusades' AS/A Level textbook for Cambridge University Press (2015) and is co-author for 'The Making of Modern Britain' (2016) and of OCR Modern World History GCSE (2009) text book. He is a member of the HA's secondary committee. His exam marking experience stretches to both GCSE and AS Level History for two different major exam boards as well as being Lead Marker for OCR's Level 1/2 Applied History qualification. Richard has been a presenter with Keynote for four years and contributes podcasts to Audiopi's online revision resources website.

Dr Piers Ludlow is Associate Professor of in the Department of International History and Chair of Undergraduate Examinations at the London School of Economics. In 2009 he completed a six month spell as a visiting fellow at the History Department, Princeton University. While in the US his research focused on the development of transatlantic relations during the Cold War. Recent publications include *'The Real Years of Europe: US-West European Relations during the Ford Administration'*, *Journal of Cold War Studies* 2013, *European Integration and the Cold War: Ostpolitik-Westpolitik, 1965 – 1973* (Routledge, 2007).

Dr Michael Lynch is an honorary fellow in the School of Historical Studies at University of Leicester. His research interests are in modern European and Chinese History. He has written more than 30 books on historical figures and time periods, including many popular text books for A Level History. Recent publications include a biography of Hitler (Routledge, 2012) and *'Origins and Development of Authoritarian and Single-Party States'* (Hodder Education, 2013).

Dr Martin McCauley is a former senior lecturer at the School of Slavonic and East European Studies at University College London. His research focuses on Russia, in particular the rise and fall of the Soviet Union. He has published many articles and texts on the subject and recent publications include *'The Rise and Fall of the Soviet Union: 1917-1991'* (Routledge, 2007) and *'Bandits, Gangsters and the Mafia: Russia, the Baltic States and the CIS Since 1992'* (Routledge, 2014).

Dr Annika Mombauer is Senior Lecturer in Modern European History in the History Department at the Open University. In 2003, she also became a visiting fellow at the Australian Defence Force Academy in Canberra, Australia. Her research interests are in nineteenth and twentieth-century European history, in particular Imperial Germany and the origins of the First World War. She has contributed to several BBC documentaries on World War I, as well as publishing several texts on the topic. Her most recent work is *'The Battle of Marne, 1914. A Comparative History'* (Cambridge University Press, 2014).

Professor Chris Read is currently Professor in Twentieth Century European History at Warwick University. His first monograph on Russia was published in 1979 and since then he has researched and produced a range of texts on Russian history. Recently his research has focussed on the Eastern Front, the Revolution of 1917, the Civil War and the founding of the Soviet Union. He is currently taking part in Russia's Great War and Revolution publishing and research project to mark the centenary of the Russian revolution. He has recently published *'War and Revolution in Russia, 1914-22: The Collapse of Tsarism and the Establishment of Soviet Power'* (Palgrave Macmillan, 2012) and he is currently working on a biography of Lenin, due for publication this year.

Helen Rose is Head of History at a West London comprehensive which was the focus of a recent Good Practice survey on 'making history meaningful for all'. Over a third of the school's GCE History students achieved an A or A* in 2013. Helen has trained a number of teachers new to the profession; hosting the Teach First Summer Institute for the IOE and running workshops with the Schools History Project and the Cambridge and Roehampton PGCE.

" Really informative, lots of useful advice and practical guides. Delightfully presented. Provided me with the direction I need. Thank you. "

Barnes Wallis Academy, June 2015

" Excellent. Inspiring lectures. Lots of new ideas for engaging pupils and bringing history alive. Explained well the key elements of transitioning from GCSE to AS/A2. "

Shrewsbury School, June 2015

SIXTH FORM LEADERSHIP CONFERENCE:

High quality provision to achieve the best outcomes for students

VENUE & DATE



London
Friday 22 January 2016

**NEW
CONFERENCE**

PROGRAMME				TIME
Chair's introduction and Welcome: <i>Jay Trivedy</i> Principal, Wyke Sixth Form College				9.50 – 10.00am
Headlining the Recent Changes and Implications affecting Sixth Forms: <i>Kevin Gilmartin</i> Post-16 Schools and Colleges Specialist				10.00 – 10.20am
The New Post-16 Performance Measures: <i>Kevin Gilmartin</i> Post-16 Schools and Colleges Specialist				10.20 – 11.00am
Morning refreshments				11.00 – 11.20am
Outstanding Sixth Form Leadership 2016: <i>Julian Appleyard</i> Principal, Rochdale Sixth Form College				11.20 – 12.00pm
WORKSHOP STRAND 1				12.00 – 1.00pm
<p>1A Leading Outstanding Sixth Form Teaching and Learning</p> <p>Achieving and sustaining the very best teaching, learning and outcomes in the Sixth Form</p> <p><i>Mike Pennington</i> Headteacher, The Bluecoat School, Liverpool</p>	<p>1B Linear Assessment Milestones</p> <p>Implementing a rigorous and effective assessment regime to prepare students for the increased demands of the reformed A levels. Using results to monitor students' performance effectively and to inform intervention activities</p> <p><i>Steve Walters</i> Principal, St Peter's Collegiate School</p>	<p>1C 16-19 Accountability Measures</p> <p>A practical overview of the DfE 16-19 accountability measures, with opportunities to look at the implications of the changes on your provision and learner outcomes</p> <p><i>Jan McLucas</i> Chief Executive & <i>Marketa Canayez</i> Data & Research Lead, Learning Plus UK Data</p>	<p>1D Deep Learning</p> <p>Teaching strategies which impart deep learning and understanding are often misunderstood. This session will discuss and review the influence of the individual teacher on the rate of learning and progress. Progressive strategies will be provided including ways to measure impact</p> <p><i>Tom Fay</i> Vice Principal Rochdale Sixth Form College</p>	
Lunch and informal discussion				1.00 – 2.00pm
WORKSHOP STRAND 2				2.00 – 2.55pm
<p>2A Faculty Underperformance: How to secure substantial improvement in the outcomes for learners</p> <p>Utilising quantitative and qualitative data, this session will provide a 360° analysis of information that cumulatively points to a faculty that requires improvement. Delegates will work hands on to create a working document that evaluates the data and plans activities to "get underneath" the reason why this faculty is not yet good or outstanding</p> <p><i>Tom Fay</i> Vice Principal Rochdale Sixth Form College</p>	<p>2B Increased independence in the Sixth Form</p> <p>Getting the balance right between studies, co-curricular involvement and the social scene outside of school</p> <p><i>Louis D'Arcy</i> Head of Sixth Form (SMT), Ipswich School</p>	<p>2C Assessing the Impact of Inspirational Leadership</p> <p>Discussion Format Aimed at existing leaders, using a discussion format and examples, this session will focus on some of the leadership issues and offer possible solutions. It will highlight the nature of strong and inspirational leadership to bring about improvement/ positive change</p> <p><i>Jay Trivedy</i> Principal, Wyke Sixth Form College</p>	<p>2D The New Core/Additional Maths Qualification</p> <p>Is this qualification right for your students? An informative and practical session on the benefits, pitfalls and implications for institutions of this soon to be compulsory qualification</p> <p><i>Kevin Gilmartin</i> ASCL Post-16 Schools and Colleges Specialist</p>	
Afternoon refreshments				2.55 – 3.00pm
WORKSHOP STRAND 3				3.00 – 3.55pm
<p>3A Data Management and Ofsted 2016</p> <p>Become OFSTED ready for the new, rigorous demands on data systems - effective tracking and data analysis to inform the school improvement agenda</p> <p><i>Steve Walters</i> Principal, St Peter's Collegiate School</p>	<p>3B Non-qualification Activity Programme</p> <p>How can you deliver a meaningful programme in times of dwindling resources, that will meet the study programme guidelines, as well as offer stretch, challenge and opportunity for your students?</p> <p><i>Kevin Gilmartin</i> ASCL Post-16 Schools and Colleges Specialist</p>	<p>3C Leading Outstanding Sixth Form Teaching and Learning</p> <p>Achieving and sustaining the very best teaching, learning and outcomes in the Sixth form</p> <p><i>Mike Pennington</i> Headteacher, The Bluecoat School, Liverpool</p>	<p>3D Dealing with Pastoral Issues</p> <p>Case Studies Common issues for discussion, to include exam stress, undue parental expectation and frequently-encountered mental health cases</p> <p><i>Louis D'Arcy</i> Head of Sixth Form (SMT), Ipswich School</p>	

CODE 6409

Delivering the vision

Developing your skills as an effective leader

FOCUS This course will enable you to reflect on the depth and breadth of your current leadership knowledge, skills and understanding. You will identify what outstanding leadership might look like; explore models of good leadership practice, developing your skills in effective leadership in a school, academy or college; and apply learning to your own leadership context.

FULL COURSE PROGRAMME: 10am – 3.45pm
<ul style="list-style-type: none"> Understanding effective leadership – what does it look like and why do schools need highly effective leaders?
<ul style="list-style-type: none"> Understanding your own leadership style and applying leadership theory in a school context
<ul style="list-style-type: none"> The key elements of effective leadership 1: vision, communication, emotional intelligence and pastoral care
<ul style="list-style-type: none"> Better whole-school well-being: Look at how to recognise and improve organisation and well-being and how to help change the culture and ethos within the school
<ul style="list-style-type: none"> The key elements of effective leadership 2: team building, leading change, dealing with conflict and celebrating success
<ul style="list-style-type: none"> Accountability and evaluation: Tools and techniques for effective evaluation, effectively judging progress and impact, and improvement planning and implementation

VENUES & DATES

Full Course:
London: Tuesday 23 February 2016

Short Course: 3.45pm-6pm

London: Tuesday 23 February 2016

Manchester: Wednesday 23 March 2016

London: Tuesday 05 July 2016

KEYNOTE SPEAKER

Steve Burnage

WHO SHOULD ATTEND?

