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educational

# History

**CPD Courses**

Spring & Summer 2025

London - Manchester - Online

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## Why Keynote Educational?

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**SPR10\***

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## Upcoming Courses

London &amp; Manchester: £289.00+VAT | Online: £249.00+VAT

### History Leadership

T0029	Outstanding Leadership of a History Department	London: Monday 31 March 2025 Manchester: Tuesday 13 May 2025 London: Wednesday 16 July 2025
T0272	<b>NEW</b> History Strong Foundations: A Guide for Early Career Teachers	Online: Wednesday 05 March 2025 Online: Friday 06 June 2025

### A-Level

T0030	Outstanding A-Level History Teaching	Online: Friday 28 March 2025 London: Tuesday 24 June 2025
T0297	<b>NEW</b> AQA A-Level History: Strategies for Success in the 2026 Exams	London: Monday 14 July 2025
T0034	Teaching AQA A-Level History for the First Time	Online: Friday 06 June 2025 London: Wednesday 02 July 2025
T0035	AQA A-Level History: Aiming for A/A*	Online: Thursday 13 February 2025 London: Wednesday 09 July 2025
T0032	AQA A-Level History: Achieving Success in the NEA	Online: Wednesday 12 February 2025
T0033	Outstanding Assessment, Marking and Feedback in AQA A-Level History	London: Monday 16 June 2025
T0298	<b>NEW</b> OCR A-Level History: Strategies for Success in the 2026 Exams	London: Monday 14 July 2025
T0036	Teaching OCR A-Level History for the First Time	Online: Wednesday 04 June 2025 London: Monday 30 June 2025
T0037	OCR A-Level History: Aiming for A/A*	Online: Tuesday 18 March 2025 London: Tuesday 08 July 2025
T0299	<b>NEW</b> Pearson/Edexcel A-Level History: Strategies for Success in the 2026 Exams	London: Tuesday 15 July 2025
T0039	Teaching Pearson/Edexcel A-Level History for the First Time	Online: Thursday 05 June 2025 London: Tuesday 01 July 2025
T0038	Pearson Edexcel A-Level History: Aiming for A/A*	Online: Wednesday 19 March 2025 London: Wednesday 09 July 2025

### GCSE

T0326	<b>NEW</b> Exceptional GCSE History Teaching	Online: Monday 10 March 2025 London: Thursday 12 June 2025
T0300	<b>NEW</b> AQA GCSE History: Strategies for Success in the 2026 Exams	London: Tuesday 15 July 2025
T0042	New to Teaching AQA GCSE History	London: Monday 30 June 2025
T0043	GCSE AQA History: Aiming for Grades 8-9	Online: Monday 03 March 2025 London: Thursday 10 July 2025
T0301	<b>NEW</b> Pearson/Edexcel GCSE History: Strategies for Success in the 2026 Exams	London: Thursday 17 July 2025
T0327	<b>NEW</b> Pearson/Edexcel GCSE History: Teaching the Toughest Topics Effectively	Online: Thursday 27 March 2025 London: Monday 23 June 2025
T0045	New to Teaching Pearson/Edexcel GCSE History	London: Wednesday 02 July 2025
T0046	Pearson/Edexcel GCSE History: Aiming for Grades 8-9	Online: Wednesday 05 March 2025 London: Friday 11 July 2025
T0053	New to Teaching Pearson Edexcel GCSE History: 'Migrants in Britain, C800 – Present'	London: Monday 07 July 2025



# Outstanding Leadership of a History Department

Course Code: **T0029**  
 Course Leader: **Keith Milne**  
 London: **Monday 31 March 2025**  
 Manchester: **Tuesday 13 May 2025**  
 London: **Wednesday 16 July 2025**

## ABOUT THIS COURSE

What does it take to achieve excellence in a History department and what pivotal role does the Head of History play in maintaining this excellence? In this course, updated for 2025, delegates will take away practical and actionable strategies on how to tackle day-to-day challenges, develop the team and work towards a shared strategic vision. The course will focus on key areas of leadership, the curriculum, teaching and learning, target setting, monitoring and evaluating progress and attainment.

Whether you are currently a Head of History or aspire to hold such a position, this course is designed to cater to your interests and needs, unlocking the tools and insights to lead with confidence and success.

