

Heritage Schools

Evaluation Research Report 2021-22



for Historic England

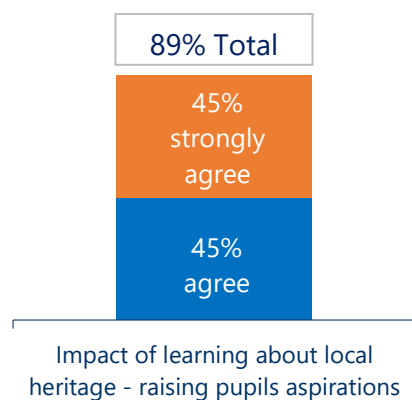
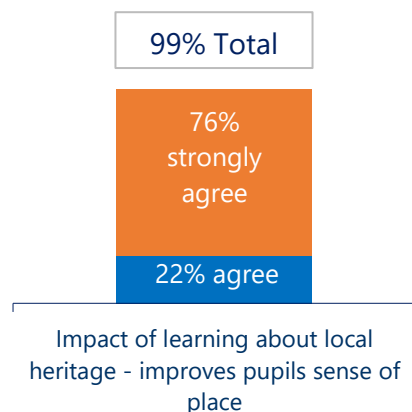
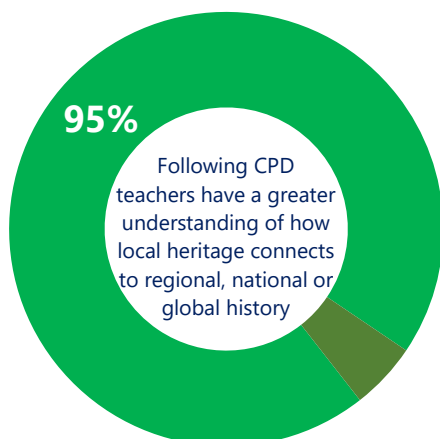
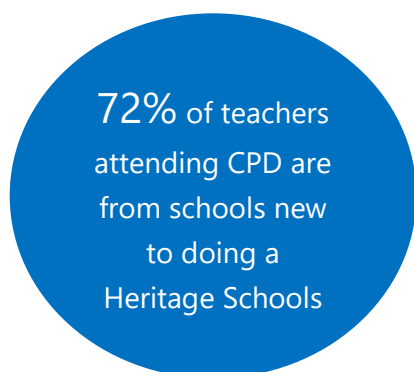
Oct 2022



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1. Key impacts & benefits



Heritage Schools is for many teachers attending the only history training session they have been on in the academic year:

- 68% of ITT students
- 57% NQTs
- 50% KS1 teachers
- 52% KS2 teachers
- 48% Secondary



2. Introduction

Qa Research (Qa) is pleased to submit this research report evaluating the impact of the CPD training provided by Historic England during the academic year 2021-22 through their Heritage Schools programme and the impact undertaking a Heritage Schools project has had on schools, teachers, pupils and partner organisations.

The overall aim of Heritage Schools is to encourage teachers to think about using what is local to their school, to bring their local history and heritage to life, increase a sense of local pride and use the resources 'on the doorstep' to help teach the 'national story'. The Heritage Schools programme is currently in its tenth year.

Each region in the programme has a Local Heritage Education Manager (LHEM) appointed by Historic England who is working with clusters of schools to help facilitate the use of local resources to teach the national history.

CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across eight different regions involved in the Heritage Schools programme.

The LHEMs also work in partnership with local heritage providers to provide training and greater opportunities for teachers and pupils to engage with local heritage.

This report further builds on previous annual evaluation research that Historic England has commissioned Qa to undertake about the impact of their Heritage Schools programme.

Training provided by the LHEMs comprises both face to face and online training sessions.

In 2021-22 there were 3,569 attendances at 221 CPD training events involving 2,565 teachers and heritage educators.

Heritage Schools worked with 223 schools who were new to Heritage Schools in 2021-2022 and 321 schools in total (including those who Historic England have worked with on Heritage Schools projects in previous years).

3. Aims & Objectives

The aims of the research are to provide:

- A thorough, independent and critical assessment of the Heritage Schools programme
- A clear understanding of the impacts of attending a CPD training course has or will have on teachers and pupils
- An understanding of the experiences of all those involved in the training, including any positives, negatives and suggested improvements or changes
- Amongst those undertaking a Heritage Schools project, the impact this has had on them and their pupils.

4. Methodology

Quantitative survey – those attending CPD training

The quantitative research has been conducted amongst teachers attending a CPD training course via a self-completion survey (designed by Qa and approved by Historic England – included in the appendix for reference).

This survey has been designed as a paper survey and an online survey.

The distribution of either the two-sided paper survey or online survey link has been administered by trainers / Local Heritage Education Managers (LHEM) who have handed out the survey or circulated the survey link to teachers taking part in the CPD training.

The surveys are distributed during training sessions and filled in straight after the training which enables the responses to be fresh in the respondent's mind.

In total 1173 surveys have been completed, covering 115 different courses / sessions across the 8 Heritage Schools areas.

The overall total of 1173 completions provides a sample which in research terms means we can be 95% confident that the data at an overall level has a variance of no more than +/- 2.7% accuracy.

These findings are based on a sample size which provides results that are inside the +/-5% standard industry error margin and therefore provide overall findings which are considered to provide results which are statistically robust.

A similar survey has been completed by attendees at Heritage Schools CPD events over the previous six academic years. Where the same questions have been asked, we have shown comparison data within this report.

Confidence levels:

This indicates how representative findings are of the resident body as a whole. A 95% confidence level refers to the statistical likelihood (probability) that the true value of the population lies within a range (95% confidence interval) of the estimated percentage.

The +/- 2.7% accuracy refers to the 'standard error', which demonstrates how answers provided by the sample group potentially vary from the responses that

would be obtained if all respondents had been surveyed. In the research industry, commonly accepted levels of error are +/- 5%.

This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 47.3% and no more than 52.7%. The standard error is calculated on the basis of the total number of possible respondents covered and the number that have been covered by the survey.

Qualitative interviews

To supplement the quantitative research and explore further the impact of undertaking a Heritage Schools project a total of eight case study interviews were undertaken across the different Heritage School regions.

The case studies cover a mix of schools, educational and heritage organisations from different geographic regions who have worked on Heritage Schools projects.

Suitable respondents were identified by the LHEMs, with interviews arranged and conducted by Qa.

The case studies usually involve visiting a school or organisation, interviewing a number of teachers and pupils who have been involved, and being able to review examples of the activities undertaken and work produced. Because of the continuing Covid situation participants were given a choice whether they wanted us to visit the school or organisation in person or if to undertake the qualitative interviews via a telephone depth interviews, with seven being done in person and one virtually, via Zoom and a telephone call.

Quantitative survey – partner organisations

An online survey designed to capture feedback and the impacts on heritage partners of being involved in Heritage Schools projects was designed by Qa.

The online link to this survey was distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services over the academic year to schools involved in the Heritage Schools Programme in their region.

In total 19 different heritage partner organisations completed the survey.

5. How to read the data

The key findings from the research are shown overleaf.

Quantitative data

Being a self-completion survey some respondents may have left some questions blank. The base (i.e. the number of respondents answering the specific question) is shown at the bottom of each chart.

Please note that when interpreting the quantitative results throughout this report not all percentages will equal 100% due to rounding (with any figures of 0.5 or higher being rounded up).

Where the figure is shown as 0% at least one respondent gave this answer but the total count makes up less than 0.5% of the overall total.

The analysis of the results was run using Askia software.

A very similar survey has been used over the last six years which enables comparisons to be drawn to show continuities, trends and changes over time.

Qualitative findings

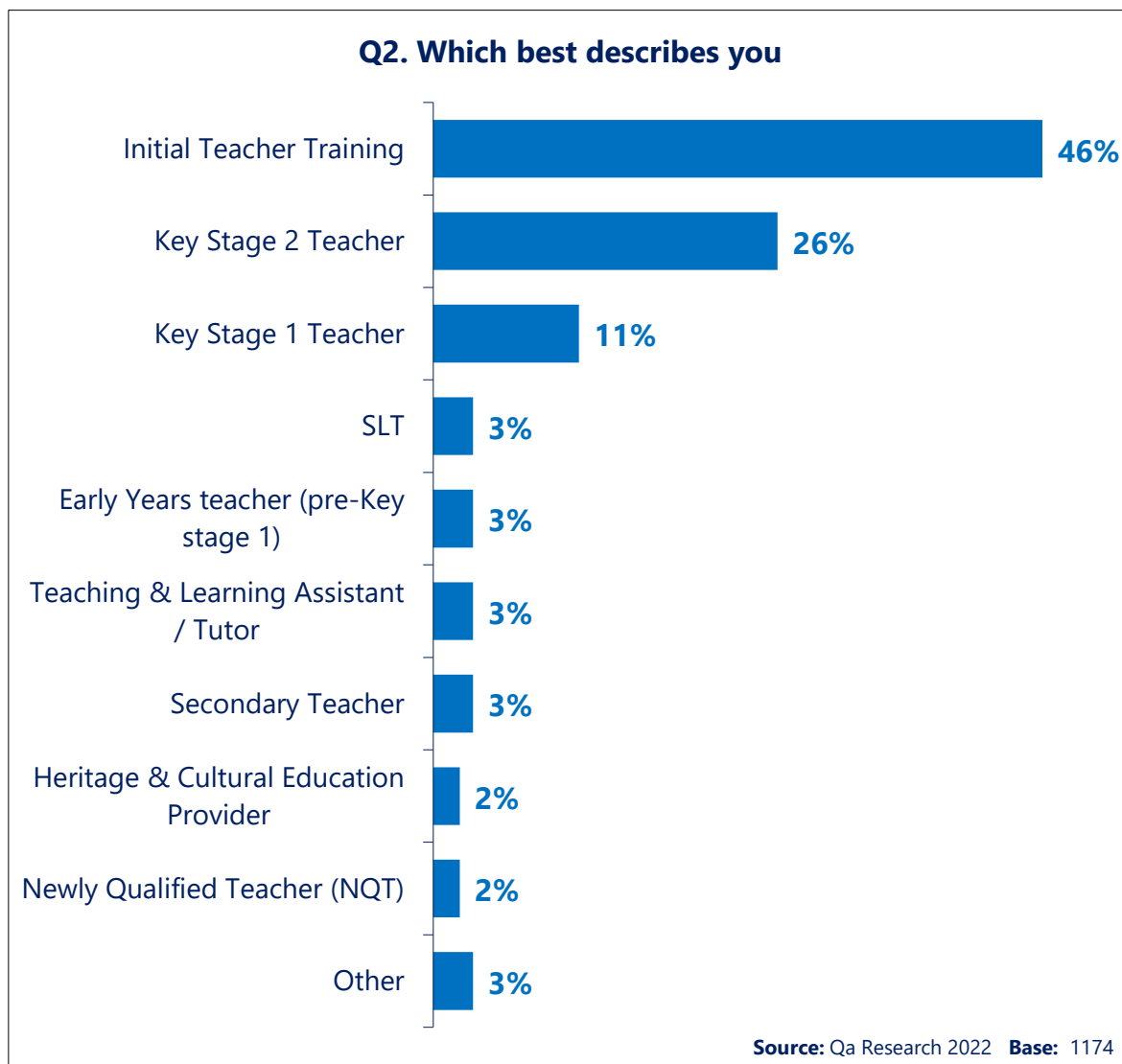
The qualitative case studies have been included after the quantitative survey results.