Experienced, new and aspiring middle and senior leaders of schools, colleges and academies across all phases and sectors.

CODE 6410

Keeping the plates spinning

Ensuring staff well-being and effective work life balance in your school

FOCUS This course is aimed at senior and middle leaders, teachers and support staff who either have a responsibility for staff welfare or would like to gain personally from developing more effective strategies to ensure staff well-being and a better work-life balance. Develop techniques to manage the triggers that impact negatively. Take away highly effective solutions which will enable you to better face, and support others in facing, stressful and challenging situations in the workplace.

FULL COURSE PROGRAMME: 10am – 3.45pm
<ul style="list-style-type: none"> Auditing the issues: Evaluate your current experience, reflect on your strengths and analyse your goals
<ul style="list-style-type: none"> Developing better communication skills: explore our verbal and written communication skills and the impact communication can have on working with difficult colleagues in challenging situations
<ul style="list-style-type: none"> Practise techniques to remain assertive and in control, apply techniques to minimise difficult situations
<ul style="list-style-type: none"> Better whole-school well-being: Look at how to recognise and improve organisation and well-being and how to help change the culture and ethos within the school
<ul style="list-style-type: none"> Work/life balance examining and understanding what it means to have a work/life balance
<ul style="list-style-type: none"> Why does staff morale matter? Tried and tested techniques and ideas for managing stress levels

VENUES & DATES

Full Course:
London: Tuesday 21 June 2016

Short Course: 3.45pm-6pm

Manchester: Wednesday 02 March 2016

London: Thursday 10 March 2016

London: Tuesday 21 June 2016

KEYNOTE SPEAKER

Steve Burnage

WHO SHOULD ATTEND?

Any teacher, middle leader, senior leader or member of support staff who would like advice, guidance and strategies to better manage personal well-being and work-life balance; or who has responsibility for supporting colleagues in these areas.

• To see full details of these courses and our full range of NEW generic and subject related training, please go to our website: www.keynote.org.uk
 • To enquire about running these courses in your school or college please contact **Maggie Elliott** on 01625 532974, maggie@keynote.org.uk

CODE 6413

Making sense of British Values

FOCUS This course will support participants to develop a confident understanding of the need to develop their school ethos and core values, and how this is the foundation for good and outstanding SMSC provision. Participants will be provided with examples of activities and strategies to engage pupils with British values in relevant and meaningful ways, and which are embedded in the curriculum and whole school provision for SMSC as well as develop their awareness of how SMSC and British values will be inspected as part of the new Ofsted common inspection framework.

FULL COURSE PROGRAMME: 10am – 3.45pm
<ul style="list-style-type: none"> • Understanding current DFE requirements and guidance in promoting British Values as part of SMSC
<ul style="list-style-type: none"> • Exploring how SMSC and British values will be inspected as part of the new Ofsted common inspection framework
<ul style="list-style-type: none"> • Practical approaches to forming the foundations of school ethos and core values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
<ul style="list-style-type: none"> • Practical ways to develop a provision that is inclusive and which acknowledges the diverse ways of connecting with Britishness
<ul style="list-style-type: none"> • Examples of activities and strategies to engage students in meaningful ways through SMSC curriculum, whole school strategy and extra-curricular activities
<ul style="list-style-type: none"> • Dealing with the challenges of 'actively promoting' British Values: challenging the behaviours and opinions of pupils, staff or parents that are contrary to fundamental British Values

VENUES & DATES

- Full Course:**
London: Wednesday 16 March 2016
-
- Short Course: 3.45pm-6pm**
- Manchester:** Tuesday 23 February 2016
- London:** Tuesday 05 July 2016

KEYNOTE SPEAKER

Bill Bolton

WHO SHOULD ATTEND?

- Head teachers and school leaders
- Inclusion managers
- SMSC coordinators
- PSHE coordinators
- Citizenship coordinators

CODE 6414

Raising the achievement of boys: A*-C for boys and pupil premium

FOCUS This course offers a wide range of practical strategies which apply the latest research evidence to improve outcomes with boys and those students who are disadvantaged / pupil premium. We will explore the key social, cultural, emotional and academic issues as to why so many boys struggle to meet their potential and why students from disadvantaged backgrounds often struggle with the same issues. You will take part in practical examples of proven ways to generate positive competition, ensure deep learning and change the mindset of students so they actively choose to work hard and make progress.

FULL COURSE PROGRAMME: 10am – 3.45pm
<ul style="list-style-type: none"> • What does the latest research evidence show us about boys' achievement?
<ul style="list-style-type: none"> • Showing the big picture: revealing the learning journey and the end point for success with boys
<ul style="list-style-type: none"> • Making risk-taking fun: hands-on strategies and approaches to generate competition, promote team work, and increase the motivation and achievement of boys
<ul style="list-style-type: none"> • Hands-on approaches to building independence and perseverance with under-confident learners
<ul style="list-style-type: none"> • Getting them moving and talking: experience practical, memorable learning strategies that lead to raised achievement with those that have disengaged
<ul style="list-style-type: none"> • Ensuring deep learning and reflection which leads to improved outcomes - 'The rocket fuel of feedback' and 'practice makes permanent'

VENUES & DATES

- Full Course:**
London: Tuesday 14 June 2016
-
- Short Course: 3.45pm-6pm**
- London:** Thursday 21 April 2016

KEYNOTE SPEAKER

Maggie Elliott

WHO SHOULD ATTEND?

- School leaders
- Inclusion managers
- Heads of department
- All subject teachers of KS3, 4 and 5

CODE 6412

Departmental data analysis for Ofsted 2016

FOCUS Aimed at middle and senior leaders, this course will take a practical approach to how to deal with the rigorous demands of the new Ofsted 2016 data requirements. You will work hands-on with example materials, addressing how data can be used to unlock the potential of all students with plenty of time for discussion and action planning.

FULL COURSE PROGRAMME: 10am – 3.45pm	
• Responding to what Ofsted want and what the DFE say about data monitoring and analysis	
• What does RAISE tell us? Hands-on session working with examples and your own data to analyse achievement	
• Using data to identify key areas for improvement: what to collect and how to analyse it, identifying strengths and weaknesses in performance, and identifying departmental priorities	
• Practical strategies for driving up achievement: Practical activities on work scrutiny, using your own examples, demonstrating smart use of time; Analysing the outcomes and strategic planning	
• A key challenge for HODs – Ensuring assessment, target and forecast data is reliable	

VENUES & DATES	
Full Course:	London: Tuesday 01 March 2016
Short Course: 3.45pm-6pm	London: Tuesday 19 April 2016
	London: Tuesday 07 June 2016
KEYNOTE SPEAKER	
David Driscoll	
WHO SHOULD ATTEND?	
• Senior Leaders responsible for teaching and learning	
• Heads of department	
• All subject teachers of KS3, 4 and 5	

CODE 6449

Improving Standards of Learning, Teaching and Achievement in Your Department

FOCUS This course will provide delegates with advice, guidance and proven, practical strategies to help raise standards of teaching, learning and attainment across the department. You will work hands-on to engage with high effective techniques and approaches that will impact student attainment and progress.

FULL COURSE PROGRAMME: 10am – 3.30pm	
• Practical approaches to develop teaching to raise standards across all key stages	
• Learn how to embed consistent practice across the department	
• Demonstrate progress through accurate grade forecasting, marking and feedback	
• Improve learner behaviour and engagement: explore highly effective proven strategies which will work across the department	
• Exploration of the skills required to effectively lead department learning and teaching. How to develop these skills in yourself and others	
• Dealing with challenging situations blocking improvement to raised standards	
• Supporting, motivating and challenging colleagues in raising attainment	

VENUES & DATES	
Full Course:	London: Friday 04 March 2016
Short Course: 3.45pm-6pm	London: Thursday 28 April 2016
	London: Wednesday 22 June 2016
KEYNOTE SPEAKER	
Stephen Burnage	
WHO SHOULD ATTEND?	
• Heads of Department	
• Leaders in charge of departments	
• Teachers of key stages 3, 4 and 5	

• To see full details of these courses and our full range of NEW generic and subject related training, please go to our website: www.keynote.org.uk
 • To enquire about running these courses in your school or college please contact **Maggie Elliott** on 01625 532974, maggie@keynote.org.uk

Building Resilient Mindsets for successful lifelong learning

FOCUS Our personal and collective mindsets are commonly fixed in ways that leave us less capable of thriving in the fast changing and challenging world of the 21st century. We look at how decades of mindset research, including that of Carol Dweck, can inform our teaching in ways that make learners more resilient to the challenges they encounter and willing to make the sustained effort necessary for high achievement and long term success.

You will leave this course with practical strategies and philosophical understandings of how a culture of growth mindset can be effectively embedded in to school wide practice.