## BENEFITS OF ATTENDING

- Develop the qualities and skills of an outstanding Head of History
- Find out more about excellent department evaluation: Identify gaps and create strategies to fill those gaps
- Understanding the “Deep Dive” process and its implications for your department
- Meaningful conversations about your curriculum: Intent, Implementation and Impact

## PROGRAMME

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

## HISTORY T&L



# **NEW** History Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0272**  
 Course Leader: **Keith Milne**  
 Online: **Wednesday 05 March 2025**  
 Online: **Friday 06 June 2025**

## ABOUT THIS COURSE

This new course, part of our ‘Guide for Early Career Teachers’ range offers new history teachers the tools and strategies necessary for effective History teaching. It covers historical thinking skills, use of primary sources, inclusive History teaching, assessment methods, and exam-level preparation for GCSE and A-Level.

## BENEFITS OF ATTENDING

- Learn to teach critical historical thinking skills
- Discover methods for using primary sources and interpretations effectively
- Gain insights into inclusive history teaching practices
- Acquire strategies for exam-level teaching and assessment

## PROGRAMME

<b>Introduction and Objectives</b>	<b>10.00am</b>
<b>Teaching Historical Thinking Skills</b>	<b>10.15am</b>
<ul style="list-style-type: none"> <li>• Developing critical thinking through historical inquiry</li> <li>• Promoting source analysis and interpretation</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Using Primary Sources and Interpretations in the Classroom</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Strategies for effective use of primary sources and interpretations</li> <li>• Encouraging student engagement with historical documents</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Inclusive History Teaching</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Incorporating diverse perspectives</li> <li>• Addressing sensitive historical topics</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Assessment and Feedback</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Crafting assessments to measure historical understanding</li> <li>• Techniques for providing meaningful feedback</li> </ul>	
<b>Exam-Level Teaching for GCSE and A-Level</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Preparing students for history exams</li> <li>• Effective exam strategies and practice</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>



# Outstanding A-Level History Teaching

Course Code: **T0030**  
 Course Leader: **Denise Morris**  
 Online: **Friday 28 March 2025**  
 London: **Tuesday 24 June 2025**

## ABOUT THIS COURSE

This well-regarded course has been revised for 2025 and focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in A-Level History. Aimed for teachers in their first 3 years of teaching A-Level History and those wanting to refresh their practice, the course will cover teaching methods and approaches that maximise high achievement.

## BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness
- Explore practical classroom activities to bring theory lessons to life
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students

## PROGRAMME

<b>The Assessment Demands for Top Grade Outcomes In A-Level History</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• What are the barriers to attaining high grades from the most recent exam?</li> <li>• What is required to achieve a top band mark and how do we get there</li> <li>• The importance of planning – How can this be completed in the exam environment?</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Fresh And Innovative Strategies for Teaching A-Level History</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• The benefits of a flipped learning methodology for History</li> <li>• Using the Cornell method for interrogating screencast notes</li> <li>• Maximising deliberate practice and high order thinking time in lessons</li> </ul>	
<b>Motivating and Engaging Low Ability Students</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Strategies to engage low effort/low performance students</li> <li>• Prioritise 'thinking hard' with high effort/low performance students</li> <li>• Provide unique memorisation strategies to help low ability students retain information</li> </ul>	
<b>Strategies To Promote Retrieval, Spacing and Interleaving</b>	<b>12.15pm</b>
<ul style="list-style-type: none"> <li>• Memory platforms – Lesson starters that maximise retrieval, interleaving and synoptic links</li> <li>• Synoptic links between knowledge and skill acquisition</li> <li>• Planning for interleaving, spacing and retrieval to stretch and challenge</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Stretching and Challenging Your More Able Students</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Encourage students to create effective study materials</li> <li>• Strategies to promote 'high order thinking skills' not 'more of the same'</li> <li>• Analysing A* responses to increase opportunities for high grades</li> </ul>	
<b>Break</b>	<b>2.45pm</b>
<b>Unpicking the exam questions and developing top level AO evaluation skills</b>	<b>2.50pm</b>
<ul style="list-style-type: none"> <li>• How to support students in developing AO application skills</li> <li>• Examining the balance of assessment objectives</li> <li>• Using the language of the exam/grade descriptors</li> </ul>	
<b>Exam revision and technique</b>	<b>3.20pm</b>
<ul style="list-style-type: none"> <li>• Applying simple but highly effective exam technique strategies to ensure high performance</li> <li>• Teaching and Learning strategies to improve AO skills</li> <li>• Deliberate practice revision techniques</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

## AQA A-LEVEL HISTORY



Spring 2025

# AQA A-Level History: Achieving Success in the NEA

Course Code: **T0032**  
 Course Leader: **Keith Milne**  
 Online: **Wednesday 12 February 2025**

## ABOUT THIS COURSE

This new course focuses on all aspects of the AQA A-Level History NEA from designing a superb question to deciding upon appropriate source material and establishing an effective system of supervision and management for the whole of the NEA delivery within school. The course will enable teachers to develop their understanding and skills needed to guide and to assess student responses to the three assessment objectives in the AQA A-Level History NEA.