Direct quotes have been used to illustrate the case studies, with these shown in italics.

6. Key findings – Quantitative CPD evaluation survey

6.1 Type of teacher attending CPD

Type of teacher



Those saying 'other' were made up of SENDCOs / SEND, PPA staff and TAs ¹.

¹ Anyone saying student, PGCE or student teacher has been included in the percentage for Initial Teacher Training

The proportion of ITT teachers attending Heritage Schools courses has returned, after the continued impact of the pandemic on student timetables last year, back to being almost half of all those receiving CPD training.

The proportion of Primary teachers involved has remained considerably higher than the number of Secondary School teachers attending these sessions.

Attendee	2021 /22	2020 /21	2019 /20	2018 /19	2017 /18	2016 /17	2015 /16
Initial Teacher Training	46%	23%	35%	48%	49%	45%	45%
Newly Qualified Teacher (NQT)	2%	2%	3%	2%	2%	3%	5%
KS1 Teacher	11%	18%	15%	12%	10%	14%	-
KS2 Teacher	26%	36%	28%	19%	18%	22%	-
Primary Teacher ²	-	-	-	-	-	-	35%
EYFS	3%	5%	5%	2%	3%	2%	
Secondary Teacher	3%	2%	1%	3%	4%	2%	3%
SLT (Head, Assistant Head, Deputy)	3%	6%	7%	3%	2%	2%	
Teaching & Learning Assistant / Tutor	3%	5%	7%	7%	4%	4%	3%
Heritage & Cultural Education Provider	2%	0%	1%	2%	3%	1%	4%
Other	3%	2%	2%	2%	5%	4%	5%
Base	1174	578	1029	1390	1047	1157	1888

Amongst Primary teachers (EYFS, KS1 & KS2) an average of 300 pupils attend the schools that teachers who have been on a Heritage Schools CPD training course work in.

Although far fewer in number the Secondary teachers work in schools with an average of 756 pupils.

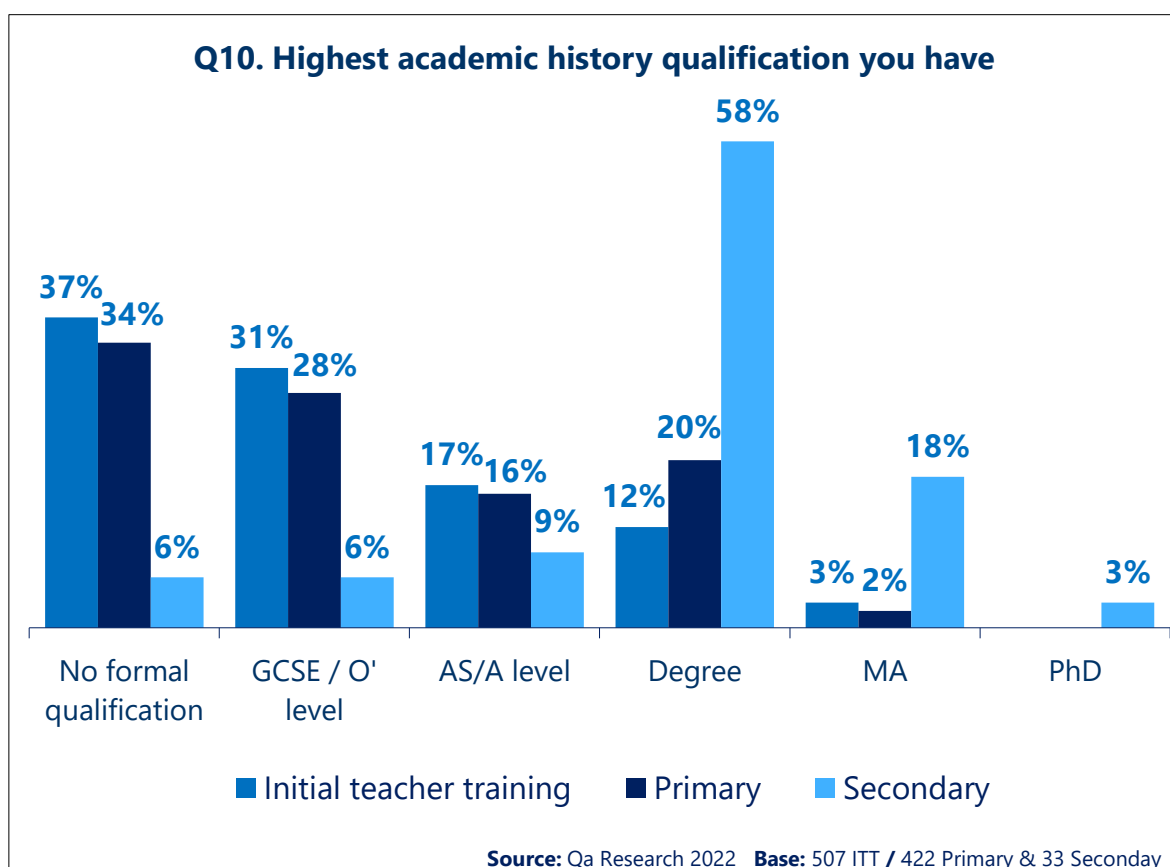
Highest academic history qualification

There is a wide range of formal historical knowledge amongst school teachers attending the training courses, but noticeably a third of all Primary teachers and slightly higher for those doing their Initial Teacher Training have no formal academic history qualification.

² The survey was changed to split KS1 & KS2 teachers in 2016

The skills, knowledge, reassurance and confidence they acquire from attending the CPD training could be one of the first times, if not the first time they have had any formal history training.

The impact of Heritage Schools on initial teacher training is explored in more detail in the North Tyneside School-Centred Initial Teacher Training Programme case study in chapter 7 of this report.



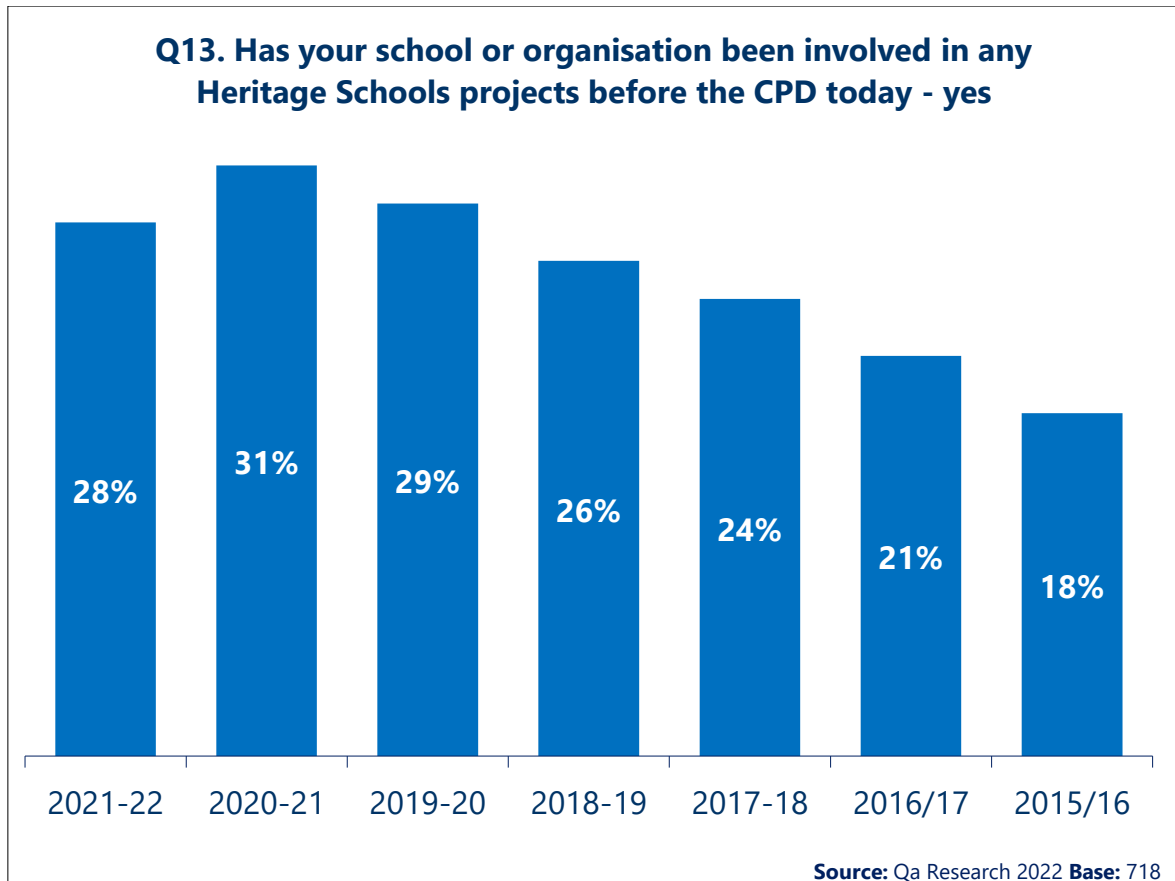
It cannot be assumed that those attending the CPD training have a background of historical knowledge to draw upon.

Over the last few years, the range of formal historical qualifications attendees have has been very similar (in 2020-21 28% of ITT and 29% of Primary school teachers attending the CPD training had no formal history qualification).

With a large minority of teachers, especially in the Primary sector having no formal history qualifications it suggests there is a need for high quality CPD training in history, covering knowledge and skills, before these teachers will have the knowledge and confidence to teach pupils a high-quality history lesson.

Level of previous involvement in Heritage Schools projects before attending CPD

Whilst retaining existing schools and organisations within the programme, Heritage Schools continues to deliver the majority of their CPD training to schools and organisations that are new to doing Heritage Schools projects.