PROGRAMME	TIME
What is Growth Mindset and how does it link to sustained success? <ul style="list-style-type: none"> An introduction to Carol Dweck's mindset theory What the research shows us about how instilling growth mindset in students can raise results and increase levels of progress What neuroscience tells us about the brain and what this implies for us as educators 	10.00 – 11.00am
What are the necessary interventions for building a culture of growth mindset? <ul style="list-style-type: none"> Intervention 1: Teach everyone about the brain How to engage students and the wider community with what neuroscience now tells us about brain development 	11.00 – 11.30am
Discussion: coffee break	11.30 – 11.45am
The second intervention for building a culture of growth mindset <ul style="list-style-type: none"> Intervention 2: Make sure the language we use reinforces the culture we want A brief look at what research tells us about the effects of praise Re-considering the language we use for feedback and praise Considering the problems with and alternatives to labeling and ability grouping 	11.45 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
An introduction to the third intervention for building a culture of growth mindset <ul style="list-style-type: none"> Intervention 3: Make learning worth the effort and ensure there's room for growth Carol Dweck says 'The hall mark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles'. A belief that you can grow your intelligence inspires us to make greater effort. But a curriculum that is sufficiently challenging and engaging is also essential if growth is to be sustained. How to develop positive learning habits by adopting a more authentic approach to the subjects we teach Re-shaping a curriculum to allow for choice, problem solving, creative and critical thinking Examples of schools and teachers who have successfully defined visible school values around positive growth mindset Self assessment and monitoring 	1.45 – 3.00pm
Discussion: afternoon tea	3.00 – 3.15pm
Ways forward. How will you begin the journey of embedding a culture of growth mindset? <ul style="list-style-type: none"> An opportunity to plan ways forward for your own practice and for school wide development 	3.15 – 3.45pm

VENUES & DATES

Full Course:

London: Thursday 17 March 2016

Short Course: 3.45pm-6pm

London: Wednesday 20 April 2016

London: Thursday 07 July 2016

KEYNOTE SPEAKER

Lizzie Overton

WHO SHOULD ATTEND?

- Heads of department
- Senior Leaders responsible for teaching and learning
- All subject teachers of KS3, 4 and 5

OUTCOMES

- Learn how to embed a strong culture of resilient growth mindset in ways that raise attainment and increase progress
- Understand the value of a more authentic approach to the subjects you teach
- Develop a greater awareness of the importance of your own mindset and role model as a learner
- Understand how to train students to become independent, self-motivated and critical thinkers
- Understand how to embed a culture of excellence where 'your basic qualities are things you can cultivate through your efforts' – Prof Carol Dweck

Student Revision Conferences

CODE 5637

GCSE SHP HISTORY

CODE 5638

GCSE HISTORY

GERMANY LIVE! GCSE DEPTH STUDY: GERMANY 1918-1945

CODE 5644

AS/A HISTORY

SUPERPOWER RELATIONS AND THE COLD WAR 1944-1990

CODE 5645

AS/A HISTORY

GERMANY: KAISER TO FÜHRER: 1900-1945

CODE 6243

OCR GCSE MODERN WORLD HISTORY

CODE 6244

AQA GCSE MODERN WORLD HISTORY

CODE 6245

EDEXCEL GCSE MODERN WORLD HISTORY

CODE 6353

AS/A HISTORY

RUSSIA 1917 - 1991

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To book or discuss a revision conference or revision sessions in your school, college or region or to make an enquiry, call us on 01625 532974, or visit our website www.keynote.org.uk for further information and online booking

Outstanding leadership: Leading a successful History department

FOCUS

The leadership and management of a History department is a unique and challenging role. This is particularly so in a period of curriculum change. This course will cover the vital aspects of inspirational leadership and effective management to create a highly successful History team. Together we will examine the “big” issues faced by Heads of History, suggest ways to lead and develop your staff, explore methods to promote your department within the wider context of the school and investigate approaches to improve the learning and performance of our students.

PROGRAMME

TIME

Leading Outstanding Outcomes in History

10.00 – 11.00am

- The expectations of outstanding History leadership
- What are the implications of the changes to KS3, GCSE and A Level History?
- Vision and ethos – establishing and communicating successfully your department vision and ethos of strong teaching, learning and achievement
- CIF and the History Department
- Department Review - how do you prepare yourself and your department to be ready for inspection? What does high quality, with impact self-evaluation look like and how can this be harnessed to provide evidence for Ofsted and senior leaders

Discussion: coffee break

11.00 – 11.15am

Curriculum Changes

11.15 – 12.00pm

- The current changes at KS3, GCSE and AS/A Level specifications and their impact
- Ensuring a consistent build and development of learning, knowledge and skills across the stages

Leading your History team

12.00 – 1.00pm

- Building and inspiring, motivating and monitoring a team of skills, abilities and qualities
- Blockers, coasters and enablers – dealing with difficult situations + making the most of your team
- Managing systems and structures to sustain improvement – meetings, distributed responsibilities, learning walks
- Observing colleagues teach, how to make the experience positive, and refreshing, and productive over time, to lead to improved teaching and learning

Lunch and informal discussion

1.00 – 2.00pm

Improving and embedding consistently high quality teaching and learning across the department

2.00 – 3.00pm

- How to monitor, review and assess teaching and learning effectively within your department
- How to use this effectively to action plan and inform ways forward and improvements?
- Using performance information (data) effectively to inform planning respond to student progress, move learning forward and impact on student groups including pupil premium
- Strategies to keep examination results high

Effective and Efficient Marking and Feedback to improve learning outcomes

3.00 – 3.40pm

- Integrating marking and feedback fully into the learning process
- How to ensure that feedback is clear, constructive and accessible to the learner
- Examples to take away
- Peer and self assessment which prompts higher order thinking and creates more independent and reflective learners
- The whole class feedback model – reviewing good work, modelling improvements, individual editing

Discussion: afternoon tea

3.40pm

VENUES & DATES



London

Friday 11 March 2016

Monday 20 June 2016

Tuesday 15 November 2016

COURSE LEADERS



Alex Ford & Phil Arkinstall

Full biographies page 3

WHO SHOULD ATTEND?



- Heads of Humanities
- Heads of History
- Aspiring Heads of History
- SLTs in charge of Middle Leader development

OUTCOMES



- ✓ Increased their understanding of the latest curriculum changes, and how they affect the leadership of the department
- ✓ Gained further understanding and practical approaches on how to drive up their history department to ‘outstanding’
- ✓ Been provided with practical, effective strategies to improve standards of teaching, learning and examination achievement across their department
- ✓ Increased their understanding of effective curriculum planning
- ✓ Appreciated how to manage and monitor progress effectively
- ✓ Understand how to create a supportive and unified history staff team
- ✓ Enhance their ability to manage staff to improve outcomes

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

Outstanding Outcomes in AS/A History

NEW COURSE

FOCUS

This course is designed for new or experienced teachers of KS5 History who want to embed outstanding practice in order to greatly enhance student progress and attainment. Aiming to move your teaching from good to outstanding, the emphasis will be on practical strategies that improve outcomes and promote sustained progress over time whilst generating passion, enthusiasm and a thirst for learning in your students. We will explore how effective assessment, marking and feedback links directly to outstanding outcomes as well as ways to adapt your teaching to cover the needs of all learners from supporting those who are struggling to challenging the most able.

PROGRAMME

TIME

Outstanding teaching for outstanding outcomes	10.00 – 10.20am
<ul style="list-style-type: none"> The student experience in outstanding teaching over time What Ofsted expect from outstanding teaching and learning in History lessons 	
Planning for progression	10.20 – 11.00am
<ul style="list-style-type: none"> Exploring what effective enquiry based learning and planning looks like in the A-Level History classroom How do we use planning to overcome the tension between skills and knowledge? Making use of appropriate enquiry questions 	
Discussion: coffee break	11.00 – 11.20am
Effective use of sources	11.20 – 12.20pm
<ul style="list-style-type: none"> What is evidence? Innovative strategies to make difficult sources accessible Developing visual literacy to promote deeper understanding of interpretations; [understanding and interpreting paintings, photographs, posters and political cartoons] How do we help students to write about Historical sources? 	
Effective use of historiography	12.20 – 1.00pm
<ul style="list-style-type: none"> What is historical truth? Choosing the 'right' historian for our students to work with How to encourage students to process and synthesise arguments from secondary source material Methods to get students arguing with historians, and effective scaffolding to aid students to do this in writing 	
Lunch and informal discussion	1.00 – 2.00pm
Engaging students in effective feedback and reflection to raise achievement	2.00 – 2.30pm
<ul style="list-style-type: none"> How to make sure marking is highly effective and gives students clear guidance on how to improve their work Beyond grades – engaging students in their personal learning journey for exceptional results Practical interventions for exceptional progress of less able and disadvantaged students 	
Securing student engagement – 10 practical tips	2.30 – 3.10pm
<ul style="list-style-type: none"> A range of activities that can be used at various stages of an enquiry to secure pupil engagement 	
Discussion: afternoon tea	3.10 – 3.30pm

VENUES & DATES

London
Friday 24 June 2016

London
Tuesday 15 November 2016

COURSE LEADER

Catherine Flaherty

Full biography page 3

WHO SHOULD ATTEND?

- Current teachers of KS5 History who are looking for new strategies to raise achievement and progress outcomes to outstanding

OUTCOMES

- ✓ Understand what makes the difference between good and outstanding teaching and learning over time
- ✓ Learn how to embed effective marking and feedback approaches to drive excellent and sustained progress
- ✓ Take away a range of strategies to raise attainment and secure outstanding outcomes
- ✓ Know how to foster a passion for learning in your students and motivate them to achieve above expectations
- ✓ Learn how to make critical use of extended and wider reading in the classroom
- ✓ Develop strategies to encourage students to engage critically with historians

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

AS/A History – improving the performance of the less able student

FOCUS

This course seeks to outline methods that will improve the attitude, confidence, enjoyment and attainment of less able students. Focus will be on tried and tested strategies that can be taken away and used immediately in your classroom. Take away strategies for teaching source analysis, extract analysis, and essay writing.

