



Historic England

# Planning Outstanding Local History and Heritage Projects at Key Stages 1, 2 and 3



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# 1 The importance of local history and heritage projects in pupils' learning

Local history and heritage studies are an integral part of the study of any historical issue, theme, event or person. Without them the study is partial; with them the study is complete.

Local history allows us to look at what was happening in a particular area and to see the extent to which it mirrors or differs from what was happening elsewhere.

As a result, it enables us to focus on a particular area and to move from the 'local' to the 'national' and often on to the 'global' scene. It opens the doors from the particular and manageable study to the much larger and more complex study. Thus, for children and young people local history can be the most appropriate access point for the study of history. It enables them to become grounded in the past, to get their feet firmly placed in the period and become accustomed to the times they study before launching into a much broader and perhaps less concrete and less tangible study.



Pupils measuring the remains of Hulton Abbey.

Local history and heritage studies can bring enormous benefits for children and young people. Some of the most important are that they enable them to:

- understand how and why their local community has developed in the way it has
- investigate the people and events that took place where they lived
- develop a sense of historical curiosity about their area and a sense of place
- see how their locality was involved in, responded to and was affected by regional, national and international events and actions – was their area typical or was it unique?
- understand why the area in which they live is worth knowing about
- be aware of the features of their local community and the extent to which they are an asset
- strengthen their chronological understanding and their appreciation of how and why some things change and others remain the same

- develop their enquiry skills and strengthen their skills in using a range of resources such as maps, photographs, census returns and directories
- increase their confidence and sense of achievement
- strengthen their knowledge and appreciation of their local community and forge stronger links with that community
- develop an identity and pride in where they live

Ultimately, the study of local history and heritage studies:

- develops children's and young people's appreciation that these aspects of history are essential to explaining the national picture
- provides a more accessible introduction to national issues
- is often more absorbing and fascinating than the study of national and international history
- can provide easily accessible and manageable opportunities for whole-school and cross-curricular projects
- offers opportunities for teachers to develop new knowledge and skills as they enthuse their pupils and are themselves enthused by immersing themselves in the community

## 2 Key links to the National Curriculum for history

The National Curriculum (NC) for history was revised in 2013 ([DFE-00173-2013](#)) and the programmes of study are quite precise and explicit about the place and importance of local history.

**Aims:** one of the six aims of the NC for history is that it should ensure that all pupils:

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### Key Stage 1

**Preamble:** although the preamble is not explicit about the study of local history, it is clear that local history can make a significant contribution to achieving the points mentioned, namely:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Subject content:** at KS1, the subject content is organised into four bullet points. The last one states that pupils should be taught about 'significant historical events, people and places in their own locality'.

**Implications:** this means that all pupils must study aspects of local history in KS1.

## Key Stage 2

**Preamble:** the preamble to the subject content at KS2 is explicit on local history. It notes that ‘pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study’ and that teachers should ensure progression through teaching the British, local and world history.

**Subject content:** at KS2, the content is organised into nine bullet points. The first four focus on the British history to be taught from the earliest times to 1066, one looks at a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, and three are concerned with world history. There is one bullet point exclusively focused on local history. The NC notes that pupils should be taught ‘a local history study’.

This requirement is followed by three examples, each of which is non-statutory. The three suggestions are:

- a depth study linked to one of the British areas of study listed in the curriculum
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Implications:** this means that all pupils must study local history at KS2 and it can be from any time period. It is not restricted to having to be from before 1066. In addition, the programmes of study provide numerous opportunities for work linked to local history and heritage studies. The British history requirements cover changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain’s settlement by Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Teachers should take every opportunity to make links between the locality and the national story, and vice versa.

## Key Stage 3

**Preamble:** the preamble to the subject content at KS3 is explicit on local history. It notes that ‘pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time’. In addition, ‘teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content’ by planning to ensure progression ‘through teaching the British, local and world history’.

**Subject content:** the content at KS3 is organised into seven bullet points. The first four focus on the British history to be taught from 1066 to the present day, one looks at a study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066, and one is concerned with world history. There is one bullet point exclusively focused on local history. The NC notes that pupils should be taught ‘a local history study’.

This requirement is followed by three examples, each of which is non-statutory. The three suggestions are:

- a depth study linked to one of the British areas of study listed in the NC
- a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066.