Other CPD training attended

For most teachers who attended a Heritage Schools training session, this is the only history training course that they have been on in the last year:

- 68% of Initial Teacher Training students Heritage Schools is the only history training session they have attended in the last year
- 57% of Newly Qualified Teachers
- 50% KS1 teachers
- 52% KS2 teachers
- 48% Secondary School teachers

6.2 Impact of CPD or training session

The CPD sessions were delivered in various ways. In some cases, the LHEM delivered a training day, either online or face to face in person for teachers from several schools, and the teachers cascaded the training to their colleagues in their schools. In other cases the LHEM delivered a session in school for all the staff within the school who would be working on their specific local heritage project.

All respondents were asked how much they agree with each statement about the impact of participating in CPD or a training session with 1 being 'strongly disagree' and 5 being 'strongly agree'.

The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations so the findings are only from those who gave a definite answer.

Given the high levels of agreement, the chart overleaf only shows the proportion of attendees who agreed with each of the statements.

The percentage 'strongly disagreeing' with the statement or 'disagreeing' amounted to 1% for each of the statements, with the remaining not shown in the chart being those who opted for the 'neither agree nor disagree' option.

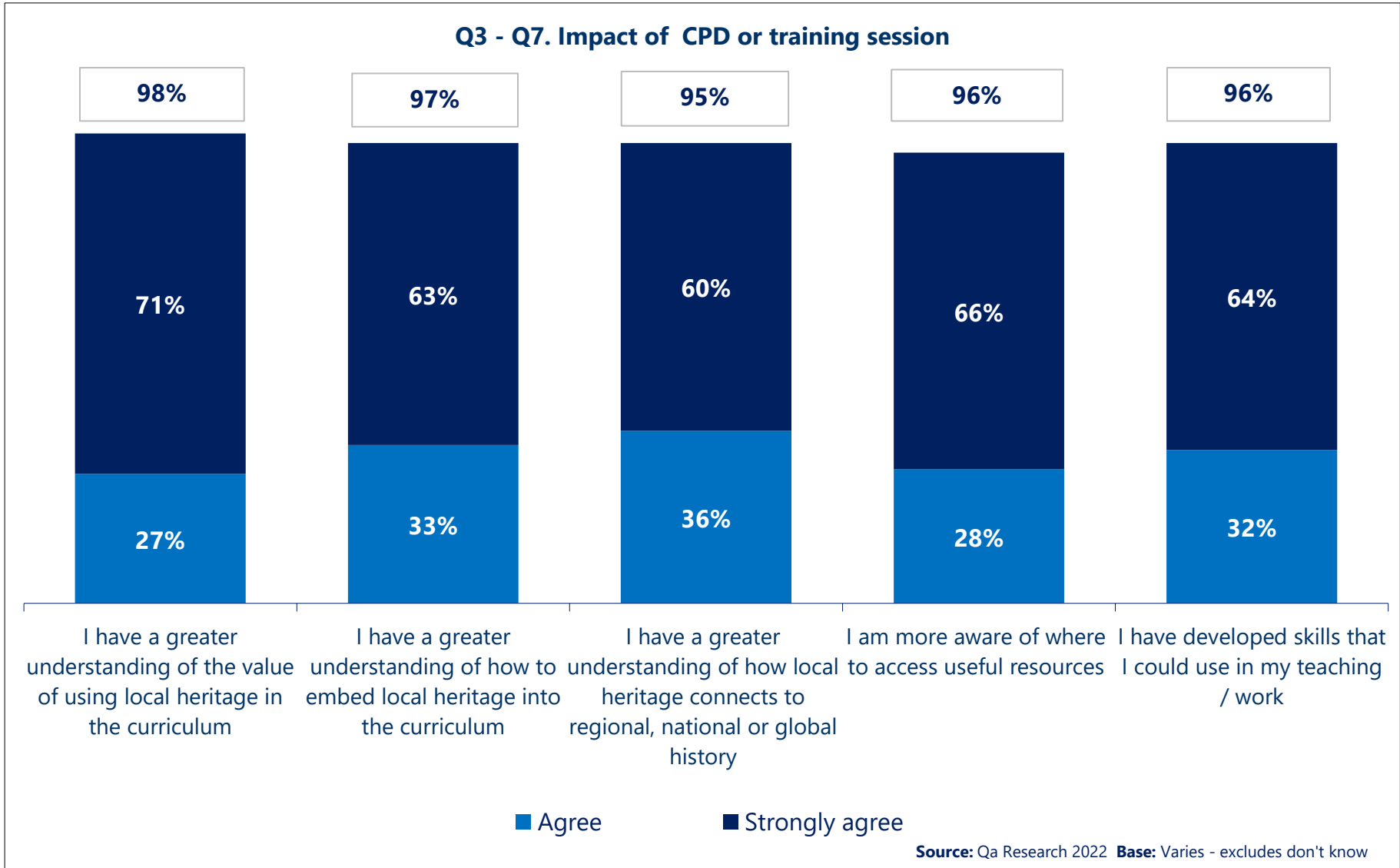
Therefore, the chart only shows the percentages 'agreeing' or 'strongly agreeing' with the statements.

The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.

Due to rounding the net total may not be the same as the separate percentages shown.

For all the questions there were more attendees who 'strongly agree' and opted for the highest level of agreement than 'agreed' with each of these statements.

There is very strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session.



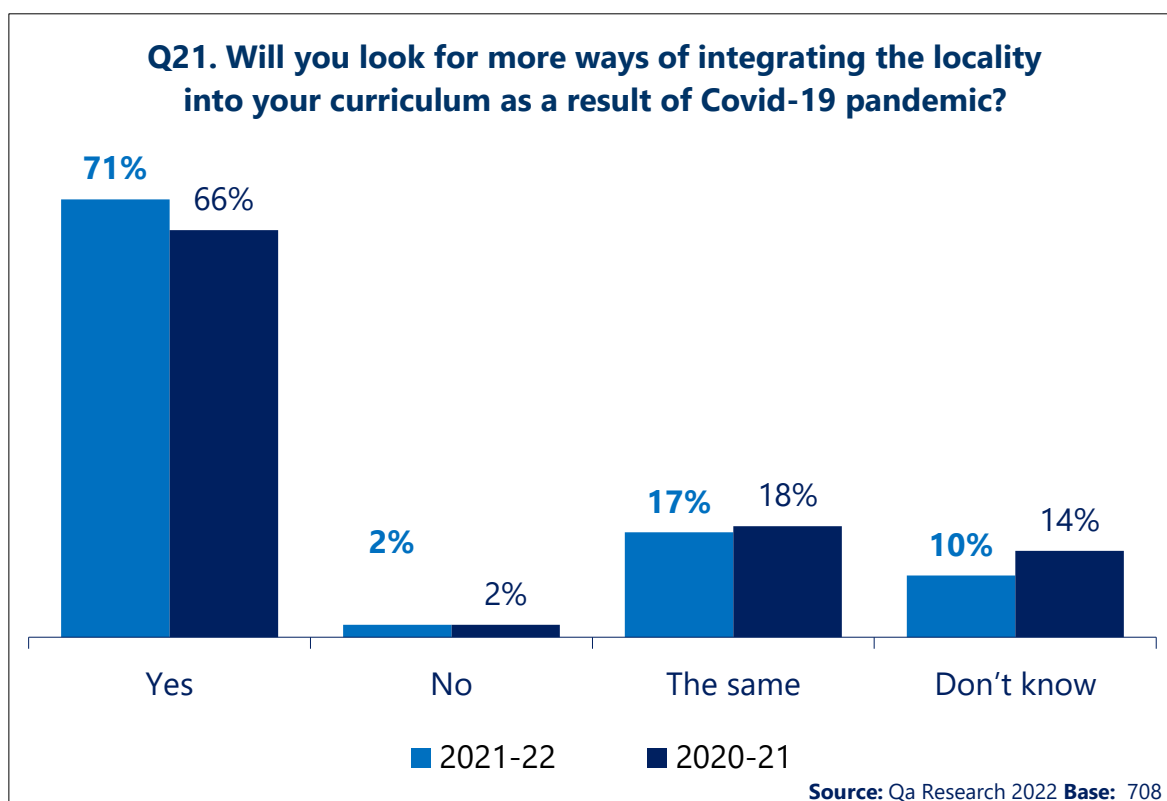
The agreement levels about the skills developed as a result of attending a Heritage Schools CPD training session have remained extremely high over the last five academic years.

Skills or knowledge acquired from CPD training	2021 /22	2020 /21	2019 /20	2018 /19	2017 /18	2016 /17	2015 /16
I have a greater understanding of the value of using local heritage in the curriculum	98%	98%	96%	97%	97%	98%	97%
I have a greater understanding of how to embed local heritage into the curriculum	97%	96%	95%	96%	95%	96%	96%
I have a greater understanding of how local heritage connects to regional, national or global history ³	95%	94%	94%	93%	93%	92%	90%
I am more aware of where to access useful resources ⁴	94%	96%	95%	93%	95%	97%	95%
I have developed skills that I will use in my teaching / work	96%	95%	94%	94%	93%	94%	92%

³ The wording of this option changed in 2019-20 – previously it read *I have a greater understanding of how local heritage connects to the national story*

⁴ The wording of this option changed in 2019-20 – previously it read *I have an increased awareness of & access to useful resources*

There is still, amongst those attending the CPD training a desire to use their locality more to deliver the curriculum, as a result of Covid restrictions.