PROGRAMME	TIME
Assessment Overview <ul style="list-style-type: none"> Engaging pupils from the first lesson Peer assessment can be fun (and useful too) 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Effective classroom approaches to working with sources: strategies for getting the best of the less able student <ul style="list-style-type: none"> Building confidence in working with sources How to link sources to your own knowledge: developing the ability to integrate How to avoid the common pitfalls when dealing with evidence 	11.15 – 12.15pm
Lunch and informal discussion	12.15 – 1.00pm
Using AFL to encourage student ownership of their learning <ul style="list-style-type: none"> Making accurate judgments: how to assess students' work and give appropriate feedback Encouraging students to become reflective learners Effective use of peer assessment Getting the buggers to read! 	1.00 – 2.00pm
Discussion: afternoon tea	2.00 – 2.15pm
Dynamic learning: classroom strategies for interactive learning and greater student engagement <ul style="list-style-type: none"> Is there a place for role play at AS level? Approaches to make active learning effective Encouraging argument in your classroom 	2.15 – 3.30pm

VENUES & DATES

London
Thursday 10 March 2016

London
Wednesday 09 November 2016

COURSE LEADERS

Richard Kerridge
& Sacha Cinnamond

Full biographies page 3 and 4

WHO SHOULD ATTEND?

- All teachers of OCR A Level History, Heads of History, Experienced teachers and NQTs

OUTCOMES

- ✓ Providing engaging and proven methods to develop extended essay writing skills and source analysis
- ✓ Innovative and effective teaching methods that can work across all abilities at A level
- ✓ Practical ways to encourage students to build up their independent learning
- ✓ Ways to get students motivated and boost their attainment
- ✓ Revision strategies, exam techniques and leave you with 5 practical tips for less able students

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

Teaching the New 2015 OCR History AS Level

NEW COURSE

FOCUS

This course is designed for all teachers of OCR AS/A History who are teaching the 2015 specification. The course leaders, both experts in AS/A History will guide you through the coming examinations, explaining how the questions are put together and what examiners are likely to be looking for.

Emphasis will focus on:

- Understanding the nature structure and assessment objective of the paper
- An in depth understanding of the mark scheme for Paper 1 and Paper 2 at both A level and AS Level
- The key differences between the new AS and the new A level
- Strategies for success when teaching the new OCR History specification
- Explore activities which build confidence for students in approaching the variety of question styles in the exam papers
- Creating a cohesive course
- Strategies for dealing with the challenges of the new linear A level

PROGRAMME	TIME
Assessment Overview <ul style="list-style-type: none"> • Making sense of the nature and structure of the new papers and their assessment styles • Assessment overview: the questions types, assessment objectives • AS and A level – understanding the differences • Unpicking the questions • Exploring what is meant by interpretations 	10.00 – 11.15am
Discussion: coffee break	11.15 – 11.35am
AS Paper 1 AO1 and AO2 <ul style="list-style-type: none"> • Adapting your teaching in the new specification 2015 in these sections • Understanding the nature of the questions • Assessing how sources can support a 'view' • Exploring the essay skills necessary for success • Mapping these skills onto those taught in the old specification • Gaining strategies to aid students in writing high-achieving essays in these Papers • Considering exemplar responses and how to apply the Mark Schemes 	11.35 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
AS Paper 2 AO1 and AO3 <ul style="list-style-type: none"> • Developing your understanding of the skills tested in Paper 2 • Deciding which interpretations to teach and where to find them • Teaching students the skills of analysis, application and evaluation 	1.30 – 2.30pm
Extended Writing <ul style="list-style-type: none"> • Strategies for successful extended essay writing • Consider exemplar material/answers and how to apply the Mark Schemes • Raising aspirations with effective feedback to build up academic confidence resilience 	2.30 – 2.50pm
Discussion: afternoon tea	2.50 – 2.55pm
Routes into the 2nd Year Papers 1, 2 and 3 <ul style="list-style-type: none"> • Understanding the skills tested in Papers 1, 2 and 3 • Identifying coherent and interesting routes from AS Papers 1 and 2 through to A Level Papers 1, 2 and 3 • Understanding changes to the Assessment Framework and getting to grips with the new grading and results • Planning successful delivery of A Level Papers 1, 2 and 3 	2.55 – 3.40pm

VENUES & DATES

London
Monday 29 February 2016

London
Wednesday 08 June 2016

London
Wednesday 19 October 2016

COURSE LEADER

Richard Kerridge

Full biography page 4

WHO SHOULD ATTEND?

- Heads of Humanities
- Heads of History
- Teachers of OCR AS/A History
- Teachers teaching this specification for the first time

OUTCOMES

- ✓ Understand the Assessment Objectives and how to use them in your lessons
- ✓ Deepening your understanding of the mark scheme for the AS Level papers
- ✓ Strategies for getting the best out of your students

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Teaching the New 2015 OCR History A Level Papers 1, 2 and 3

FOCUS

This course is designed for all teachers of OCR AS/A History who are teaching the 2015 specification. The course leaders, both experts in AS/A History will guide you through the coming examinations, explaining how the questions are put together and what examiners are likely to be looking for.

Emphasis will focus on:

- Understanding the nature structure and assessment objective of the paper
- An in depth understanding of the mark scheme for A level Papers 1,2 and 3
- The key differences between the new AS and the new A level
- Strategies for success when teaching the new OCR History specification
- Explore activities which build confidence for students in approaching the variety of question styles in the exam papers
- Creating a cohesive course
- Strategies for dealing with the challenges of the new linear A level

PROGRAMME

TIME

Assessment Overview	10.00 – 11.15am
<ul style="list-style-type: none"> • Making sense of the nature, and structure of the new papers and their assessment styles • Assessment overview: the questions types, assessment objectives • AS and A level – understanding the differences • Unpicking the questions • Exploring what is meant by interpretations 	
Discussion: coffee break	11.15 – 11.35am
A Level Papers 1 and 2 AO1 and AO2 getting it right	11.35 – 12.30pm
<ul style="list-style-type: none"> • Adapting your teaching in the new specification 2015 in these sections • Understanding the nature of the questions • Assessing how sources can support a 'view' • Exploring the essay skills necessary for success • Mapping these skills onto those taught in the old specification • Gaining strategies to aid students in writing high-achieving essays in these Papers • Considering exemplar responses and how to apply the Mark Schemes 	
Lunch and informal discussion	12.30 – 1.30pm
A Level Paper 3 AO1 and AO3 What is meant by 'Interpretations'?	1.30 – 2.30pm
<ul style="list-style-type: none"> • Developing your understanding of the skills tested in Paper 2 • Deciding which interpretations to teach and where to find them • Teaching students the skills of analysis, application and evaluation 	
Extended Writing in the Topic-based Enquiry	2.30 – 2.50pm
<ul style="list-style-type: none"> • Strategies for successful extended essay writing • Consider exemplar material/answers and how to apply the Mark Schemes • Raising aspirations with effective feedback to build up academic confidence resilience 	
Discussion: afternoon tea	2.50 – 2.55pm
The Five Rs of A Level learning	2.55 – 3.40pm
<ul style="list-style-type: none"> • Changing student mindsets to raise results • Effective ways to develop positive learning habits which drive progress and achievement • Building resilient learners in your history AS/A level classroom • Raising aspirations with effective feedback which supports positive learning, creative and critical thinking 	

VENUES & DATES



London
Monday 21 March 2016

London
Thursday 09 June 2016

London
Thursday 20 October 2016

COURSE LEADER



Richard Kerridge

Full biography page 4

WHO SHOULD ATTEND?



- Heads of Humanities
- Heads of History
- Teachers of OCR AS/A History
- Teachers teaching this specification for the first time

OUTCOMES



- ✓ Understand the Assessment Objectives and how to use them in your lessons
- ✓ Deepening your understanding of the mark scheme for the AS Level papers
- ✓ Strategies for getting the best out of your students

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Getting to grips with the New AS/A Edexcel AS/A History specification 2015

FOCUS

This intensively focused course is designed for all teachers of AS/A Level History who are looking to adapt their teaching to the new Edexcel History specification in 2015 while maintaining or improving attainment levels and results. This includes Heads of Department, experienced teachers and NQTs. The course, led by two experienced and highly successful teachers who have been involved with the development of materials for this specification, will focus specifically on:

- Understanding the focus of each Unit in the new specification
- The impact of the move to a linear A Level: what is the difference between the new AS and the A Level?
- Strategies for success when teaching the new Edexcel History specification
- Creating a cohesive course – pathways in the new Edexcel specification

PROGRAMME

TIME

Overview of the New Edexcel Specification 2015

10.00 – 10.45am

In this session you will:

- Explore the nature and structure of the new Papers 1-3 and the coursework
- Gain an overview of the Assessment Objectives and their relationship to the new Papers
- Understand the benefits and challenges of the new specification, as well as similarities and differences to the old specification, and how this will affect your teaching
- Take away strategies to plan and implement a successful and coherent course structure

Discussion: coffee break

10.45 – 11.00am

Excellent essay writing in the depth and breadth papers: Papers 1 and 2

11.00 – 12.00pm

In this session you will:

- Explore the essay skills necessary for success when answering the section A and B questions of Paper 1 and the section B questions of Paper 2
- Gain a detailed understanding of the new mark schemes
- Map these skills onto those taught in the old specification
- Examine strategies to aid students in writing high-achieving essays in these Papers

Successful source and extract analysis in Papers 1 & 2: Paper 1 section C and Paper 2 section A

12.00 – 12.45pm

In this session you will:

- Improve your understanding of the differing approaches needed for source and extract analysis in Paper 1 and Paper 2
- Map these skills onto those taught in the old specification
- Consider some successful source and extract analysis techniques to use in the classroom

Lunch and informal discussion

12.45 – 1.45pm

Routes into Papers 3 in the new Specification 2015

1.45 – 2.40pm

In this session you will:

- Examine the nature and structure of Paper 3
- Understand changes to the Assessment Framework and get to grips with the skills examined in Paper 3
- Explore strategies for the successful delivery of Papers 3

Discussion: afternoon tea

2.40 – 2.50pm

Preparing for Coursework

2.50 – 3.40pm

In this session you will:

- Identify different approaches to coursework delivery
- Examine the nature and structure of Coursework assessment.
- Explore support materials, to support your less able and stretch your most able students

WHAT OUR DELEGATES SAID...