**Implications:** as at KS2, this means that:

- all pupils must study local history at KS3
- the local history can be from any time period
- teachers should take every opportunity to make links between local history, and national and international history, and vice versa.



# 3 How local history and heritage projects support schools when Ofsted inspects

There are two aspects to this particular section of the guide.

- The first aspect relates to Ofsted's current guidance as set down in the 2015 framework as explained in the latest School inspection handbook. The key issue here is what Ofsted notes about the effectiveness of schools in relation to the study of local history and heritage.
- The second aspect relates to how local history and heritage is planned and taught, and what outcomes it has for pupils in relation to their achievement as well as their personal development, behaviour and welfare.

## The School inspection handbook, for use from September 2015

The 2015 framework took effect from 1 September 2015. It sets down how Ofsted inspects schools and what it looks for when making judgements.

There are several important aspects within the framework and the evaluation criteria that relate directly and indirectly to local history and heritage.

## Overall effectiveness

Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural (SMSC) development.

In defining pupils' SMSC development, the School inspection handbook describes each of these four elements as follows:



### **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



Bridge School Remembrance Sunday, Leicester.

This definition of SMSC development shows clearly that pupils’ involvement in local history and heritage studies can provide copious opportunities for them to strengthen these important aspects of their education.

**Activity 1:** Look at the local history project you are proposing, are undertaking or have recently completed.

In what ways does your project provide opportunities for the development of pupils’ SMSC?

The grade descriptors for overall effectiveness include explicit references to pupils’ SMSC development as follows:

<b>Outstanding Grade 1</b>	The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
<b>Good Grade 2</b>	Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being.
<b>Requires Improvement Grade 3</b>	There are weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development.
<b>Inadequate Grade 4</b>	The judgement on the overall effectiveness is likely to be inadequate where ...there are serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development.

## Leadership and management

Pupils' SMSC development is also mentioned in the School inspection handbook within the section on leadership and management. It is worthwhile considering what is said for SMSC development alongside the requirements for the curriculum. The grade descriptors refer to SMSC development and the curriculum as follows:

<b>Outstanding</b> Grade 1	<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p> <p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>
<b>Good</b> Grade 2	<p>The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <p>Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>
<b>Requires Improvement</b> Grade 3	<p>No comment made.</p>
<b>Inadequate</b> Grade 4	<p>The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. ...The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</p>

**Activity 2:** Look again at your answer for Activity 1.

Does your project provide clear and robust evidence for any of these grade descriptors?



## The curriculum

The curriculum and its impact on pupils has a greater focus in the new inspection requirements than in the previous ones. For example:

- in making their judgement on leadership and management, inspectors must consider ‘the design, implementation and evaluation of the curriculum, ensuring breadth and balance’
- when evaluating the quality of teaching, learning and assessment, inspectors will undertake a scrutiny of pupils’ work, with, amongst other things, ‘particular attention to pupils’ effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum’.

In addition, the School inspection handbook notes that an inspection without notice will be

considered where there are serious concerns about, amongst other things, the breadth and balance of the curriculum.

Enquiries undertaken by pupils that focus on local history and heritage topics should help to provide breadth and balance in the curriculum. As a result, schools that pursue local history and heritage enquiries are potentially well placed to strengthen pupils’ SMSC development and provide clear and robust evidence to meet Ofsted’s current requirements.

**Activity 3:** Consider all your evidence about the project and its impact on pupils.

How effectively does your project enable pupils to make ‘progress and enjoy learning across the curriculum’?



Teacher and pupils discuss research on a visit.

## What should we expect for a project to be judged as outstanding?

When evaluating the effectiveness of local history and heritage projects and their impact on pupils' learning, the key characteristics expected for an outstanding grade is summarised in the 'prompts for evaluating' diagrams in the next section. These diagrams show the points to look for and expect when judging:

- outcomes for pupils including achievement, personal
- development, behaviour and welfare
- the quality of teaching, learning and assessment
- the quality of the curriculum.

**Activity 4:** Print a copy of the prompts for evaluation diagrams (in the next section) and study them carefully alongside the project being evaluated. Highlight the bullet points in the diagram that match the impact of the project.

Using a best-fit approach, is the impact so effective that the project deserves to be regarded as an outstanding enquiry?

If it does, what are its particular strengths?

If it does not, what is missing and what needs to be done to ensure that the project has an impact that can be judged as outstanding?

# 4 Evaluating your projects

## Teachers

How well does your study provide evidence to show it is outstanding?