## BENEFITS OF ATTENDING

- Discover what moderators are looking for in top band answers
- Improve your ability to assess and improve student responses
- Strengthen your approach to producing high level evaluative work on sources and interpretations
- Take away strategies and approaches to maximise students' marks in each AO
- Find out more about how to give the most effective feedback to students

## PROGRAMME

<b>Designing the Best Question and Ensuring a Student Sticks to it</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Gain an appreciation of the precise demands, especially for breadth / context in AO1</li> <li>• Evaluate past questions and appreciate the difference between approval and advice</li> <li>• The best practice in ensuring that students understand how to approach the design of questions</li> </ul>	
<b>Managing NEA In Your Department - Marking and Moderation</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• The best time to launch the NEA. Planning out the year for students</li> <li>• The advantages and disadvantages of dividing up delivery by AO</li> <li>• Establishing the standard using TOLs</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>AO1 – Writing the 'Essay'</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Understanding the requirements of AO1</li> <li>• The problem of breadth. Ensuring that an appropriate, contextual response is developed</li> <li>• Analysis and evaluation – Ensuring that the response moves out of Level 2</li> </ul>	
<b>Lunch</b>	<b>12.20pm</b>
<b>AO2 – The Value of Sources</b>	<b>1.20pm</b>
<ul style="list-style-type: none"> <li>• Where to acquire the sources. Website analysis</li> <li>• The integration of sources into the broader response</li> <li>• How to focus on value – Moving beyond simple summation</li> </ul>	
<b>Break</b>	<b>2.10pm</b>
<b>AO3 – The Interpretation</b>	<b>2.15pm</b>
<ul style="list-style-type: none"> <li>• Ensuring that the interpretations have the easiest historical opinions to assess</li> <li>• Consideration of the precise style of language liked by moderators</li> <li>• The integration of the interpretation and how to avoid the sectional approach</li> </ul>	
<b>Finalising And Submission</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• What exactly do moderators expect in the finished NEA</li> <li>• Ensuring that the work is bespoke and can be signed off as the student's own</li> <li>• The submission of the sample – How to ensure that the moderator receives all that is expected</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>



## OCR A-Level History: Aiming for A/A\*

Course Code: **T0037**  
 Course Leader: **Keith Milne**  
 Online: **Tuesday 18 March 2025**  
 London: **Tuesday 08 July 2025**

### ABOUT THIS COURSE

This course, refreshed for 2025 is designed for all teachers of OCR A-Level History. The aim of the course is to help teachers to fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

### BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A\* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able students
- A detailed look at the different demands and types of questions
- Materials will be provided that will allow teachers to cover the course in innovative and student-friendly ways that push the highest ability students

### PROGRAMME

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

### PEARSON/EDXCEL A-LEVEL HISTORY



Summer 2025

## Teaching Pearson/Edexcel A-Level History for the First Time

Course Code: **T0039**  
 Course Leader: **Keith Milne**  
 Online: **Thursday 05 June 2025**  
 London: **Tuesday 01 July 2025**

### ABOUT THIS COURSE

This course is intended to provide teachers who are about to start or in their first couple of years teaching Edexcel A-Level History, with all they need to teach their course effectively. Focusing on the core areas of engaging students and developing the essential exam skills of interpretation and analysis both in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

This course brings a wealth of experience from the classroom and exam marking to provide delegates with tips on how to overcome issues in the classroom and to guide students to optimise their examination performance. The course will reflect current challenges and any modifications to the exam system.