“ Well explained and well resourced. Very relevant to issues of upcoming changes to spec and for understanding the structure and assessment of the course.”
St Ripley St Thomas CofE Academy, November 2015

VENUE & DATE



London

Tuesday 26 April 2016

COURSE LEADER



Robin Bunce

Full biography page 3

WHO SHOULD ATTEND?



- All teachers of History, including Heads of Department, experienced teachers and NQTs

BENEFITS OF ATTENDING



- ✓ Develop a greater understanding of what examiners are looking for in students' answers in the new Edexcel specification
- ✓ Enhance your knowledge of the Papers within the new Edexcel specification and the skills their students need to develop within those Papers
- ✓ Take a closer look at the Assessment Objectives and how these have changed
- ✓ Increase your understanding of the changes in the specification and the move from modular to linear A Level
- ✓ Develop your ability to design a cohesive course within the new specification
- ✓ Learn how to help students to achieve their potential at A Level History with Edexcel

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Teaching the new History AS/A Level: Edexcel Paper 1 and Paper 2

FOCUS

This course is designed for all teachers of Edexcel AS/A History who are teaching the 2015 specification for the first time. This includes Heads of Department, experienced teachers and NQTs. The course, led by Robin Bunce an experienced history teacher who have been involved with the development of materials for this specification. The course will focus on:

- Understanding the nature, structure and assessment objectives of each Paper
- An in depth understanding of the mark scheme for Paper 1 and Paper 2 at both A Level and AS Level
- The key difference between the new AS and the A Level
- Strategies for success when teaching the new Edexcel History specification
- Creating a cohesive course – pathways in the new Edexcel specification
- Strategies for dealing with the challenges of the new linear A Level

PROGRAMME

TIME

Overview of the New Edexcel Specification 2015	10.00 – 10.45am
<ul style="list-style-type: none"> • Exploring the new Papers 1-4 • The nature and structure of the new Papers • Assessment overview: the questions types, assessment objectives • Skills focus: an outline of the new mark schemes and the requirements of the new AS/A Level • AS and A Level: understanding the differences 	
Discussion: coffee break	10.45 – 11.00am
Excellent essay writing in the depth and breadth papers: Paper 1 sections A & B; Paper 2 Section B	11.00 – 12.00pm
<ul style="list-style-type: none"> • Adapting your teaching in the new 2015 specification in these sections • Understanding the nature of the questions • Exploring the essay skills necessary for success when answering the breadth and depth essay questions in Paper 1 and Paper 2, at AS and A Level • Mapping these skills onto those taught in the old specification • Gaining strategies to aid students in writing high-achieving essays in these papers 	
Successful extract analysis: Paper 1 Section C	12.00 – 12.45pm
<ul style="list-style-type: none"> • Improve your understanding of the mark scheme, assessment objectives, at AS and A Level • Map these skills onto those taught in the old specification • Learn some successful extract analysis techniques to use in the classroom 	
Lunch and informal discussion	12.45 – 1.45pm
Successful extract analysis: Paper 2 Section A	1.45 – 2.40pm
<ul style="list-style-type: none"> • Developing your understanding of the skills tested in Paper 2's Source section at AS and A Levels • Understanding changes to the Assessment Framework and getting to grips with the AO2 mark scheme • Strategies for teaching the Source skills in the classroom 	
Discussion: afternoon tea	2.40 – 2.50pm
Routes into Papers 3 and 4 in the new Specification 2015	2.50 – 3.40pm
<ul style="list-style-type: none"> • Understanding the skills tested in Papers 3 and 4 • Identifying coherent and interesting routes from Papers 1 and 2 through to Papers 3 and 4 • Understanding changes to the Assessment Framework and getting to grips with the new grading and results • Planning successful delivery of Papers 3 and 4 	

VENUES & DATES

London
Friday 05 February 2016

London
Friday 10 June 2016

London
Wednesday 19 October 2016

COURSE LEADER

Robin Bunce

Full biography page 3

WHO SHOULD ATTEND?

- All teachers of Edexcel AS/A History who are teaching the 2015 specification for the first time. This includes Heads of Department, experienced teachers and NQTs

BENEFITS OF ATTENDING

- ✓ Improve your understanding of the nature of and demands of the new Edexcel History AS and A Level
- ✓ Deepen your understanding of assessment objectives and mark schemes
- ✓ Take away strategies for teaching source analysis, extract analysis, and essay writing for Paper 1 and Paper 2

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Adapting Your Teaching to the New Edexcel A History: Paper 3 and Coursework

FOCUS

This intensive course is designed for all teachers of A Level History who are looking to adapt their teaching to the new Edexcel History specification. This includes Heads of Department, experienced teachers and NQTs. The course, led an experienced and highly successful teachers who have been involved with the development of materials for this specification, will focus specifically on:

Please include the key areas of teaching, learning, and understanding the new Edexcel assessment framework

PROGRAMME

TIME

Overview of the New Edexcel Specification 2015

10.00 – 10.45am

- Explore the nature and structure of the new Papers 1-3 and the coursework
- Gain an overview of the Assessment Objectives and their relationship to the new Papers.
- Examine the unique challenges of Paper 3 and the Coursework
- Take away strategies to plan and implement a successful and coherent course structure

Discussion: coffee break

10.45 – 11.00am

Paper 3: Excellent essay writing – the Source question

11.00 – 12.00pm

- Explore the essay skills necessary for success when answering the section A question of Paper 3
- Gain a detailed understanding of the new mark scheme
- Map these skills onto those taught in the old specification, and Paper 2
- Examine strategies to aid students in writing high-achieving essays in these Papers

Paper 3: Excellent essay writing – the essay questions

12.00 – 1.00pm

- Improve your understanding of the differing approaches needed for the two essay questions in Paper 3
- Map these skills onto those taught in the old specification, and Paper 1
- Consider some successful techniques of teaching change over time in the classroom
- Examine sample essays

Lunch and informal discussion

1.00 – 2.00pm

Preparing for Coursework

2.00 – 2.55pm

- Identify different approaches to coursework delivery
- Examine the nature and structure of Coursework assessment.
- Explore support materials, to support your less able and stretch your most able students

Discussion: afternoon tea

2.55 – 3.00pm

Excellent Coursework

3.00 – 3.45pm

- Explore the coursework mark scheme
- Consider approaches to evaluating the work of historians in the Coursework
- Examine sample essays

VENUES & DATES

London

Tuesday 23 February 2016

Tuesday 14 June 2016

Tuesday 08 November 2016

COURSE LEADER

Robin Bunce

Full biography page 3

WHO SHOULD ATTEND?

- Heads of Department, experienced teachers and NQTs, any teacher who is implementing Edexcel's new A Level Paper 3 and the Coursework.

BENEFITS OF ATTENDING

- ✓ Develop greater understanding of what examiners are looking for in students' answers in the new Edexcel specification
- ✓ Enhance your knowledge of the Papers within the new Edexcel specification and the skills their students need to develop within those Papers
- ✓ Taking a closer look at the Assessment Objectives and how these have changed
- ✓ Improve your understanding of the structure of the Paper 3 exam, and the demands of each question
- ✓ Get to grips with the Coursework
- ✓ Learned how to help students to achieve their potential at A Level History with Edexcel

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

Outstanding Learning and Progress in History

NEW
COURSE

Focus: This short, very timely course aims to help all teachers who are working on developing effective assessment modes. The course leader, an expert practitioner, will explore ways to make assessment without levels meaningful in history and how progression in historical understanding can be recognised and planned for.

PROGRAMME 3.45pm – 6.00pm

- The landscape of education reform: Key Stages 3-5
- Post levels Assessment at KS3 – building in meaningful modes of assessment – examples and solutions
- Applying post-levels assessment to students' work - practical hands-on session
- Planning for progression - building a Key Stage 3 to support GCSE change and reform
- GCSE specific changes - developing students' extended writing - suggestions for in class activities

VENUE & DATE



London

Wednesday 29 June 2016

COURSE LEADER



Alex Ford

Full biography page 3

WHO SHOULD ATTEND?



- Heads of History
- Teachers of History



Starting out on A Level History: a course for teachers new to teaching AS and A Level History

FOCUS

This course is designed for teachers who are new to GCSE history, or who have not taught it recently, or who are in their early careers for teaching GCSE History and looking to ensure the key, basic concepts of good teaching, high expectations and standards are in place from the start.