Look at the following diagrams that focus on outcomes for pupils and the quality of teaching.

Use the points on each diagram as a checklist to see how well your study and its impact on pupils can be judged to be outstanding.

Where you are less confident that your study meets the phrases in a box, how might you amend your study so that you can be more confident about your enquiry and its effectiveness?



Teacher training, Manchester.



## Teachers prompts for evaluating the outcomes for pupils.

A local heritage enquiry with opportunities to:

- visit/access relevant local experts, people, places, sources of evidence, museums, archive resources etc
- compare, contrast, discuss and debate different perspectives
- present learning and views in a variety of literary and creative forms
- connect the local history to the national story and chronological significance

Pupils have an excellent understanding of how and why people interpret the past in different ways.

Pupils understand and can apply the principal historical concepts and processes.

Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.

Pupils have an excellent knowledge and understanding of people, events and contexts from a range of historical periods of historical chronology.

Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Pupils are passionate about local history and engage enthusiastically in their learning, developing a sense of curiosity about the past, especially in their locality.

Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of local history and heritage themes.

Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

## Teachers prompts for evaluating the quality of teaching, learning and assessment.

An outstanding local heritage enquiry:

- is well planned, researched and resourced
- has a 'kick-start' inspiring an eagerness to learn
- encourages pupils to ask questions and find their own answers
- has planned historical learning outcomes for all lessons/activities
- builds on prior learning and extends skills and knowledge
- emphasises links with the national story and chronological significance of events, developments, change etc
- inspires the pupils' sense of achievement and pride in their work

Teaching makes pupils alive to changing views of the past & helps them to understand how & why interpretations & representations change over time, why local history matters and why the particular topics they are taught are worth knowing about.

Teachers' practice is informed by excellent knowledge and application of continuing developments in teaching and learning in history.

Learning is rooted in enquiry and teachers routinely promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.

Pupils produce the best work they can, as teachers communicate their passion for history and consistently challenge and inspire.

History is very skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.

Excellent progress is made in history by all groups of pupils, due to teachers continuously refining their practice.

Lessons are exciting and often innovative with historical rigour at their core: this is due to teaching that ensures that pupils are able to make use of their prior learning in moving their historical understanding forward.

## Subject leaders and senior leaders

How well does your study provide evidence to show it is outstanding?

Look at the following diagrams that focus on the quality of the curriculum and the effectiveness of leadership and management.

Use the points on each diagram as a checklist to see how well your study and its impact on pupils can be judged to be outstanding.

Where you are less confident that your study meets the phrases in a box, how might you amend your study so that you can be more confident about your enquiry and its effectiveness?



Teacher training, North Yorkshire.



Teacher training.

**Subject and Senior Leaders prompts for evaluating the quality of the curriculum.**

For which of these points does your study provide evidence to show it is outstanding?

Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development, as well as to their understanding and appreciation of fundamental British values.

Pupils have excellent opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local events as well as national and world events and the histories of cultures other than their own.

Excellent links with other agencies and the wider community provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.

Opportunities to study different themes and issues across time are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide-ranging understanding of local history and why studying it matters.

The curriculum is distinctive, highly imaginative and underpinned by a clear and coherent rationale. As a result, all groups of pupils enjoy the subject and are committed to doing their best.

Links with other subjects in the school are highly productive in strengthening pupils' learning in history.

The curriculum provides constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning.

The curriculum ensures that pupils understand key historical concepts and they can confidently articulate the place history, especially local history, has in their own lives, in society and in the modern world.

Pupils' experiences are tailored to meet their individual needs, interests and aspirations.

Subject and Senior Leaders prompts for evaluating the effectiveness of leadership and management.  
For which of these points does your study provide evidence to show it is **outstanding**?

The effectiveness and high profile of local history in the school are based on visionary leadership and highly efficient management, as well as the commitment and enthusiasm of all history teachers.

Leaders demonstrate excellent understanding of current developments in the subject, and there is a sustained record of innovation and success in inspiring pupils and improving their achievement.

Ambitious aims are based on a clear rationale for the subject and its place in the education of pupils; they are well communicated to staff and pupils, and are matched with skilled deployment of resources, including staffing.

The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.

Leaders are focused constantly on inspiring confidence in and commitment to history, including local history, in pupils and colleagues.

The excellent collaboration among teachers is underpinned by joint planning and the effective sharing of good practice in history.