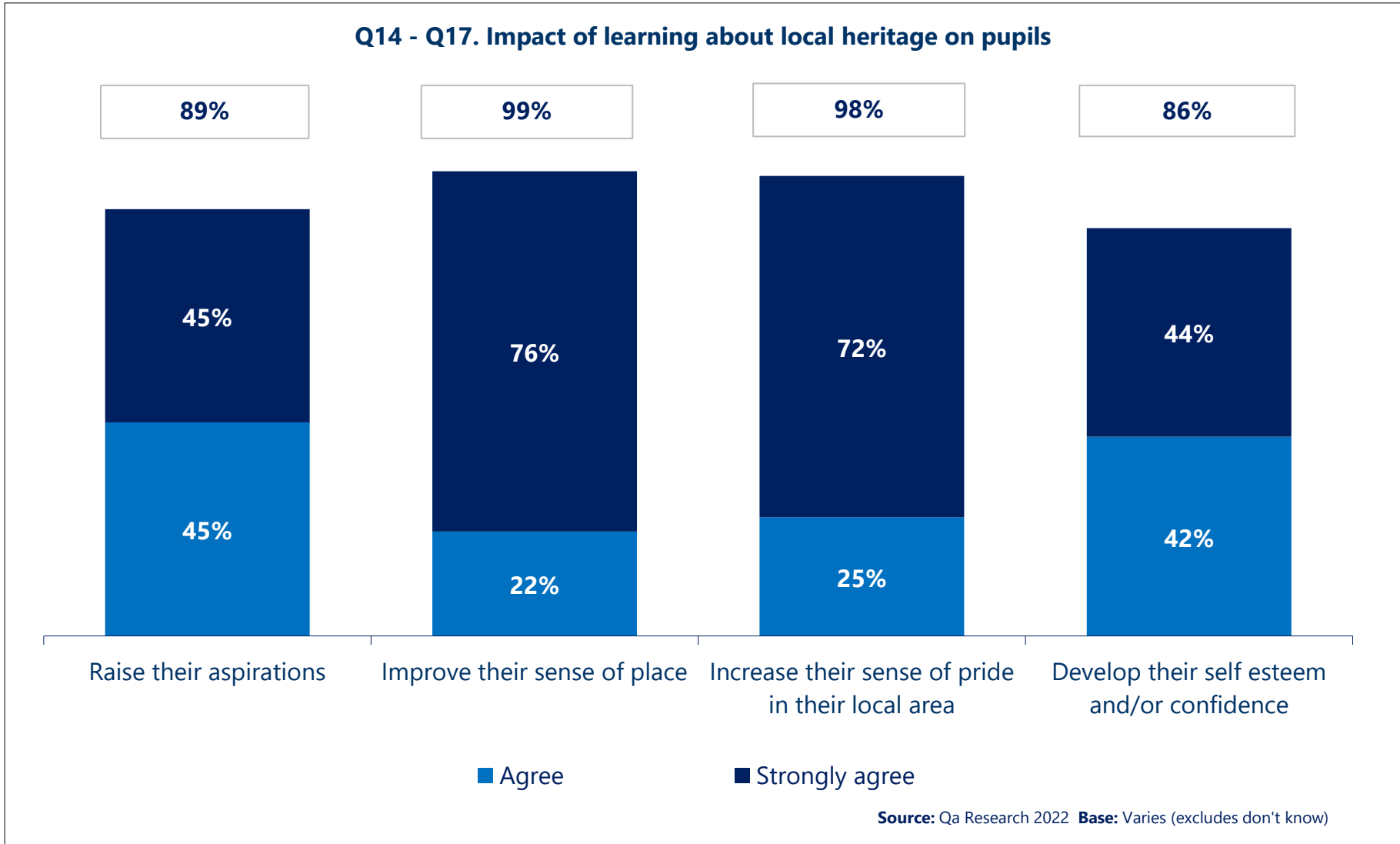
6.3 Impact on pupils of learning about local heritage

All respondents were asked to rate their opinion about the impact on pupils from learning about their local heritage.

The figures for those who gave 'don't know' as an answer or left the answer blank have been excluded from the calculations so the findings shown are only from those who gave a definite answer.

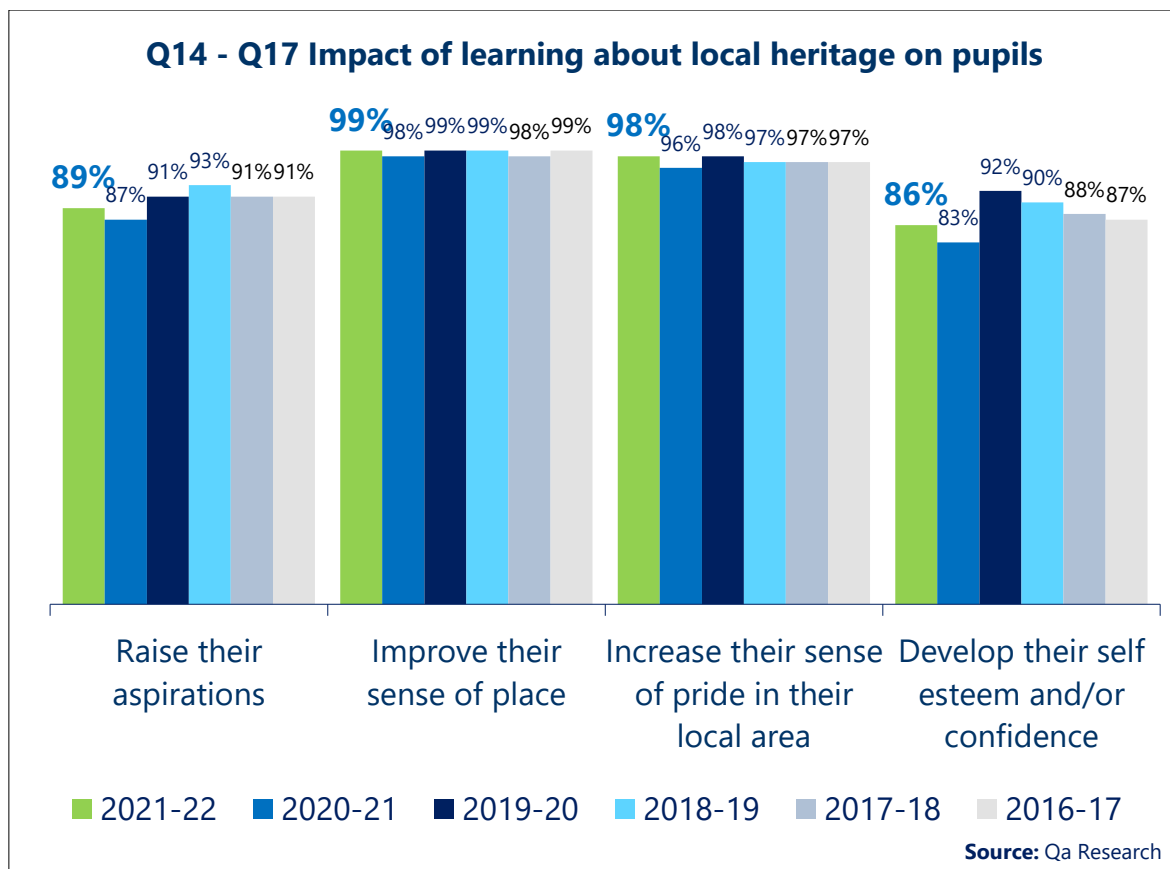
Given the high levels of agreement, the chart overleaf only shows the proportion of respondents who agreed with the statements.

The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.



Over the last six years there has consistently been almost universal agreement over the positive impacts learning about local heritage has on pupils.

The findings for the 2021-22 academic year are shown in the green bar, with the larger text size giving the percentage from the most recent survey.

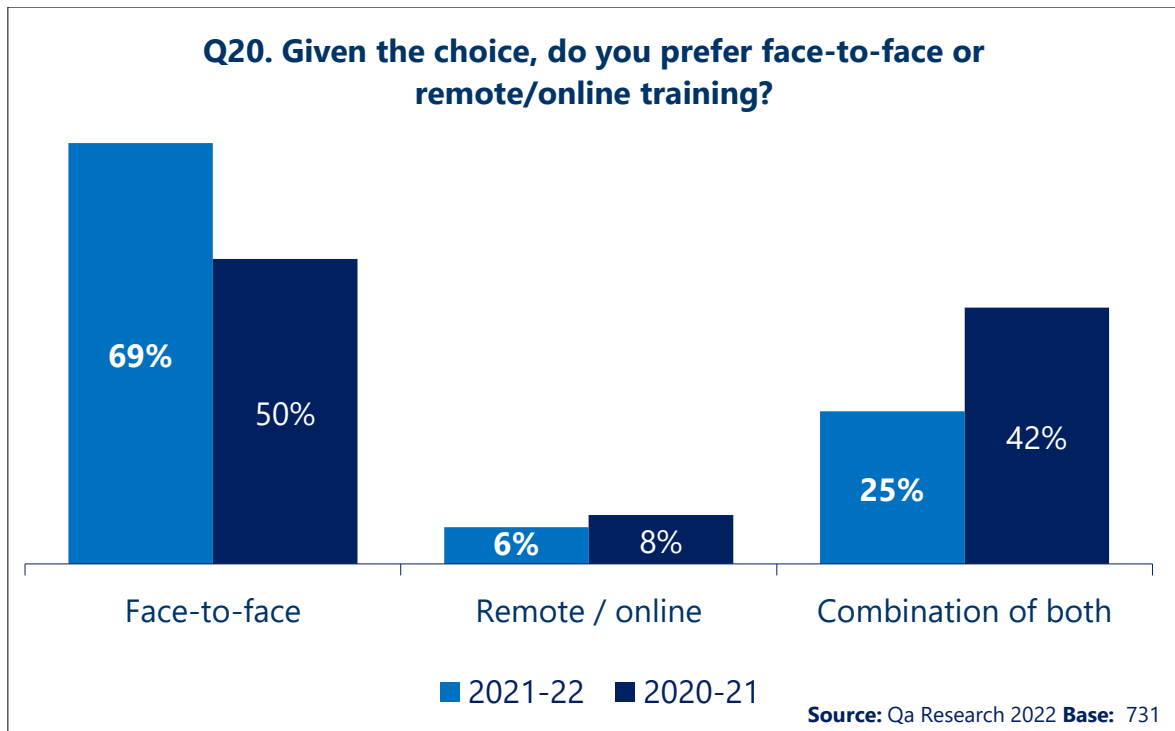


6.4 Preferences for CPD training

Due to the predominately online nature of the CPD delivered in 2020-21, as a result of Covid restrictions, the survey used the change to ask participants about their preferences for face-to-face or remote / online training.

Similar questions were again asked in the 2021-22 survey.