The course will take you right through from planning the whole course, getting to grips with new assessment styles and how these will shape your teaching, differentiating tasks, to good practice in providing feedback, and how to use data sensibly to monitor your students' progress

PROGRAMME

TIME

How to go about planning your teaching of the GCSE course

10.00 – 11.15am

- Seeing the big picture: determining the focus of each of the five Units, and how they link to assessment objectives and question styles
- How to ensure coverage while keeping a grip on timing

Greater emphasis on knowledge: implications for you and your students

- Strategies to help your students by acquiring and sorting your own subject knowledge.
- "Making it Stick": how to support students in retaining increased knowledge

Discussion: coffee break

11.15 – 11.30pm

Understanding GCSE assessment

11.30 – 12.30pm

- Using exemplar assessment material and mark schemes to evaluate question styles and establish expectations

What might a Level 9 look like in History?

- Stretching and challenging the most able
- How to deploy recalled knowledge effectively for Level 9 responses

Lunch and informal discussion

12.30 – 1.30pm

Assessing Progress for Learning: Data and tracking

1.30 – 2.30pm

- Making the data work for you
- Tracking individuals to ensure timely and appropriate intervention, with examples

Meaningful marking

- The importance of good feedback to ensuring your students make progress
- Managing the work load at GCSE: techniques for marking quickly but effectively

Discussion: afternoon tea

2.30 – 2.45pm

Supporting and encouraging the less able

2.45 – 3.45pm

- Practical ways to support less able students in accessing higher order skills and more difficult questions in the examinations

Problem Topics

- Thematic studies: how to help pupils have a sense of the big picture, as well as a sense of period in thematic topics
- How to keep some of the seemingly 'dry' topics alive?

VENUES & DATES



London

Wednesday 06 July 2016

London

Wednesday 16 November 2016

COURSE LEADERS



Chris Culpin & Helen Rose

Full biographies pages 3 and 4

WHO SHOULD ATTEND?



- All teachers new to GCSE History and in the early years of teaching

OUTCOMES



- ✓ Understand how to plan the whole GCSE course, unit by unit, and get the timing right
- ✓ Develop strategies to meet the requirements of all the new question styles
- ✓ See how to address the demand for candidates to display greater historical knowledge
- ✓ Analyse exemplar assessment materials to see how responses relate to the new grades
- ✓ Establish the requirements of high level responses
- ✓ Understand sensible use of data to monitor progress, including intervention strategies
- ✓ Develop the skills to teach outstanding lessons in a range of different styles

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

Effective Approaches to Teaching the New Edexcel History 1-9 GCSE specification

NEW COURSE

FOCUS

This course is designed for all teachers of GCSE History who are looking for advice and guidance on how to prepare for the implementation of the new 1-9 GCSE Edexcel specification. Aiming to make sure teachers are fully prepared for the changes, the emphasis will be on practical strategies that help you to sustain outcomes and progress over time as the curriculum requirements and grading criteria change. We will explore the similarities and differences in the current and new specifications with practical planning, teaching and assessment strategies as well as ways to adapt your teaching to cover the needs of all learners, from supporting those who are struggling to challenging the most able.

PROGRAMME

TIME

Overview of the New Edexcel Specification 2016 <ul style="list-style-type: none"> Exploring the new papers The nature and structure of the new papers Assessment overview: the question types, assessment objectives, what the examiners looking for What the new 1-9 grading structure means 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Successful writing of judgement and enquiry questions in Paper 1: Thematic Study and Historic Environment <ul style="list-style-type: none"> Adapting your teaching in the new 2016 specification for these sections. Understanding the nature of the questions Exploring the skills necessary for success when answering judgement questions in Section B Mapping these skills onto those taught in the old specification Developing skills to approach the Historic Environment and how best to answer enquiry questions 	11.00 – 12.00pm
Excellent writing for narrative and explanation in Paper 2: Period Study and British Depth Study <ul style="list-style-type: none"> Improve your understanding of the mark scheme, assessment objectives for the new specification Map these skills onto those taught in the old specification Effective approaches to writing narrative answers for the Period Study Teaching how to get your students writing explanations rather than just descriptions 	12.00 – 12.40pm
Lunch and informal discussion	12.40 – 1.40pm
Successful evaluation of sources and interpretations in Paper 3: Depth Studies <ul style="list-style-type: none"> Developing your understanding of the skills tested in Paper 3 for the new specification Understanding changes to Assessment Framework and getting to grips with AO4 mark scheme. How to approach teaching interpretations so students can access the questions Strategies for teaching source evaluation in the classroom 	1.40 – 2.40pm
Discussion: afternoon tea	2.40 – 2.50pm
Approaches for the linear course: Best ways to gain examination success <ul style="list-style-type: none"> Identifying coherent and interesting courses of study Practical tips to get students to retain knowledge for the two or three year course Using KS3 to develop skills needed for new GCSE specification. Q+A, reflection and action planning 	2.50 – 3.40pm

VENUES & DATES



London
Thursday 11 February 2016

London
Friday 10 June 2016

COURSE LEADER



Alana Britton

Full biography page 3

WHO SHOULD ATTEND?



- All teachers of History who will be teaching the new Edexcel 1-9 GCSE

OUTCOMES



- ✓ Learn how to adapt your teaching for the new content and assessment approaches
- ✓ Understand the focus of each Unit in the new specification
- ✓ Know how to design and deliver a successful and engaging course
- ✓ Strategies for success when teaching the new Edexcel History specification
- ✓ Understand how to best prepare students for linear assessment

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Maximising Achievement in the June Edexcel Modern World examinations

Focus: This short course offers an opportunity for all teachers entering students in June 2015 for the legacy MW GCSE History exam paper (2013) to hear final top tips, advice and guidance from a senior examiner for Edexcel MW GCSE on how to guide students to success in the run up to the examination. The sessions will cover all examination papers and are designed to help teachers with practical strategies to help students gain higher levels. The course also included a session on ways to approach and get the most from the Controlled Assessment. Exemplar materials will be used.

PROGRAMME 3.45pm – 6.00pm

- Examiner feedback: what can be learnt from previous examination series
- Supporting your students in interpreting the questions and how best to approach them
- What are the examiners looking for: final guidance points; ensuring high expectations
- Exemplar material will be used throughout to demonstrate marks, grades
- Guidance on how to write top scoring essay
- Final revision techniques and examination preparation
- Controlled assessment – getting the best results
 - Managing the process
 - Exploring the key terms and concepts
 - Considering the different elements required for the completion of the CA
 - Guidance on completing the admin requirements for the marking and submission

VENUE & DATE



London
Thursday 25 February 2016

COURSE LEADER



Alana Britton

Full biography page 3

WHO SHOULD ATTEND?



- All teachers of history preparing students for 2016 legacy exams

Teaching Crime and Punishment Thematic Study for new GCSE

Focus: This short course is designed for those planning on teaching the Crime and Punishment Thematic Study for the new GCSE History 2016 Specification and who are looking for advice and guidance on how best to prepare for this unit. This course, suitable for teachers of all exam boards, will explore the key focus areas of this study, and the key points students need to understand in order to achieve well in Crime and Punishment. Emphasis will also be on practical strategies, techniques and approaches for teaching this study, including resources and ideas that can be used straight away in class. The sessions will investigate how the unit will be assessed and give practical strategies on how teachers can help students gain higher levels.

PROGRAMME 3.45pm – 6.00pm

- Improve your understanding of what the key points for Crime and Punishment are
- How much depth do you have to teach in a thematic study?
- Develop an understanding on how and what will be assessed in Crime and Punishment
- How will this unit be assessed in the new specifications
- Resources for teaching Crime and Punishment

VENUES & DATES



London
Thursday 21 April 2016

London
Thursday 13 October 2016

COURSE LEADER



Alana Britton

Full biography page 3

WHO SHOULD ATTEND?



- Teachers of GCSE History

For full programmes visit our website www.keynote.org.uk

This course/sessions can be booked to run in your school.

To find out more please call Maggie Elliott in CPD Programming on 01625 532 974

Preparing to teach to the new OCR History GCSE Specification A: Explaining the Modern World

FOCUS

The OCR A GCSE is the only one of the new specifications which takes the given criteria and uses them to create a unified, coherent History study.

There will be specific focus on all the new question styles and utilise exemplar responses to establish what differing levels will look like. The course will deal with the implications of the demand throughout the assessment for greater knowledge. This will focus on strategies for teachers getting to grips with new content, students learning how to revise and to deploy their knowledge most effectively.

The emphasis will be on practical planning and teaching strategies to meet the demands of all the Units.