Self-evaluation is critical and well informed by exciting practice in history and the effective analysis of performance.

The subject-specific professional development needs of staff are very effectively and comprehensively assessed and met.

Robust quality assurance leads to prompt, decisive action to tackle relative weaknesses in teaching and learning in history.

# 5 Summary:

What pupils should know, understand and be able to do in history by the end of each key stage

These end of key stage expectations are based upon Ofsted’s published reports and the requirements of the NC and the subject criteria for GCSE and A level.

At each key stage, teachers will have pupils who will exceed the expectations of what they should know, understand and be able to do by the end of that key stage. As a result, the expectations for pupils during the next key stage should be considered.

**By the end of the Early Years, pupils should begin to:**

- understand the passage of time and how things change over time
- use the correct language, such as ‘yesterday’ and ‘past’, and look at the differences between ‘long ago’ and ‘now’
- ask questions about artefacts, suggesting what they might be used for
- make accurate comparisons between modern and old objects
- develop chronological understanding and an interest in history

**By the end of Key Stage 1 pupils should be able to:**

- develop an awareness of the past and be able to reflect on the significance of what they learn
- know where all people/events studied fit into a chronological framework
- use common words and phrases relating to the passing of time and use a wide vocabulary of everyday historical terms
- recount stories accurately and suggest why people and events were important
- identify similarities/differences between periods
- understand some of the ways we find out about the past, and understand the importance of basing ideas on evidence
- identify different ways in which the past is represented
- choose and use parts of stories and other sources to show knowledge and understanding of key features of the people/events studied
- analyse artefacts, ask questions about them and consider how they might find out the answers
- develop the skills of hypothesising, questioning and investigating to study history

By the end of Key Stage 2 pupils should be able to:

- develop a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across periods studied
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses by selecting and organising relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- identify anachronism, be aware of different views about the people/events studied and be able to give some reasons why different versions of the past exist
- evaluate a range of historical sources and make perceptive deductions about the reliability of sources in answering historical questions
- understand change and continuity, and the significance of people in a wider historical context
- use historical terms accurately, and make pertinent and valid comparisons between periods

By end of Key Stage 3 students should be able to:

- extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning
- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time
- use historical terms and concepts in increasingly sophisticated ways
- pursue historically valid enquiries including some they have framed themselves
- create relevant, structured and evidentially supported accounts
- understand how different types of historical sources are used rigorously to make historical claims
- understand significance and discern how and why contrasting arguments and interpretations of the past have been constructed
- appreciate clearly how to undertake an historical investigation, select relevant evidence, evaluate it and communicate their findings effectively



By the end of Key Stages 4 and 5 (that is GCSE level and sixth form) students should be able to:

- know and understand key features and characteristics of periods studied: chronology, individuals, events, developments and issues
- understand and use appropriately in-context historical terms including first-order historical concepts such as 'constitution', 'nation', 'revolution' and 'society'
- create structured accounts, selecting, organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate
- understand the key features and characteristics of the periods studied in relation to second-order historical concepts of continuity, change, cause, consequence, significance, and similarity and difference within situations
- understand the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends, for example: between local, regional, national and international history; between cultural, economic, social, political, religious and military history, and between short- and long-term timescales
- understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources where precise provenance is given) to frame their own valid historical questions and make their own valid historical claims
- understand how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed
- learn to think critically about history, formulate and refine their own questions and lines of enquiry, and communicate ideas confidently in language appropriate to a range of audiences
- develop a sense of curiosity about the past, understand how and why events are significant, and how and why people interpret the past in different ways
- support, evaluate and challenge consistently their own views and those of others, using detailed, appropriate and accurate historical evidence from a range of sources
- show respect for historical evidence, and use it robustly and critically to support their explanations and judgements
- embrace challenging activities readily, including opportunities to undertake high-quality research across a range of history topics.

# 6 Ten steps to success

There are several ways to approach a study. The most usual are:

- to start with **Step 1** if you are not sure which aspect of local history or heritage studies you wish to follow.
- if you have already identified a fascinating local history or heritage project, consider first how it links to the NC for history. You can jump **Step 1** and possibly **Step 2**, but make sure you have thought about **Step 3** before you move on to **Step 4** and beyond.



Teachers discuss research materials, Yorkshire.



A local heritage activity, East Midlands.



KS1 Pupils do a conditions survey, Yorkshire.