### BENEFITS OF ATTENDING

- Provide teachers of A-level History the material and confidence to teach effectively to all ability ranges
- Understand the key challenge areas and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing

### PROGRAMME

<b>Knowing Where to Start</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• What does success look like in A-Level history?</li> <li>• Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers</li> <li>• Effective differentiation: Facilitating access for all students to sources and interpretations</li> <li>• Ensuring understanding of the key concepts of breadth and depth</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Incorporating Skills from Day One</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• The key concepts of AO1: Cause, consequence, change, continuity, similarity, difference and significance</li> <li>• Higher order questioning techniques and the use of appropriate terminology</li> <li>• Developing an appreciation of the key themes of a unit</li> </ul>	
<b>Key Ideas for Teaching Essay Writing Skills with Students Across Papers 1, 2 and 3</b>	<b>11.20pm</b>
<ul style="list-style-type: none"> <li>• Develop strong judgments and avoid descriptive writing</li> <li>• Set examiner expectations for breadth and depth responses</li> <li>• Use scaffold and stretch strategies to build essay skills</li> </ul>	
<b>The Exams – What is Expected</b>	<b>12.20pm</b>
<ul style="list-style-type: none"> <li>• Explain exam structure, mark scheme, and top-grade standards</li> <li>• Identify common pitfalls and essential elements of a strong answer</li> <li>• Clarify how to award points for content, analysis, and judgment</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Effectively Teaching Source Skills with Students</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Paper 2: Use sources "together" to address the enquiry</li> <li>• Apply Nature, Origin, and Purpose consistently in answers</li> <li>• Paper 3: Use sources to address dual enquiries in exam questions</li> </ul>	
<b>Break</b>	<b>2.45pm</b>
<b>The Historical Investigation- How to Complete the Coursework</b>	<b>2.50pm</b>
<ul style="list-style-type: none"> <li>• Review coursework requirements and selecting interpretations</li> <li>• Balance teaching support with independent enquiry</li> <li>• Ensure a meaningful and organized resource record</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

## GCSE AQA History: Aiming for Grades 8-9

Course Code: **T0043**  
 Course Leader: **Malcolm Chandler**  
 Online: **Monday 03 March 2025**  
 London: **Thursday 10 July 2025**

### ABOUT THIS COURSE

This popular course, updated for 2025, is for all teachers of AQA GCSE History wanting to help students reach the highest grades. It offers new and innovative ways of tackling content and answering questions. The course will take account of the most recent grade boundaries and will focus on strategies aimed at helping students achieve the highest grades. Teachers will take away materials that can be used in class immediately.

### BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching history as possible
- The course will focus on ways of improving the teaching of GCSE History in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom.

### PROGRAMME

<b>Grades 8-9: What Do They Involve?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Feedback and grading from the most recent exams –</li> <li>• Key attributes of Grades 8-9 students in the classroom</li> <li>• Grades 7-9: What are the differences between these?</li> <li>• How to encourage top level students to 'move up' further and become independent learners</li> <li>• Getting top level students to produce the right amount in exam conditions in extended writing</li> <li>• Approaches to using sources with higher ability GCSE students</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Extended Writing for Grades 8-9</b>	<b>11.35am</b>
<ul style="list-style-type: none"> <li>• What are examiners looking for from the very best answers?</li> <li>• Special focus on the 'account' question and how to ensure successful answers to it</li> <li>• Analysis of content for levels in the mark scheme: What makes an excellent answer?</li> <li>• Dealing with the depth of content</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Source and Interpretations Questions</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Detailed analysis of the questions</li> <li>• Special focus on the 'interpretation' question: How to produce excellent answers</li> <li>• Analysis of content for levels in the mark scheme</li> <li>• Dealing with the depth of content in your teaching</li> <li>• Ideas for lessons to tackle areas of controversy</li> </ul>	
<b>Break</b>	<b>2.10pm</b>
<b>Strategies for Tackling the Thematic Study</b>	<b>2.20pm</b>
<ul style="list-style-type: none"> <li>• Approaches to tackling the Thematic Study with the best students</li> <li>• Covering the content to ensure high level thinking</li> <li>• Detailed analysis of the exam questions</li> <li>• Tackling the source questions with Grade 8/9 students</li> <li>• Analysis of content for levels in the mark scheme</li> </ul>	
<b>Depart</b>	<b>3.00pm</b>

### PEARSON EDEXCEL GCSE HISTORY



Summer 2025

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

Course Code: **T0053**  
 Course Leader: **Rakesh Pathak**  
 London: **Monday 07 July 2025**

### ABOUT THIS COURSE

This brand-new course is designed for teachers about to start delivering the EDEXCEL GCSE Paper 1 thematic option- 'Migrants in Britain, c800- Present and Notting Hill, c1948-70.' It will equip delegates with the skills to understand the key themes and case studies set out in the specification content; and to plan accordingly. The sessions are designed to provide a thorough understanding of both the syllabus content and the examination criteria.

### BENEFITS OF ATTENDING

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

### PROGRAMME

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



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