PROGRAMME	TIME
Exploring the OCR A specification, with Q and A session <ul style="list-style-type: none"> Identifying the key features of each type of unit Making sensible topic choices Establishing how the units and the assessment objectives relate to each other How to create a cohesive, motivational course from the new specification 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Key issues in the Period Study, International Relations 1918-2001, with special attention to the new style interpretation questions and high grade responses <ul style="list-style-type: none"> Analysing this compulsory core unit in detail and comparing it with former Modern World specifications Teaching interpretations of the two controversial issues: Appeasement and the Cold War How to deploy recalled knowledge to support analysis of given interpretations Strategies for all students to answer the new style questions on this unit confidently and successfully, using exemplar answers of high-grade responses 	11.00 – 11.45am
Key issues in the non-British Depth Studies, with special attention to depth of knowledge required <ul style="list-style-type: none"> Analysing the prescribed content of each of the seven units, and how they differ from previous versions Analysing the styles of questions and mark schemes and what they really mean, particularly in terms of depth of knowledge expected Developing strong and secure subject knowledge Strategies for all students to answer the range of questions confidently and successfully, with a specific focus on deploying recalled knowledge 	11.45 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Challenges of the Thematic Studies, with special attention to extended writing for the exam <ul style="list-style-type: none"> Identifying the three periods and the 4-5 themes running through the Thematic Studies Using overviews and depth treatments to structure your teaching and successful learning outcomes Developing the strong sense of each period necessary to make comparisons across time An exploration of the mark scheme, using some exemplar responses to establish how levels relate to the new 1-9 grading system Strategies for all students to answer the questions successfully, with a specific focus on extended essay-writing 	1.30 – 2.20pm
Discussion: afternoon tea	2.20 – 2.30pm
Working through the British Depth studies with Historic Environment Studies, with special attention to handling unfamiliar and longer sources <ul style="list-style-type: none"> Strategies to develop your subject knowledge to support your students Choosing the best British Depth Study for you and your students Developing students' skills in handling longer and unfamiliar sources The Historical Environment Study: using the criteria to decide which of the five prescribed sites to choose and how to teach it to your students An opportunity to pool your initial ideas in discussion, alongside lots of other examples Assessment: what the mark-schemes tell us about what is, and what is not, expected 	2.30 – 3.30pm
Further Questions and answers	3.30 – 3.45pm

VENUES & DATES

London
Tuesday 19 April 2016

London
Tuesday 18 October 2016

COURSE LEADERS

Chris Culpin & Alex Ford

Full biographies page 3

WHO SHOULD ATTEND?

- All teachers of History who will be teaching the new OCR A GCSE specification

OUTCOMES

- ✓ Understand the focus of each Unit in the new specification, its assessment objectives and how these link to new style questions
- ✓ Analyse exemplar assessment materials and how they relate to the new grading system, including Level 9
- ✓ Know how to structure a successful and engaging course over two years or sustaining it over three years
- ✓ Explore how build in to the course planning the necessary examination preparation for students of all abilities
- ✓ Develop strategies for linear assessment

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Preparing to teach the new OCR History GCSE Specification B (SHP)

NEW COURSE

FOCUS

This course is designed for all teachers who are looking for advice and guidance on how to make a success of teaching the new OCR History GCSE Specification B (SHP).

There will be specific focus on all the new question styles for each unit and utilise exemplar responses to establish what differing levels will look like. The course will deal with the implications of the demand throughout the assessment package for displaying greater knowledge. This will focus on strategies to assist teachers getting to grips with new content, and students learning how to revise and to deploy their knowledge most effectively.

The emphasis will be on practical planning and teaching strategies to meet the demands of all the Units.

PROGRAMME	TIME
Exploring the OCR B specification, with Q & A session <ul style="list-style-type: none"> Identifying the key features of each type of unit Making sensible topic choices Establishing how the units and the assessment objectives relate to each other How to create a cohesive, motivational course from the new specification 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
The Challenges of the Thematic Studies, with special attention to extended writing for the exam <ul style="list-style-type: none"> How the familiar themes - Medicine and Crime - have both been radically thinned and re-focused and the implications of this for planning and resources. Analysing the new Thematic Study on Migration Exploring the key skills as well as the depth of knowledge required to be successful in Thematic Studies Strategies for all students to answer the new style questions on this unit confidently and successfully, using exemplar answers of high-grade responses including extended essays 	11.00 – 11.45am
Key issues in the British and World Depth Studies, with special attention to new-style source and interpretation questions <ul style="list-style-type: none"> Establishing the distinctions in assessment between British and World Depth studies and the implications of these for planning and teaching. Choosing the right topics from the two units for a coherent course Using overviews and depth treatments to devise an engaging scheme of work Developing students' skills in handling longer textual sources Analysing the styles of questions and mark schemes and what they really mean Strategies for all students to answer the range of Depth Study questions confidently and successfully, with a specific focus on sources and interpretations 	11.45 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
Teaching the Period Studies, with special attention to depth of knowledge required <ul style="list-style-type: none"> Vikings, Mughals or USA: selecting the best Period Study to combine with your overall course Using the assessment objectives for these Studies to guide your planning. New topics: strategies to develop your own subject knowledge in order to support your students An exploration of the mark scheme, using exemplar responses to establish how levels relate to the new 1-9 grading system Helping less able students to produce good answers to Period Study questions Strategies for all students to answer the range of Period Study questions confidently and successfully, with a specific focus on deploying recalled knowledge 	1.45 – 2.30pm
Discussion: afternoon tea	2.30 – 2.40pm
Key issues in planning and assessing History Around Us <ul style="list-style-type: none"> Using the criteria to find and work on a good site for your local environment study An opportunity to pool your initial ideas in discussion, alongside lots of other examples Information about external support for this study Close analysis of how this unit will be assessed: what the mark-schemes tell us about what is, and what is not, expected How to build your students' confidence and skills to succeed in this new style examination 	2.40 – 3.30pm
Further Questions and answers	3.30 – 3.45pm

VENUES & DATES

London
Wednesday 20 April 2016

London
Wednesday 19 October 2016

COURSE LEADERS

Chris Culpin
& Richard Kennett

Full biographies pages 3 and 4

WHO SHOULD ATTEND?

- Heads of History
- Teachers of OCR History GCSE Spec A (Modern World)

OUTCOMES

- ✓ Understand the focus of each Unit in the new specification, its assessment objectives and how these link to new style questions
- ✓ Analyse exemplar assessment materials and how they relate to the new grading system, including Level 9
- ✓ Know how to structure a successful and engaging course over two years or sustaining it over three years
- ✓ Explore how build in to the course planning the necessary examination preparation for students of all abilities
- ✓ Develop strategies for linear assessment revision strategies

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

Adapting your teaching to the new AQA GCSE History specification

FOCUS

This course is designed for all teachers of GCSE History who are looking for advice and guidance on how to prepare for the implementation of the new GCSE History AQA specification. Aiming to make sure teachers are fully prepared for the changes, the emphasis will be on practical strategies that help you to sustain outcomes and progress over time as the curriculum requirements and grading criteria change. We will explore the similarities and differences in the current and new specifications with practical planning, teaching and assessment strategies as well as ways to adapt your teaching to cover the needs of all learners with a specific focus on both the depth of knowledge required and the new style of questions. The course will also encourage teachers to think about how they might adapt their Key Stage 3 teaching in light of the new GCSE requirements.

PROGRAMME

TIME

Exploring the New AQA Specification

10.00 – 10.45am

- Why choose the new AQA History Specification
- What's new and what's different? What has changed from the old specification and how to deal with them simultaneously
- Identifying the key features and assessment objectives of the qualification
- The depth of knowledge required to succeed in the new specifications-some ideas about resources
- Challenges of the new style of questions
- How to create a cohesive course with the new specification

Discussion: coffee break

10.45 – 11.00am

Key issues in Component 1: the Period Study and the Wider World Depth Study

11.00 – 12.00pm

- A comparison with the old specification: what's new and what's different
- Choosing the right options and using appropriate resources
- Getting the depth of knowledge right
- Devising an engaging scheme of work
- Types of questions and how to approach them, with a specific focus on sources and interpretations
- The mark schemes and what they really mean

Challenges of the Thematic Study

12.00 – 12.40pm

- A comparison with the old AQA SHP specification-what's new and what's different
- The key skills and depth of knowledge to be successful in the Thematic Study
- Planning an engaging scheme of work with some great resources
- Strategies for all students to answer the questions confidently and successfully, with a specific focus on the extended essays
- An exploration of the mark scheme with some example answers

Lunch and informal discussion

12.40 – 1.40pm

Working through the British Depth and the Historical Environment Study

1.40 – 2.40pm

- Choosing the best British depth period for you
- Understanding the focus of the British Depth and Historical Environment Study
- The Historical Environment Study-some ideas about possible sites
- Types of questions: new, old and some changes
- Planning answers to the new style of questions
- How to encourage your students to use their Historical Environment knowledge effectively

Discussion: afternoon tea

2.40 – 2.50pm

Assessment, New Grading Examination success

2.50 – 3.40pm

- Practical tips for dealing with the two year linear course and retaining knowledge
- Practical strategies to support learners who are struggling
- How to offer additional challenge for outstanding progress with the most able students
- Examination success in the long-term: Adapting your Key Stage 3 curriculum to prepare your students for GCSE
- Selling A-Level History to your GCSE students

VENUES & DATES



London

Tuesday 19 April 2016

London

Tuesday 18 October 2016

COURSE LEADER



Huw Dickson

Full biography page 3

WHO SHOULD ATTEND?



- All teachers of History who will be teaching the new AQA GCSE specification

OUTCOMES



- ✓ Learn how to adapt your teaching (at both Key Stages 3 and 4) for the new content and assessment approaches
- ✓ Understand the focus of each Unit in the new specification
- ✓ Know how to design and deliver a successful and engaging course
- ✓ Strategies for success when teaching the new AQA History specification
- ✓ Understand how to best prepare students for linear assessment, including a focus on practical revision strategies

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

FOCUS

This new course is designed to help all teachers of GCSE History, regardless of examination board effective ways to work with Key Stage 3 students to ensure a smooth and successful transition to the new GCSE and the new, increased rigour.

The course will explore some of the challenges that teachers will need to consider, including how to respond to the full range of abilities of learners now studying History due to the introduction of the EBacc and Progress 8, and the importance of adapting programmes at KS3 to ensure strong foundations are in place.