1	<p><b>Decide the general history topic or topics you wish to follow and consider:</b></p> <ul style="list-style-type: none"> <li>■ how they link to the NC for history and other subjects where effective links can be made</li> <li>■ how they might provide evidence for the broad and balanced curriculum and for strengthening pupils' SMSC development</li> <li>■ how the learning and activities to be undertaken will support other areas of the curriculum – think about opportunities for cross-curricular work – local heritage projects lend themselves perfectly to literacy tasks, but also subjects like geography, art, music, drama and dance</li> <li>■ how much time you want to give the project and which classes/year groups it will involve</li> </ul>
2	<p><b>Do your research on possible local history case studies that relate to your topic or topics.</b></p> <p>Approach your local history group, local library, museum or Historic England Local Heritage Education Manager for advice, information and resources.</p>
3	<p><b>Decide what you want your pupils to know, do and understand at the end of the project that they didn't know, couldn't do and didn't understand at the start.</b></p>
4	<p><b>Decide your overarching enquiry question and the step-by-step sub-questions.</b></p> <p>With careful planning, you can do this with your pupils. By starting with an intriguing picture of a building, site or mysterious object and encouraging the pupils to consider and infer, the pupils are able to generate their own questions and make some of the decisions not only for Step 4 but also for the next steps. They need to be guided by you, the teacher, but this approach has been found to lead to greater engagement.</p>
5	<p><b>Decide on the final piece of work to bring the project together.</b></p> <p>To enhance your project, enlist other partners such as artists or a drama company.</p>
6	<p><b>Select the resources the pupils will need.</b></p>
7	<p><b>Decide what will be the hook – the way into the project.</b></p>
8	<p><b>Decide how the pupils will research the enquiry question.</b></p> <p>If appropriate, how will the background work, which may well involve some fieldwork or a visit, be organised and undertaken?</p>
9	<p><b>Decide how the pupils will organise and analyse the evidence gathered.</b></p> <p>Consider an exhibition, display or presentation to show the learning.</p>
10	<p><b>Decide how you will assess the project.</b></p> <p>Remember to display the success criteria and ensure the pupils are aware of this before they start.</p>

# 7 Tips

Evidence from the Heritage Schools Programme indicates that schools involved in local history and heritage enquiries have been particularly successful in their work when focussing on three types of enquiry. These are:

- an enquiry into the history and importance of a local building or site
- an enquiry into the story created by a local grave or memorial
- an enquiry that leads to the creation of a local history and heritage trail

This section provides tips on how to set about these types of enquiry in the context of the ten steps to success planning tool.

## An enquiry into the history and importance of a local building or site

### Tips

- Start with a walk or drive around a half-mile radius of your school – what interesting buildings, remains of buildings or environmental features can you find?
- Ideally, choose a site that is within walking distance of the school.
- Research the building/site online.
- Use old maps of the local area as the starting point for your enquiry – they often generate lots of questions and avenues of research that can lead to the basis of your local history study.

Map packs can be ordered from our [website](#).

- Ask around – parents, grandparents, older teachers and support staff (who may be more likely to live near the school) often know exciting local stories that can form the basis of your local history study



Learning about the historical landscape, Bristol.



- Use directories and census records to find out who lived in the building/site – these often bring to life the stories of historical sites and areas in the past. Information is available through:

<http://specialcollections.le.ac.uk/cdm/landingpage/collection/p16445coll4>

[www.findmypast.co.uk/](http://www.findmypast.co.uk/)

[www.ancestry.co.uk](http://www.ancestry.co.uk)

- Find out if the building/site has a related website (an organisation occupying a building may have information on its history).
- Find out about architectural details such as key features and terms, specific architect and the date the building/site was constructed.

- What else can you quickly find out about the building/site? Are there old photographs or is there a brief history?
- Use local archive services (many have online images/information – they will also have a collection of old maps and newspapers).
- Use local council websites.
- Historic England National Archives may have information and documents.
- Check on the National Heritage List for England – there will be information available if a building is listed/site protected.
- Search for local history groups who may have information.
- If the building/site is in use, contact the occupants/organisation/custodians etc.



Plymouth Grove pupils heritage trail visiting Gaskell House, Manchester.