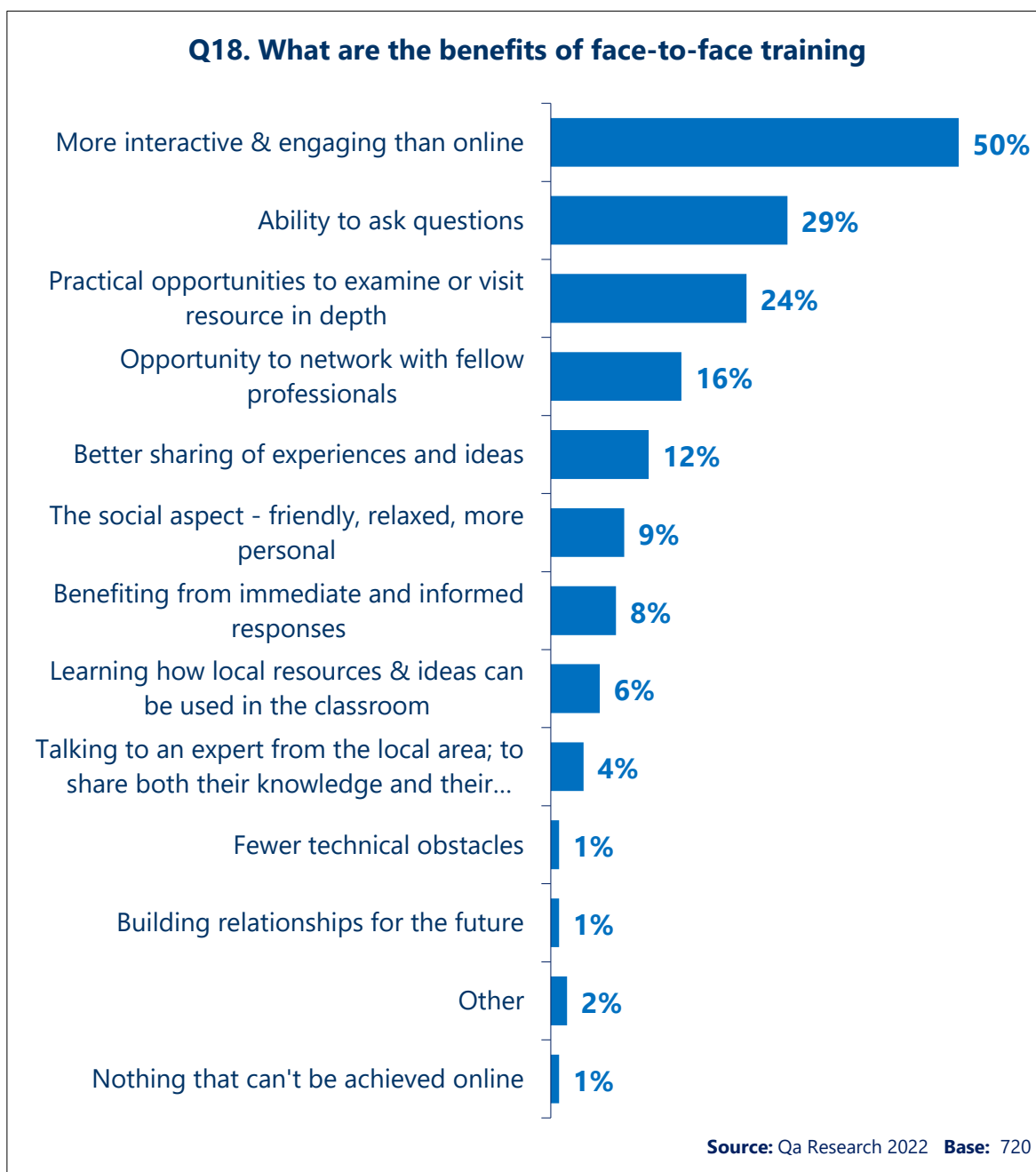
There is an even stronger preference for training to be all face-to-face than even last year.



The perceived benefits of face-to-face training are seen, in ranked order below, with the hands-on, tangible and physical nature of this type of training providing a more engaging and interactive experience.

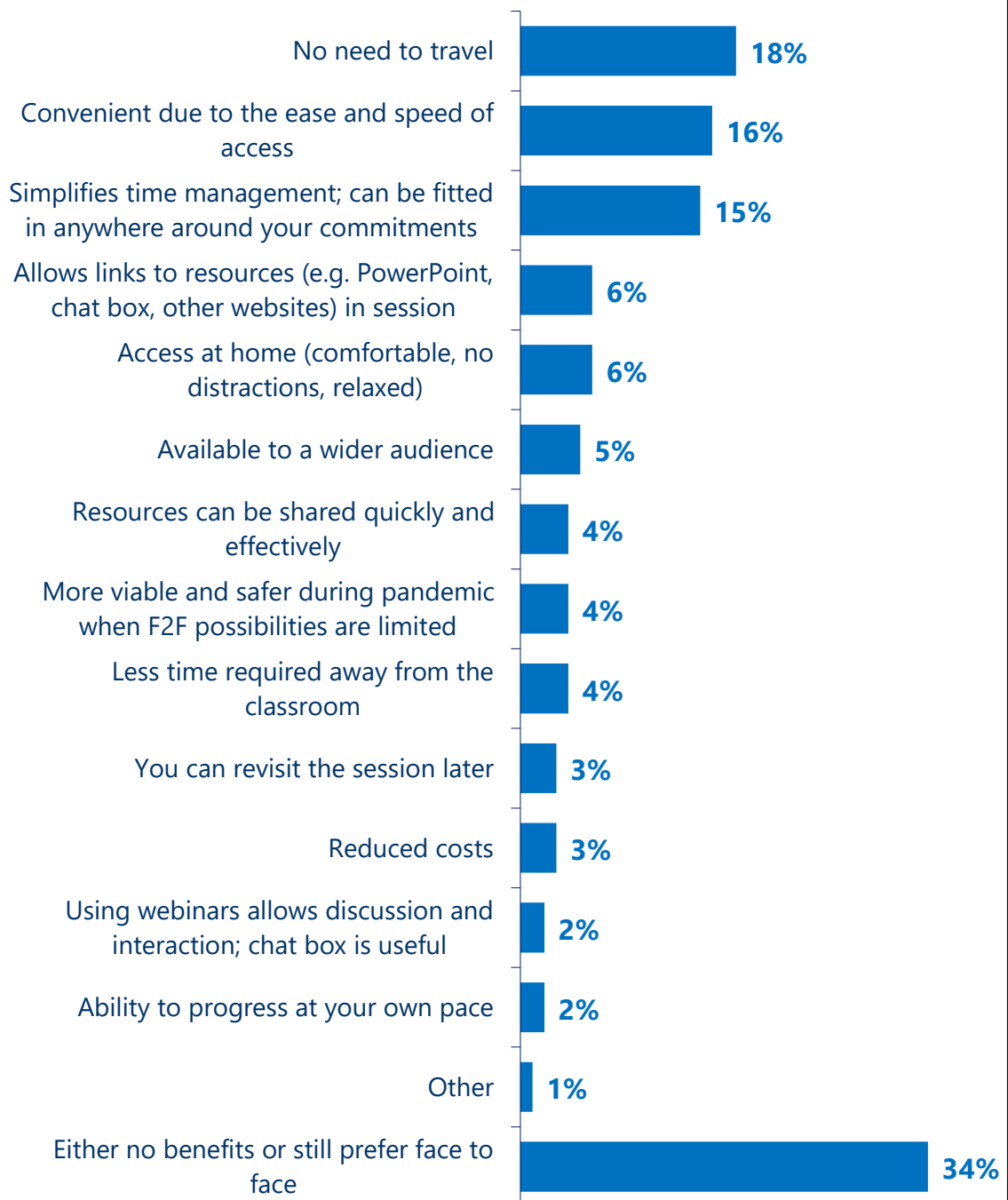
The benefits cited would indicate that attendees feel they get more out of attending and participating in a face to face than an online session.

The case studies in chapter 7 also reflect the value from actually physically doing some of the tasks in the training sessions, which they can then take back to the classroom and do with their students.



Attendees were also asked what they saw as the benefits of online training. There were a mix of views but mainly focussed on the convenient to participants, rather than providing a more impactful or engaging learning experience.

Q19. What are the benefits of online training

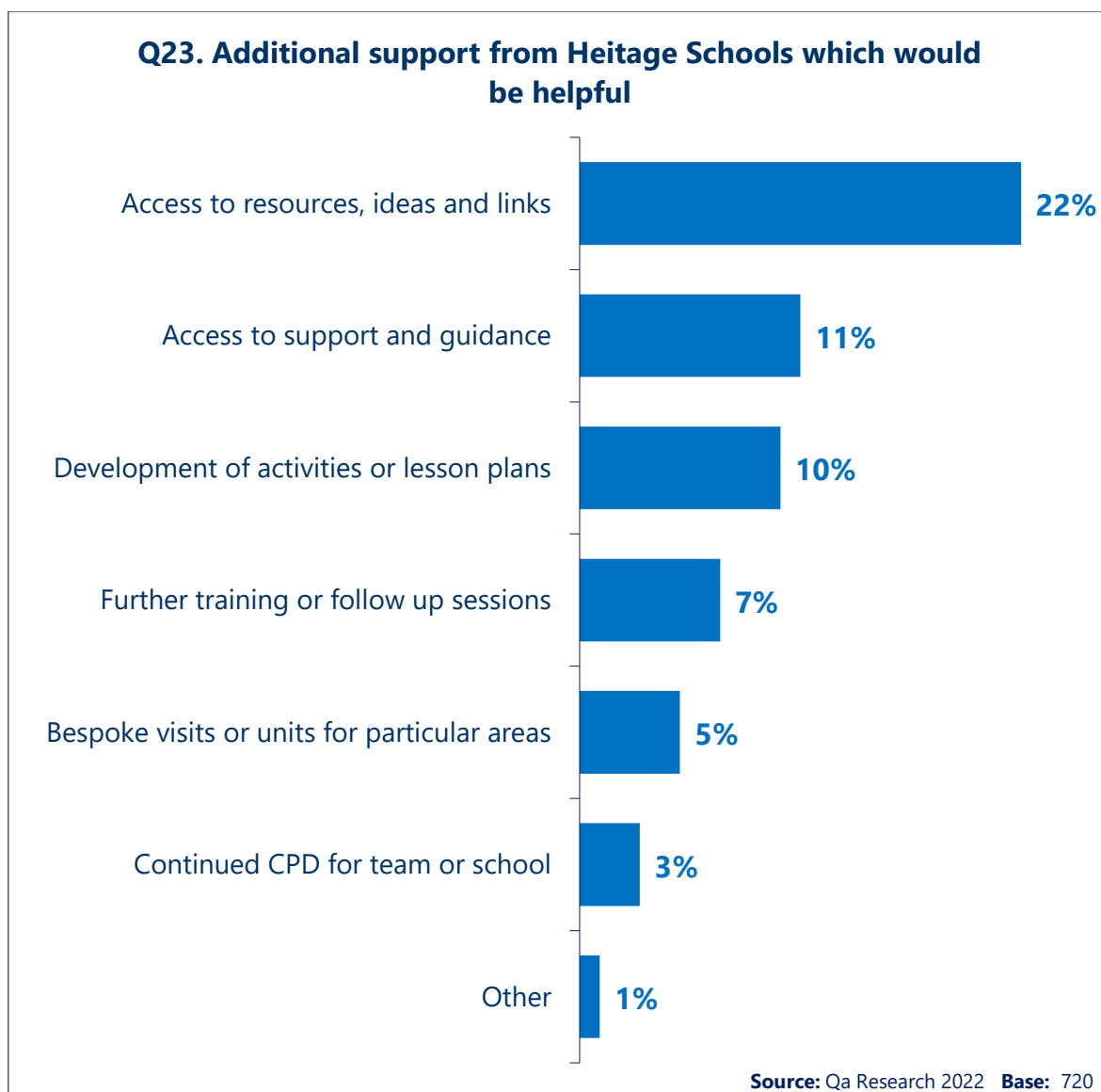


Source: Qa Research 2022 Base: 720

6.5 Any additional support desired

A final question asked what additional support attendees would find helpful from Heritage Schools.