The day will provide practical advice, real world examples and useful resources to adapt your curriculum planning at KS3 to prepare students for the increased rigour at KS4. The course will explore also how to develop literacy and language skills to enable all students to translate their historical understanding into high quality written outcomes.

PROGRAMME	TIME
What does the new GCSE mean for KS3: implications for teaching and learning <ul style="list-style-type: none"> Exploring the implications that the new GCSE will have for teaching and learning at KS3 Landscape of reform: understanding the skills and knowledge expectations Identify skills required in new GCSE Preparing for a smooth transition to GCSE by developing skills in KS3 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Adapting your Curriculum Planning at KS3 to prepare students for KS4 <ul style="list-style-type: none"> Increased rigour at GCSE: adapting your teaching at KS3 to make for a smooth transition to KS4 Using the curriculum requirements and assessment objectives for effective long term planning How to devise a successful course structure – what to do, when to do it Adapting existing schemes of work to suit the requirements your students Practical approaches to starting teaching GCSE in KS3 	11.00 – 11.45am
Assessment & Planning for Progression <ul style="list-style-type: none"> Post levels Assessment at KS3 – building in meaningful modes of assessment – examples and solutions How to use GCSE Assessment Objectives in KS3 Applying post – levels assessment to student's work – practical session on Creative approaches to assessment: Engaging and exciting ways to get your students to think critically, evaluate, reflect and discuss, including discussing their own learning 	11.45 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
Differentiation and The new GCSE Challenges: Practical Session <ul style="list-style-type: none"> Differentiation: practical activities and strategies to cope with the new challenges of a broad range of students at GCSE Develop differentiation techniques to add breadth and depth to learning Practical strategies and resources to use in the classroom 	2.00 – 2.45pm
Discussion: afternoon tea	2.45 – 3.00pm
Raising Students' Level of Historical Understanding <ul style="list-style-type: none"> Raising literacy and language skills – developing written skills in KS3 to help produce high quality historical written responses at KS4 Learning through enquiry to help students develop grit and resilience to access more challenging and independent learning How to gain marks with SPAG by developing historical terminology 	3.00 – 3.40pm

VENUES & DATES



London
Thursday 03 March 2016

London
Monday 20 June 2016

COURSE LEADER



Alana Britton

Full biography page 3

WHO SHOULD ATTEND?



- All teachers of History who want to update their own subject knowledge in this area, particularly Heads of Department to prepare for changes to the new GCSE

OUTCOMES



- ✓ Develop overall school plan for to prepare for new GCSE
- ✓ Develop planning and teaching to raise standards
- ✓ Understand how to accurately assess students' progress
- ✓ Build strong KS3 foundations for later success at KS4
- ✓ Take away a range of teaching approaches and strategies for differentiation and literacy

IN SCHOOL CPD



This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

Electronic resources with this course

Maximising A* Grades for able students in GCSE History: maximising C Grades for less able students in GCSE History

FOCUS

This course will enable teachers to meet the demands of the English Baccalaureate and the expectation that 50% of students in schools should achieve grade C or better in at least five subjects. History is a key element in the English Baccalaureate and can also play a leading role in improving literacy across the curriculum; the course will investigate and explain ways of enabling teachers to help students to achieve the Grades C and A*. The course will also explore cross-curricular links and ways that GCSE History can help improve performance across the board.

PROGRAMME	TIME
Getting the basics right for GCSE History <ul style="list-style-type: none"> Developing key skills for GCSE History What do students need to be able to do? Laying foundations at Key Stage 3 Cross-curricular links 	10.00 – 10.45am
Analysis of GCSE specifications <ul style="list-style-type: none"> What do Awarding Bodies expect at Grades C and A*? Am I teaching too much? Creating a structure for student improvement Creating opportunities for assessment for learning Motivating students to cope with the demands of History 	10.45 – 11.20am
Discussion: coffee break	11.20 – 11.35am
How to get at least 50% of students to Grade C <ul style="list-style-type: none"> Creating a 'Foundation Tier' Developing extended writing – what is required at Grade C? Helping students to make effective use of evidence Enabling students to use sources and own knowledge Sample exercises for students at Grade C 	11.35 – 12.30pm
Lunch and informal discussion	12.30 – 1.20pm
Improving value-added at A* <ul style="list-style-type: none"> The Higher 'Tier' Improving extended writing – explanations, arguments and judgements Enabling higher levels in the use of evidence – analysis and investigation Improving answers using sources and own knowledge – setting in context Sample exercises for students at Grade A* 	1.20 – 2.15pm
Discussion: afternoon tea	2.15 – 2.30pm
Covering the content <ul style="list-style-type: none"> '3 is the magic number' Using 'levels' of knowledge Structuring and summarising the content Tackling revision Sample exercises for students 	2.30 – 3.15pm

VENUES & DATES

London
Thursday 25 February 2016

Manchester
Wednesday 09 March 2016

COURSE LEADER

Malcolm Chandler

Full biography page 3

WHO SHOULD ATTEND?

- The course is intended for all teachers of History, Heads of Humanities and Directors of Studies or anyone with responsibility in improving performance at GCSE

OUTCOMES

- ✓ The course will offer teachers an opportunity to explore new approaches to the teaching of GCSE History
- ✓ Key skills required for GCSE History will be analysed and ways of tackling them explained
- ✓ Teachers will be provided with a wealth of material geared to the current specifications to be used directly and immediately in class
- ✓ The focus will be exclusively on how to help students to perform more effectively at GCSE

IN SCHOOL CPD

This course/sessions can be booked to run in your school. To find out more please call Maggie Elliott in CPD Programming on 01625 532974

[Electronic resources with this course](#)

BOOKINGS

- Telephone us on 01625 532974
- Book online at www.keynote.org.uk
- Fax us on 01625 532524
- E-mail us on online@keynote.org.uk
- or return the booking form to us at the address given below.

WHAT HAPPENS NEXT

You will receive confirmation of your booking within 48 hours. The final details will be sent to you about two weeks in advance of the event, if you have not received them by this time, please contact us.

IN SCHOOL CPD

All courses in this brochure can be booked to run in your school or they can be adapted and customised to suit. We can also run student conferences in your school. For more information, please call Maggie Elliott on 01625 532974.

NO. OF PLACES	COURSE CODE	COST PER ATTENDEE	VENUE(S) & DATE(S)
Please visit our website www.keynote.org.uk or call us on 01625 532974 to book the generic courses and short courses.			
<input type="checkbox"/>	6240	£319+VAT	<input type="checkbox"/> London, Fri 22 January
<input type="checkbox"/>	6311	£249+VAT	<input type="checkbox"/> London, Fri 24 June <input type="checkbox"/> London, Tue 15 November
<input type="checkbox"/>	6436	£269+VAT	<input type="checkbox"/> London, Thu 10 March <input type="checkbox"/> London, Wed 09 November
<input type="checkbox"/>	6148	£269+VAT	<input type="checkbox"/> London, Fri 11 March <input type="checkbox"/> London, Mon 20 June <input type="checkbox"/> London, Tue 15 November
<input type="checkbox"/>	6437	£249+VAT	<input type="checkbox"/> London, Mon 29 February <input type="checkbox"/> London, Wed 08 June <input type="checkbox"/> London, Wed 19 October
<input type="checkbox"/>	6438	£249+VAT	<input type="checkbox"/> London, Mon 21 March <input type="checkbox"/> London, Thu 09 June <input type="checkbox"/> London, Thu 20 October
<input type="checkbox"/>	6150	£249+VAT	<input type="checkbox"/> London, Tue 26 April
<input type="checkbox"/>	6310	£249+VAT	<input type="checkbox"/> London, Fri 05 February <input type="checkbox"/> London, Fri 10 June <input type="checkbox"/> London, Wed 19 October
<input type="checkbox"/>	6439	£249+VAT	<input type="checkbox"/> London, Tue 23 February <input type="checkbox"/> London, Tue 14 June <input type="checkbox"/> London, Tue 08 November
<input type="checkbox"/>	6440	£120+VAT	<input type="checkbox"/> London, Wed 29 June
<input type="checkbox"/>	6441	£269+VAT	<input type="checkbox"/> London, Wed 06 July <input type="checkbox"/> London, Wed 16 November
<input type="checkbox"/>	6442	£249+VAT	<input type="checkbox"/> London, Thu 11 February <input type="checkbox"/> London, Fri 10 June
<input type="checkbox"/>	6443	£120+VAT	<input type="checkbox"/> London, Thu 25 February
<input type="checkbox"/>	6444	£120+VAT	<input type="checkbox"/> London, Thu 21 April <input type="checkbox"/> London, Thu 13 October
<input type="checkbox"/>	6445	£269+VAT	<input type="checkbox"/> London, Tue 19 April <input type="checkbox"/> London, Tue 18 October
<input type="checkbox"/>	6446	£269+VAT	<input type="checkbox"/> London, Wed 20 April <input type="checkbox"/> London, Wed 19 October
<input type="checkbox"/>	6313	£249+VAT	<input type="checkbox"/> London, Tue 19 April <input type="checkbox"/> London, Tue 18 October
<input type="checkbox"/>	6447	£249+VAT	<input type="checkbox"/> London, Thu 03 March <input type="checkbox"/> London, Mon 20 June
<input type="checkbox"/>	5280	£249+VAT	<input type="checkbox"/> London, Thu 25 February <input type="checkbox"/> Manchester, Wed 09 March

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