- Visit the building/site – take pupils for a walk and encourage them to look up and around.
- Consider when the building/site was constructed and its use through time, and make links to national events/periods in history.
- From the above research, explore any stories related to the building/site

## An enquiry into a local grave or memorial

### Tips

- This type of enquiry allows you to explore all NC aims, eg ‘understanding the connections between local, regional, national and international history’ through study of ‘an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’. A war memorial or memorial for an event, such as a pit disaster, work well. This type of study is bound to lead you into dealing with SMSC development issues.



Pupils research a grave in Leicester.



- War memorials can easily be researched online ([www.warmemorialsonline.org.uk/](http://www.warmemorialsonline.org.uk/)). Your local archive or library may have already researched all the names on it. If the memorial doesn't have a list, the local library will probably have a roll of honour.
- Complete a condition survey with your class for the War Memorials Trust and upload comments, descriptions and photographs to their website using these activity sheets for pupils and [guidance for teachers](#).
- Each individual or small group can research a different person on the memorial to improve their research skills, but allocating different roles in research and presentation can help with differentiation.
- An open-ended enquiry question such as, 'How should we remember the First World War?' or 'Was life cheap in 19th century Seaham?' will enable pupils to devise their own sub-questions and research plan.
- A film, new memorial, drama or display/exhibition that can be shared with the local community works well and often leads to ideas for future projects.
- Sources of information could include photographs, a newspaper report of the unveiling or dedication of the memorial and census material.
- Hooks include: a visit to the site; an image of one of those involved (the youngest casualties provide a way in for pupils trying to grasp the enormity of war); a short film clip (free via [www.britishpathe.com/](http://www.britishpathe.com/)), or a character in role.
- Check with your local council before making a cemetery visit. Graveyards can be overgrown and uneven. A risk assessment should be done well in advance of starting the project. It may be unsuitable to take a whole class at one time.
- A simple KWL grid or pro forma for researching their individual will enable pupils to keep track of their research. Continually refer to the big question or challenge and success criteria at each stage.
- Ensure there are some individual as well as group outcomes. A scrapbook for research for 'their' person means that if their work isn't included in the final outcome you still have material to assess. Enable pupils to contribute to the design or execution of the group activity. Peer or self-assessment works well for this type of project.
- A visit to a local graveyard may inspire research about other local people (other than war casualties). If they were born before 1911, there will be census information, and trade directories, and websites such as Ancestry and Find My Past can provide additional information, but this is much easier with a home address linked to a name.



## A step-by-step guide to researching war memorial information

- 1 Find a local memorial. You may have one in your local park, church or school. If you are not sure where your nearest war memorial is, search the database at [www.warmemorialsonline.org.uk/](http://www.warmemorialsonline.org.uk/) or use local lists on [www.roll-of-honour.com/](http://www.roll-of-honour.com/) where you can look up your region alphabetically in the dropdown lists.
- 2 Choose a name (or more than one) from your local memorial or roll of honour (less common or double-barrelled are easier to identify in further research).
- 3 Go to the Commonwealth War Graves Commission website – [www.cwgc.org/find-war-dead.aspx](http://www.cwgc.org/find-war-dead.aspx) and:
  - enter basic information: surname, initials, war; if your search reveals nothing or too much, start again!
  - download the PDF ‘certificate’ about the individual and any documents about the cemetery and his grave.

**Building up a picture of your soldier:** by now you may know your soldier’s full name, age, family and home, and also where, when and for which regiment he fought and died. Use this information to continue your search.

- 4 Go to the Ancestry website – [www.ancestry.co.uk](http://www.ancestry.co.uk) - log in and:
  - enter basic information first: surname and initials (plus region) and then refine your search as necessary, using any additional information you have to make sure you have found the right person
  - download 1911 Census documents (certificate and transcript) and any military (other) records available.
- 5 Use image archives like [HistoricEngland.org.uk/services-skills/education/educational-images/](http://HistoricEngland.org.uk/services-skills/education/educational-images/) and local websites to bring your soldier’s life ‘to life’.
- 6 Try the British Newspaper Archive at [www.britishnewspaperarchive.co.uk/](http://www.britishnewspaperarchive.co.uk/) and search local papers for obituaries or information about your soldier’s regiment at the time of his death. Search by keyword first (your soldier’s name and the battle he died in) and then refine your search by selecting relevant local papers and viewing articles published on relevant dates. Local libraries often have local newspaper archives.
- 7 By now you will probably know the regiment that your soldier fought in and when he died. To find out more about his war journey and experience, search by regiment at [www.1914-1918.net](http://www.1914-1918.net)