Most had no further suggestions. Amongst those who did their answers have been coded, grouped together and shown in rank order below.



6.6 Summary of quantitative survey findings

Heritage Schools provides high quality CPD training to those entering the teaching profession, as part of their initial teacher training courses, as well as to teachers already working in schools and heritage organisations who work with schools.

With the majority of teachers, especially in the Primary sector having either no formal history qualifications or only up to GCSE / O level there is a need for high quality CPD training in history, covering knowledge and skills, before these teachers will have the knowledge and confidence to teach pupils a high-quality history lesson, let alone one incorporating a local study.

For most teachers who attended a Heritage Schools training session, this is the only history training course that they have been on in the last year. Without Heritage Schools CPD many of the teachers attending are unlikely to receive any history training at all or ever be exposed to the ideas and resources provided, nor would they have the confidence to deliver history (and other aspects of the curriculum) via the vehicle of a local heritage study; this is also the case with Primary sector ITT students.

There is very strong agreement over the positive impacts gained from attending a Heritage Schools CPD course or training session; not only have skills been developed and ideas imparted about how to use local heritage, along with signposting to useful resources to enhance lessons (see numerous examples in the qualitative case studies) but teachers also have a much greater understanding how local heritage connects to regional, national and global history.

There continues to be strong agreement amongst teachers that their pupils learning about local history will have positive impacts on their aspirations, self-esteem, sense of place and sense of pride in where they live; these positive outcomes were further reiterated and reinforced during the qualitative case study interviews.

There is a clear preference for face-to-face training. The perceived benefits being that the hands-on, tangible and physical nature of this type of training provides a more engaging and interactive experience with attendees feeling they get more out of attending this type of training session than an online format.

As the qualitative case studies go on to show, the ideas, theory, knowledge, resources and impetus to design a local heritage study which are provided via the CPD training are taken on board and used to design impactful engaging projects within schools.

7. Key findings - Qualitative case study visits

7.1 Summary of qualitative case study findings

- The case studies highlight the diversity of the training provided and the impacts from this, with examples from Primary Schools, Secondary Schools, Initial Teacher Training programmes, Heritage Action Zones and heritage organisations.
- Although much of the CPD training provided covers similar areas and skills such as using aerial photographs, historical maps, war memorials and buildings in the local area and census records, the ideas given are flexible and easily adaptable to each individual local study undertaken.
- Working with Heritage Schools has enabled schools and heritage organisations to do more and enhance the experiences and opportunities they provide pupils, which they recognise would not have happened without their involvement in the Heritage Schools programme.
- Heritage Schools has introduced schools to cultural and heritage providers and organisation, who in turn have been able to enhance what they can offer schools by better understanding the needs of teachers. The case studies highlight many examples of positive co-operation.
- The Local Heritage Education Managers (LHEMs) from Historic England are a crucial link, from delivering initial CPD training to build skills and knowledge through to providing ideas, resources, contacts and identifying opportunities which schools would not otherwise have known about; this expert facilitation is key in making heritage projects undertaken by schools richer and therefore more memorable for pupils.
- Having access to an outside knowledgeable expert [the LHEM] provides staff with the resources which can be time consuming to source, links to outside providers / expertise / opportunities and the confidence to develop engaging activities. Without Heritage Schools these connections are unlikely to have been made.
- Studying history through the prism of local heritage has helped pupils connect much more strongly with the subject. This in turn has led to students being engaged and producing high quality work. It has also connected pupils much more to the area they live in. Studying local history has helped instil a greater sense of local pride and belonging by knowing more about the area and in many

cases demonstrating that great things have happened in their local area, and success is possible wherever you come from.

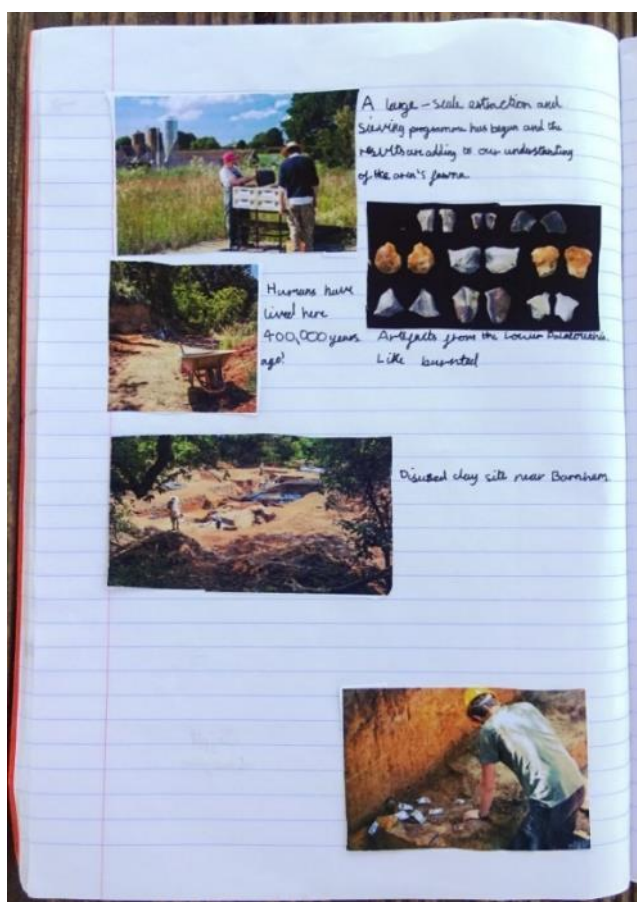
- Schools and heritage organisations taking part in the programme of CPD training both recognise the benefits participation has and will have on them. The training, skills, resources and ideas given are well received as being engaging, practical, transferable and easy to implement or adapt to their own locality and local history study. Teachers have been upskilled and heritage organisations have been introduced or better connected to local schools.
- Heritage Schools with its focus on using local heritage as a vehicle to teach history, as well as cover many other subjects has helped develop an engaging and meaningful approach to teaching in schools.
- The projects undertaken are varied but the commonalities are that teachers have a very strong desire to continue working with Heritage Schools and how positively they feel their pupils have responded to undertaking local heritage studies, demonstrated in the quality of their work and their level of engagement.

7.2 Qualitative case studies

Case Study: Barnham C of E Primary School, Suffolk

Background

Barnham Primary School is in a small village three miles south of Thetford. There are 165 pupils in the school, of whom around one third come from Barnham and two thirds from Thetford; the teacher explained that some parents choose Barnham instead of the schools in Thetford because it is a Church of England school and has a good reputation. It was rated Good by OFSTED in 2017. Most of the children are White British and there are some children from Polish and Portuguese families. Around 10% of pupils are eligible for Free School Meals.



Next to the school is the internationally important Paleolithic site which is being excavated by the British Museum, where 400,000 year old flint tools have been found. Nearby is an Iron Age hill fort. St Gregory's church dates from the 13th century and some of the houses in the village are from the 17th century. The windmill and railway station were used until the mid-20th century, so Barnham is rich in heritage. West Stow Anglo Saxon Village is five miles away, and Year 4 pupils visit it when they study the Anglo Saxons.

Year 4 pupil's visit to Barnham Paleolithic site

Barnham Primary's involvement with Heritage Schools

The Year 4 teacher attended the Heritage Schools CPD which the Heritage Schools Local Heritage Education Manager (LHEM) delivered to teachers in the Breckland Council area at The Ancient House Museum in Thetford in 2019. This session covered how to use historic maps and aerial photographs to find out how a locality has developed over time, how to use the local built heritage and how to research the soldiers named on war memorials.

The LHEM then delivered a CPD session to all the teachers and governors at Barnham Primary, as the school was in the process of designing a new curriculum. The LHEM provided support to make a focus on local heritage a key part of the curriculum, across the subject areas. In October 2021, Barnham Primary started using the CUSP (Curriculum with Unity Schools Partnership)⁵ curriculum; the staff and governors had found it difficult to ensure that their new curriculum would be fully cross-curricular, so using an already-existing curriculum meant that this requirement was met. Nevertheless, Barnham Primary is ensuring that they will use local history units within CUSP to build on the Heritage Schools training, skills and knowledge already received. They will seek further advice from the LHEM about integrating local heritage into CUSP in all the subject areas.

The archivist from the nearby Euston Estate also attended the CPD session at the school and shared information about the history of the estate. The Estate Manager is the Chair of Governors. Euston Hall, the home of the Dukes of Grafton, dates from 1666 (although there had been an earlier hall on the site) and the estate covers 10,500 acres, so it forms a significant part of the local landscape and economy. The archivist has been into school several times to tell pupils about Euston Hall, and has talked to the Year 6 class about being an archivist as a career.

Using some of the resources from the CPD session held at The Ancient House Museum, the Year 3 pupils researched the names of the soldiers commemorated on the Barnham war memorial, and found out from census records where they had lived in the village.

"This was really powerful, standing where the soldiers stood and where they walked and lived" - Teacher

⁵ <https://www.unity-curriculum.co.uk/>

Barnham Primary School's Timeline



The completed timeline

One of the aims of Heritage Schools is that pupils should understand the links between local, national and international history. Barnham Primary received a Heritage Schools grant to work with an artist, Nicola Marray-Woods, to create a timeline which would show how people and events in local, national and international history were connected. The aim was to involve the whole school community to create a valuable learning resource which would also serve to promote and celebrate the children's interest in both history and art by using their drawings to create a 10 metre long timeline featuring key historical figures, major events and significant achievements from prehistoric times to the present day.

Year 5 using books to research images for their sketches



Each class began by using books and iPads to research images from the areas of the History curriculum which they had studied in class. Later in the term, they drew additional pictures to depict important local events, such as the foundation of St Gregory's church, the discoveries made at the Barnham dig and the building of the Euston Estate as well as further national and international historical figures and events.

Promoting and celebrating diversity



The national and international topics covered on the timeline are: Ancient Egypt, Ancient Greece, Romans, Mayans, Anglo Saxons, Vikings, British monarchs, World War II and the Windrush Generation. The significance of the role played by leading women and women and men of colour has been championed both on a local and international scale, with pictures of Mary Seacole, Emperor Severus, Boudicca, Duleep Singh, Gandhi, Walter Tull and Queen Elizabeth II. The timeline is made more diverse by adding people not covered by the History topics which the pupils were studying: Gandhi; the Suffragettes (to raise aspirations for girls); May Jemison (the first African American astronaut) and Tim Peake.