8 Once you know the battle your soldier died in, get student-friendly information about it at [www.historylearningsite.co.uk/world-war-one/battles-of-world-war-one/](http://www.historylearningsite.co.uk/world-war-one/battles-of-world-war-one/). You should also be able to find maps of the different theatres of war and battles that took place through [www.firstworldwar.com/maps/index.htm](http://www.firstworldwar.com/maps/index.htm)

9 Additional research:

- you might be able to find reference to your soldier in his battalion war diaries; try National Archives – [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)
- or use [Ancestry](https://www.ancestry.com) (a search and download costs approximately £3),
- visit a local library or records office (archives) and search to see if they have any information about your soldier, his family, or his regiment and battalion.

10 A Google search may also uncover some information.



Pupils research a war memorial in Leicester.

## An enquiry that leads to the creation of a local history and heritage trail

### Tips

- Watch this [short film](#) on how to do a local history study.
- Structure and conduct a heritage walk with pupils around the school. Make sure you look up at windows, doors and chimneys to see what is there and to date local houses.
- Search on Google maps the area around the school and pinpoint buildings and sites of interest.
- Look at any existing trails as a starting point – see local history websites, council guides or view [www.archivesplus.org/schools/schools-walks/](http://www.archivesplus.org/schools/schools-walks/).
- Select a range of places from different periods.
- Link national events/developments to the time these places were constructed.
- Research older maps at your local archive services or order a set from [Historic England](#).
- Watch the [short film](#) on how to interpret aerial images.
- Decide on the most significant buildings, sites and places, and research each one using online research, local archives, city council websites etc.



Rush Green school shopping trail, London.



- Take plenty of photographs of the sites and places – this can be a pupil activity. Compare these images with images of the same sites or places in the past. These can often be found on local online archive image banks, or at local libraries.
- Select the most interesting facts to be highlighted on the trail.
- Create and design your own heritage walk guide and information pack with images.
- Ask your pupils to write up the walk and decide on the most important and interesting features.
- Create the route on a map and highlight the points of interest on the trail.
- Hold an open event where pupils lead the walk with family and friends.



Great Yarmouth Heritage Trail.

# 8 Case studies

## An enquiry into the history and importance of a local building or site

### KS1 – Why is the Hippodrome such a special building? (Great Yarmouth)

This **case study** describes how pupils identified similarities and differences over time in the use of a local landmark building and engaged in creative activities to enhance their understanding of its significance.

### KS1 and 2 – Rockliffe remembers (Whitley Bay)

Pupils from Rockliffe First School were inspired to research their school and local area after reading extracts from their school log book. The school was used as a barracks in the First World War and the pupils were keen to find out **what life was like 100 years ago**.

### KS1 and 2 – Discovering Ketley School's history and the area's importance in the Industrial Revolution (Telford)

This **case study** demonstrates how a well-planned local heritage project can be used for historical learning and SMSC development through community cohesion and pride of place.

### KS2 – Researching a locality and discovering a women's rights activist (Leicester)

A primary school researched their area and found an **interesting story** about a local suffragette. They were able to compare how life has changed in their locality over time and debate the value of democracy and voting.

### KS2 – Belle Vue comes back to life (Manchester)

This was a whole-school project in which pupils discovered that there had been a world famous showground on their doorstep. The **case study** and **film** demonstrate how pupils developed a wide range of skills and learnt about changes through time in their local area, using a variety of sources of evidence, including historical maps and images. Through their learning and engagement in the project, the pupils produced some very inspiring creative work leading to an Arts Award.

### KS3 – Our Dagenham – how has the area around our school changed? (Dagenham)

Year 9 students explored the area using maps and aerial photographs before undertaking a trail to develop their awareness of continuity and change in **Dagenham**.

### KS3 – Investigating the life and times of Humphrey Chetham and Crumpsall Hall (Manchester)

Students from Abraham Moss Community School used previously unseen archival documents, maps and plans to investigate the life and times of Humphrey Chetham and Crumpsall Hall. This [film](#) demonstrates how learning about their local heritage and using a range of sources of evidence thoroughly inspired and engaged a group of Year 9 pupils.

### An enquiry into a local grave or memorial

#### KS2 – Remembering Together – researching local First World War memorials (Leicester)

Local schools used research they had done about names on local war memorials to write a powerful first person biography, using different sources of evidence to build their own interpretations of the impact of the war. They [shared their work](#) with other schools, faith leaders and members of the public at a remembrance event.