The artist used these drawings and painted the timeline on an external classroom wall. Local events and historical figures are on a blue background, national on a green and international on a yellow background to help children to see the events in context and to make links between and across periods, thus increasing their chronological understanding.



Since the timeline was created, Barnham Primary has been using Lifting Limits⁶ in PSHE lessons, which are resources to encourage gender equality in schools and in wider society. As a result, more women will be added to the timeline.

Impacts on the pupils

“Doing the timeline has raised the profile of History, it’s been really good to raise the children’s aspirations. It gave them a real buzz to work alongside a professional artist. They loved that she was so excited by their work, it raised their self-esteem and encouraged some to be artists. There was always a gang of children around her when she was working. It was uplifting for everyone” - Teacher

The pupils walk past the timeline every time they go out into the playground. They often talk to each other about it, and who did which drawing. The timeline acts as a permanent reminder for what each year group has studied, so pupils can look back on it as a reminder and younger pupils can see what they will study in future years.

⁶ <https://liftinglimits.org.uk/>

In discussion with 12 of the pupils from Years 3 to 6, they said that the timeline helped them understand chronology and see how local, national and international events were related.

"I liked learning about local history and using Digimaps⁷ to find out how Barnham has changed – this [the school site] used to be a field" - Year 6 pupil

Almost all the pupils said that creating the timeline had made them more interested in History; a few of them said that they had already been very interested in History so their interest had not increased.

Some of the pupils said that they had enjoyed the Art aspect of creating the timeline.

"I learned drawing skills from Nicola. I wasn't very good before and now I like it better" Year 5 pupil

"You could use your imagination and be creative" - Year 5 pupil

All the Year 4 pupils gave some written feedback about the timeline project: who, or what, was the most interesting person or event they had learned about, and why that person or event was interesting. 11 of them chose something from local history, eight national and five international. Those who were most interested in local history wrote about the former railway station in Barnham, and the visit to West Stow Anglo Saxon Village.

"I enjoyed doing the railway in Barnham because it sounds interesting and very cool in life. The railway was down the road at Station Road. Left over is metal lines. I like history because it's like learning the past" - Year 4 pupil

"I enjoyed the trip to West Stow and learning about the Anglo Saxons because it was really fun handling the really cool artefacts like the fossil and jaw bone and the iron knife which they even gave to children. I found out that they made door keys out of red deer antler and fossilised sea urchins were used as amulets" - Year 4 pupil

The pupils who preferred national history wrote about the Romans and Vikings.

⁷ <https://digimapforschools.edina.ac.uk/>

"The Vikings travelled so far and did so much. They were good farmers and blacksmiths and raiders! They were really clever and advanced" - Year 4 pupil

Those who preferred international history found the Indus Valley and Ancient Egypt interesting.

"I found the Ancient Egypt pyramids interesting because they are tall and cool. And all the pyramids had new pyramids every new Pharaoh. When we started to learn about Egypt my emotion went from unhappy to happy. I love learning about Egypt" - Year 4 pupil

Impacts on Barnham Primary School

The teachers have found the map skills from the CPD session very effective to help the pupils understand how places have changed over time. They started with present-day maps and worked back through time, looking for shapes (made by roads, for example) on the maps of different periods to anchor locations. Using two or three photographs of local buildings and deciding which is newest and which is oldest has been a successful way for the pupils to understand chronological sequencing.

The LHEM's support with developing Barnham Primary's new curriculum from 2019 enabled the school to embed local heritage across all the subjects. The school is now using the CUSP curriculum, and will seek further support from the LHEM to build local heritage into it.

The school would not have been able to do the timeline project with a professional artist without the grant from Heritage Schools. The school's budget is very stretched and a project like this could not have been afforded from the school's own resources.

Barnham Primary will soon receive an inspection from Suffolk County Council's Schools Excellence Officer. Head teachers can choose an area of strength for the inspection, and History and Geography have been chosen because of the benefits which have resulted from Heritage Schools and the high quality of teaching, learning and attainment in these subjects.

Impacts on the community

The CPD session which the LHEM held in school increased the school governors' interest in local history and strengthened links with the local history society. This resulted in the church inviting the school to create an exhibition for the Queen's

Platinum Jubilee. The LHEM provided photographs and information about each of the decades of the Queen's reign, and the pupils used these as inspiration to create artworks. The congregation was very impressed with the exhibition and the school's involvement. The teacher commented that he would not have been able to find the range of sources which the LHEM provided, and that her support was invaluable for this.

Summary

Before Barnham Primary School became involved with Heritage Schools, pupils already learned about some local history and the school has a long-standing connection with the Euston Hall Estate and the Paleolithic archaeology dig. The knowledge, skills and resources which the LHEM provided through the initial CPD session for the Breckland schools and then the bespoke CPD at Barnham Primary has given the teachers more skills for teaching History and Geography and for using local heritage across the curriculum, which has enabled the pupils to learn about their local heritage in more depth. The school governors attended the CPD training at Barnham Primary too, and this has increased their interest in local heritage and has resulted in stronger links with local businesses and community organisations, for example the Platinum Jubilee exhibition in the church.

Creating the timeline was a very effective way to link the whole school's study of aspects of local history with the other national and international history topics which they have studied. Enabling pupils to make this connection between local, national and international history is one of the aims of Heritage Schools. The timeline could not have been created without the Heritage Schools grant, and the LHEM had suggested Nicola Marray-Woods as the artist.

The pupils very much enjoyed working with a professional artist and for many of them, this experience has increased their drawing skills and enthusiasm for art. Some of the pupils are now interested in a career as an artist. The Euston Hall archivist's visits to the school have made the pupils aware of the possibility of being an archivist for a career.

Barnham Primary has reviewed its curriculum over the last three years, and the LHEM has provided advice and support with integrating local history and heritage across all the subjects so that they are a focus of the pupils' learning. History and Geography are strong, and have been chosen as the subjects for the Schools Excellence inspection as a result of the Heritage Schools input.

The school is proud to have received its Heritage Schools Award which it received at the formal launch of the timeline.

Case Study: Calderdale Industrial Museum

Background

The Calderdale Industrial Museum is located in Halifax.



The museum houses a special collection representing the wide variety of industries that developed in Calderdale in the last 250 years showing the impact of the Industrial Revolution on the growth, development, culture and spirit of the local area. Halifax was known as *'the town of 100 trades'* which is reflected in the museum's collection covering textiles, mining, manufacturing and heavy engineering.

The museum is run almost entirely by volunteer enthusiasts who believe that the industrial heritage of Calderdale and the cultural heritage from that should be preserved and shared with everyone (but what made the local area special is in danger of being forgotten without

educating children about their past).

"There's a disconnect also in the education. Everything is basically mill related or developed from the mills, even machine tools; 30 or 40 years ago you wouldn't have had to explain what a loom was, you wouldn't have to explain what weaving was, it would have been so engrained" - Museum

Using the venue for CPD training

The museum wants to connect more with local schools, increasing the number of visits and convey the unique sense of history and heritage of the local region.

When approached by Heritage Schools they were keen to use the museum as a venue for a programme of CPD training sessions for teachers. Eight Primary schools, five from the nearby town of Sowerby Bridge and three from the surrounding area have met at the museum for an ongoing series of CPD training.

The education team at the museum have been actively involved in the CPD training, working alongside the Local Heritage Education Manager [LHEM] from Historic England.

The LHEM has provided training to teachers on how to use resources such as historic maps, historic photographs, aerial photographs, census records and archives materials to bring local stories to life. The museum, as the local experts, have supplemented this by providing a wealth of local information and showcasing what the museum can offer to visiting school groups and how a visit can cover various aspects of the curriculum, notably STEM and history.

The CPD training has also gone 'outside the classroom', with the education manager at the museum taking teachers to visit Sowerby Bridge, a small attractive market town with a rich and proud industrial heritage which is one of the governments funded High Street Heritage Action Zones [HSHAZ] – an initiative to repair and refurbish historic buildings that can be used for a variety of activities and events, in order to help rejuvenate the town.

This CPD session involved doing a heritage walk, showing teachers how they can use the physical evidence to teach local history. Although the examples were from Sowerby Bridge, the ideas are transferable to any location (so as teachers move to another school elsewhere, they can take the skills and ideas learnt with them).

"They're [the teachers] getting a programme of how to develop their curriculum and this gives it the local perspective" – Museum

Reactions to the CPD training

Schools taking part in the programme of CPD training recognised the benefits of participation will have for their pupils.

"That idea of heritage, it's really important to us and our locality. That sense of pride is part of our curriculum intent. So, we thought it'd be just a really good opportunity to take part" - Teacher

Teachers, even those with lots of classroom teaching experience are very complementary about the breadth and quality of the CPD training they have received.

"Really, really interesting, really informative. The first sessions were more about heritage, identity and place in general and then when we went down to the

museum, it focused more on the Sowerby Bridge area that our schools were within and looking at that. We were given so many ideas about how to weave it across the curriculum, not just within history or geography but to use it across the curriculum and right from early years as well” - Teacher

The ideas shown and discussed, along with the resources provided have been used by teachers back in the classroom to enhance the educational experiences of their pupils.

The benefits to the museum

Working with Heritage Schools has helped the museum team better understand and tailor their offer to the needs of the curriculum, including having a strong focus on Identity and Place.

“I think it's good, it's linked us more closely to local schools and it means that we can show the schools what we know and then give them a palette for them to develop their curriculum” - Museum

Hosting the CPD session at the museum has already resulted in 6 of the 8 participating schools taking part in programmes at the museum with one school visiting for a tailored workshop to investigate how the Industrial Revolution affected Sowerby Bridge. Pupils during their bespoke visit covered how industry changed the Town, the building of mills, the growth of the town and the development of the canal and railway systems.

“They really liked the hands-on stuff as all kids do, but also that this [the history] happened, on their doorstep, and there were places that they recognize, so it was relevant to them. And then they could link it back to what children of their age would have been doing at the time and just how very different it was. They did all sorts from history to science with the water wheels. So yes, they had a really good day” - Teacher

The museum had a temporary exhibition about of 'The Life and Times of Laura Annie Willson MBE' – a Suffragette, Engineer, Director of a Halifax Machine Tool Company (Lathes), a Founder of the Women's Engineering Society, House Builder and First Woman Member of the Federation of House Builders. Historic England has provided funding so the Museum can turn the exhibition into an electronic Educational Resource for wider use. Her story and these resources provide a local example of social and political history to accompany the more technical industrial history and heritage.