#### KS2 – Remembering Together film (Leicester)

This [film](#) provides details on how Heritage Schools and multi-faith groups in Leicester came together to learn about, connect with and commemorate local people who suffered during the First World War. They learnt about the significance and impact of the war locally, nationally and internationally.

### KS2 – Finding out about the soldiers of Cavendish Primary School (Manchester)

Pupils used a range of primary sources to investigate the lives of soldiers who died in the First World War, and who are remembered on their school memorial. Through [this work](#) the pupils understood the significance and impact of the war.

#### KS3 – Researching a local memorial (Manchester)

The pupils carried out [in-depth research](#) into individual soldiers, comparing different sources of evidence, and learnt about the causes and consequences of the First World War.

## An enquiry that leads to the creation of a local history and heritage trail

### KS1 – St George’s Tram (Great Yarmouth)

This **short film** illustrates how a class learnt about their local heritage as they followed the tram route through the town. They learnt about changes in living memory and beyond and significant historical events, people and places in an inspiring and highly creative way.

### KS2 – Doorstep Heritage(Telford)

This **short film** illustrates how a heritage walk exploring local buildings and places, promoted thinking skills and prompted pupils to question the impact of changes and developments in their local area.

### KS3 – Every day archaeology: working with local schools to record local archaeology (Wallsend)

Pupils from Burnside Business and Enterprise College in Wallsend learnt how to identify key historical architectural features in their town, so that they could find out what life was like 100 years ago. They worked with the local Historical Environment Records team to make sure that key pieces of architecture were recorded for future generations. The pupils learnt how we interpret the past through different sources of evidence, and **their contribution** to recording this evidence also supported their SMCS development.



# 9 Websites and resources

Historic England – for information on the organisation that cares for England’s heritage

[HistoricEngland.org.uk/services-skills/education/](http://HistoricEngland.org.uk/services-skills/education/)

The Historic England Archive – search the archive for images of places, buildings, structures and landscapes across England

[HistoricEngland.org.uk/images-books/archive/](http://HistoricEngland.org.uk/images-books/archive/)

Britain from Above – for historical aerial images of Britain

<http://www.britainfromabove.org.uk/>

Pastscape – find information on England’s archaeological, architectural and maritime sites

<http://www.pastscape.org.uk/default.aspx>

Heritage Gateway – search over 60 resources, offering local and national information relating to England’s historic sites and buildings, including images of listed buildings.

<http://www.heritagegateway.org.uk/gateway/>

Short films to inspire teachers and pupils on a range of heritage topics

<https://vimeo.com/heritageschools>

The National Heritage List for England – find local listed buildings on the map search

[HistoricEngland.org.uk/listing/the-list/](http://HistoricEngland.org.uk/listing/the-list/)

Home Front Legacy project – find the physical remains of the First World War on the interactive map

<http://www.homefrontlegacy.org.uk/wp/>

The Churches Conservation Trust – free resources to use in places of worship

<http://www.visitchurches.org.uk/learning/Schoolscommunitylearning/>

National Library of Scotland is an excellent source of free historical maps. You can change the date of the map, get a side-by-side view, or order copies of maps

<http://maps.nls.uk/>

Key To English Place Names is a great way to find the origin of a village or town by finding out the etymology of the place

<http://kep.n.nottingham.ac.uk/>

Leicester University has a good selection of directories online and a search facility

<http://specialcollections.le.ac.uk/cdm/landingpage/collection/p16445coll4>

The Ancestry website gives free access to schools. Find out more by emailing

[cris.cooper@ancestry.com](mailto:cris.cooper@ancestry.com)

Local Studies Libraries often contain booklets and pamphlets on local people and places. They may also have contacts with local heritage organisations who can help with your project.

# 10 Contacts

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# Historic England

## National expertise, locally delivered

Our local office is the principal point of contact for many customers. Our staff specialise in assessment, processing grants, giving advice to owners, developers and local authorities, as well as designation, heritage data, government policy and communications.

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Visit the Historic England Archive:

[HistoricEngland.org.uk/archive](http://HistoricEngland.org.uk/archive)

We make available information about every listed building, scheduled monument, protected wreck, registered park, garden and battlefield in England through the National Heritage List for England: [HistoricEngland.org.uk/list](http://HistoricEngland.org.uk/list)

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