"She was an English engineer and suffragette and was one of the founding members of the Women's Engineering Society and was the first female member of the Federation of House Builders. We feel all children in Calderdale should be aware of her" – LHEM

"You can look at it from different points of view, for girls they can see it from the engineering point of view, for some it adds another rebel from a town which has loads of them already. So, it adds an interest and different stories, so it's not the same formulaic curriculum" - Museum



Information from the temporary exhibition on the life of Laura Annie Willson

The benefits to the schools attending

Not only have teachers attending learnt new skills covering how to effectively use a wealth of different resources to bring local history and heritage to life but they have also acquired a considerable depth of new knowledge about the local area to impart to their pupils.

"It's really that you can see a building but if you know what to look for you get so much more out of it" – Museum

By connecting with the education team at the museum the schools have had access to and received packs of photographs, maps and other resources which is specific to their location.

"It's raised my awareness massively, how we can use heritage throughout the school. All the different teaching ideas have been really useful. The maps have been a wonderful, they'll be used in geography, history, maths, we can use those

across the curriculum, and I do like the contact with the museum. I would say it's all been positive" - Teacher

None were aware of Laura Annie Wilson but to have a local suffragette to use in lessons has added a powerful local dimension to what had previously been a more national story. Not only does this make history more real and tangible, but her other achievements will also be used to foster a sense of aspiration by studying her numerous achievements against the conventions of the time.

"I didn't know this of this lady's existence, but when you research her, she was absolutely incredible. And part of what she did is to build affordable housing for her workers. Just two streets up from school are examples of Laura Annie Willson houses, some of our kids either live in these houses or they've got grandparents who do. So, we thought well, that's a really good person to look at because these kids, you know, it's on their doorstep. Michael [the Education Director at the Museum] showed me these houses, told me a bit about her and also sent me a load of photographs and supporting material as well. And then my children did their own independent research, they did some fantastic biography work; so again it is another way to get them to realize that they can do anything, be anything that they want" - Teacher

Focus on a Heritage Action Zone

Heritage Schools have been a partner, working with the council and HSHAZ to develop community engagement and cultural programmes to support the funded rejuvenation of the High Street in Sowerby Bridge (which is 2 miles from Halifax). Heritage Schools have been leading on engagement programmes with young people and schools. A key partnership to achieve this has been by working closely with the Calderdale Industrial Museum, bringing the museum into contact with a cluster of Heritage Schools in the town.

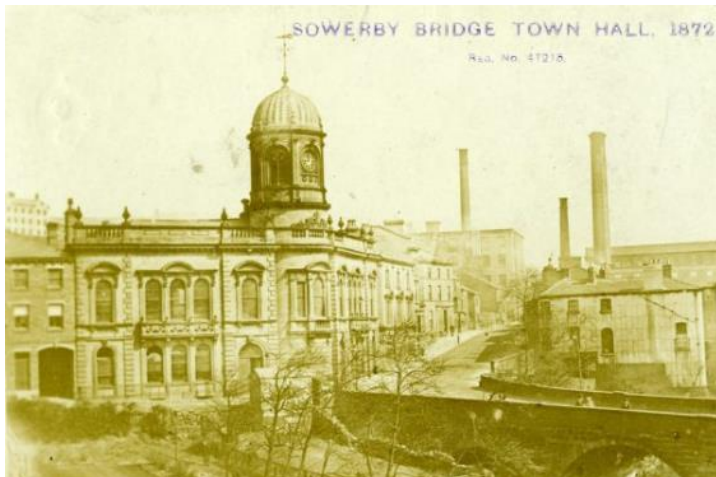
Taking teachers on a local heritage walk around Sowerby Bridge, showing and telling them about the buildings and the people who lived there has shown those attending the CPD sessions how the local environment can be used as a teaching tool.

"I took Claire [teacher] 300 meters or so from her school and we basically did the whole of the Industrial Revolution because you can do everything in Sowerby Bridge. We were just walking around the streets, and I was just pointing things out" – Museum

"It gets them to open their eyes, to look at buildings and the industrial heritage in another light" - Museum

This ties in with the aims behind the HSHAZ by getting pupils to understand and appreciate the built environment and why various buildings in the High Street are worth renovating.

The partnership between Heritage Schools, the Calderdale Industrial Museum and the cluster of local schools has resulted in the development of a school / teacher resource pack focused on significant places in Sowerby Bridge which includes an interactive digital story map of the town, a PowerPoint and a wide range of different activities.



Grade II listed Town Hall in 1872 and 2022 being restored

The impact on pupils

The local historical maps provided, along with the training on how to use them, have been used by teachers in the classroom to compare changes and continuity in their local area over time. The ideas taught to teachers in the CPD sessions have provided engaging activities for teachers to use with their pupils.

"We were given an invaluable resource really of maps, with a modern one going right back and aerial photographs as well. We had a [CPD] session on using these maps, how to get the best out of them. We've used them, particularly in Year 6, using the techniques that that Julie [LHEM] showed us, which was just really good. And the kids absolutely loved it" - Teacher

Understanding the role their local area played in the history of the country and what makes the area special helps to develop or reinforce a sense of pride and identity, along with showing them that great things have happened here, and success is possible.

"I think it has an impact on them because it starts to teach them about the links with the world, what world class products were being made here and that their area was important ... I think it also makes a big difference in ambition and perspective" - Museum

"It's trying to show them that coming from a place like this, this was one of the centres of the world that people would visit [in its heyday]" – Museum

"It's really important that, especially our kids who have very limited opportunities really have a sense of pride about where they come from and their heritage and in Sowerby Bridge where we are, there is so much history and heritage, really important people that have come from here, so if we can make them aware, that's wonderful, it gives them inspiration and hope, doesn't it ... a sense of worth and anything is possible, which is what we try and instil in our kids" - Teacher

Following the CPD training, one school has undertaken a local heritage walk around Sowerby Bridge which included visiting the social houses, situated 100m from the school, which Laura Annie Wilson built – further helping to bring her story to life.

Summary

The partnership between Heritage Schools and the Calderdale Industrial Museum has had clear benefits for both organisations, along with benefiting local schools and the HSHAZ.

Teachers have been upskilled through a programme of practical and active CPD how to use the wealth of local heritage on their doorstep to teach history, along with instilling a greater sense of local pride through knowing and understanding how the area developed.

The Museum has connected more strongly with local schools, with schools now using the education team as a source of local knowledge, as well as better understanding how the museum itself can be effectively used as part of a wider study into the local area.

Teachers knowing much more about the history and heritage of Sowerby Bridge means that they have been able to use the town as a teaching resource, so pupils are beginning to learn more about the heritage of the town, instilling a greater sense of local pride which fits with the HSHAZ objectives of rejuvenating buildings and connecting people with their High Street through cultural and infrastructure investment.

Case Study: Castle Mead Academy, Leicester

Background

Castle Mead Academy is a new secondary school, part of The Mead Educational Trust, which opened in the centre of Leicester in 2019.

The school currently has three Year groups (Years 7-9). It will keep expanding and by 2023 will include Years 7-11.

The academy refers to the children as scholars and has 240 children in each Year Group. Once it has all Years 7-11 it will teach 1200 scholars.

It is a non-selective free school with a city-wide catchment. The school's intake is broad and diverse in terms of the numbers and locations of primary schools which scholars come from, the range of ethnic backgrounds, the mix of family backgrounds and the academic attainment of the intake.

The benefits of being a Heritage School

The history teachers at Castle Mead have participated in CPD training sessions organised by Historic England, as well as attending training sessions run as part of the Leicester History Network which Historic England's Local Heritage Education Manager [LHEM] has presented at covering local history and how to weave local history into broader narratives.

Ismail, the LHEM, has helped provide a wealth of resources, focussed on the local area which teachers at the school have been able to integrate into their lessons. This helps save a considerable amount of time for teachers, who can instead focus on how best to use the information in the classroom.

"He facilitates local history that we wouldn't necessarily be able to do otherwise ... what Ismail [LHEM] does is he facilitates us doing it and doing it effectively and efficiently" - teacher

There is recognition that the LHEM is a vital component to support and enable schools to have a focus on local history because they provide access to knowledge, expertise, ideas, as well as resources so teachers can concentrate on how to use the evidence and sources available, rather than spending time sourcing this.



Peter Barratt, Great Grandson of Leicester Suffragette Alice Hawkins, speaking to Year 9 scholars about his 'Granny Alice' – here he is pointing to the canal towpath along which she would have ridden her bicycle

Through Historic England's LHEM the school has been introduced to different external contacts who have come in to talk to the scholars. Visitors have included Peter Barratt, the great grandson of Alice Hawkins (a local suffragette) and Jed Jaggard an historical re-enactor who has visited different Year Groups at the school including coming dressed as a Leicester ARP Warden to talk about the Home Front in WW2.



Historic Re-enactor Jed Jaggard with Year 8 scholars as a Civil War Soldier (left) and a Year 9 scholar (right) as a Leicester ARP Warden

These external visits have helped bring the topic to life.

"It's an opportunity for them to hear it not only from us but to hear it from an expert" - teacher

"It gives a sense of excitement, history is not just all sit down, listen to the teacher and get on with the work. He was wearing props, it gave a different sense of history, we can see the visual evidence and he told us stories about people who lived locally, what happened, to them, it was really interactive, so you felt you were also there at the time" – Year 9 scholar

Some scholars in Year 9 had also had the opportunity to participate in a WW1 Heritage Trail around the city centre of Leicester, organised by Heritage Schools, stopping at different locations to hear stories from re-enactors playing the part of different characters. This experience was open to schools participating in Heritage Schools projects.

"It was really interesting about what happened during the war ... from different people's perspective ... it made it way more interesting" – Year 9 scholar



Year 9 scholars in Leicester Cathedral, hearing from re-enactors about Trench conditions as part of the Historic England Heritage Trail

Integrating the story of Leicester throughout the History Curriculum

The curriculum lead for history had previously worked in a school which had undertaken Heritage School projects, so when they came to Castle Mead Academy they looked to develop a history curriculum which included a local aspect.

“It is a great privilege to build a curriculum from the ground up, to be able to weave in local history. In our curriculum statement it says we will weave a golden thread of local history, including site visits to develop cultural capital, build cohesion across the Castle Mead population, and unify us around our shared heritage of Leicester City” - teacher

In Year 7 a local focus is weaved into the history taught using both Simon de Montfort when exploring ‘where did our parliament come from’ and Richard III when learning about the Wars of the Roses through the enquiry question ‘why was a Medieval king buried under a Leicester car park’?

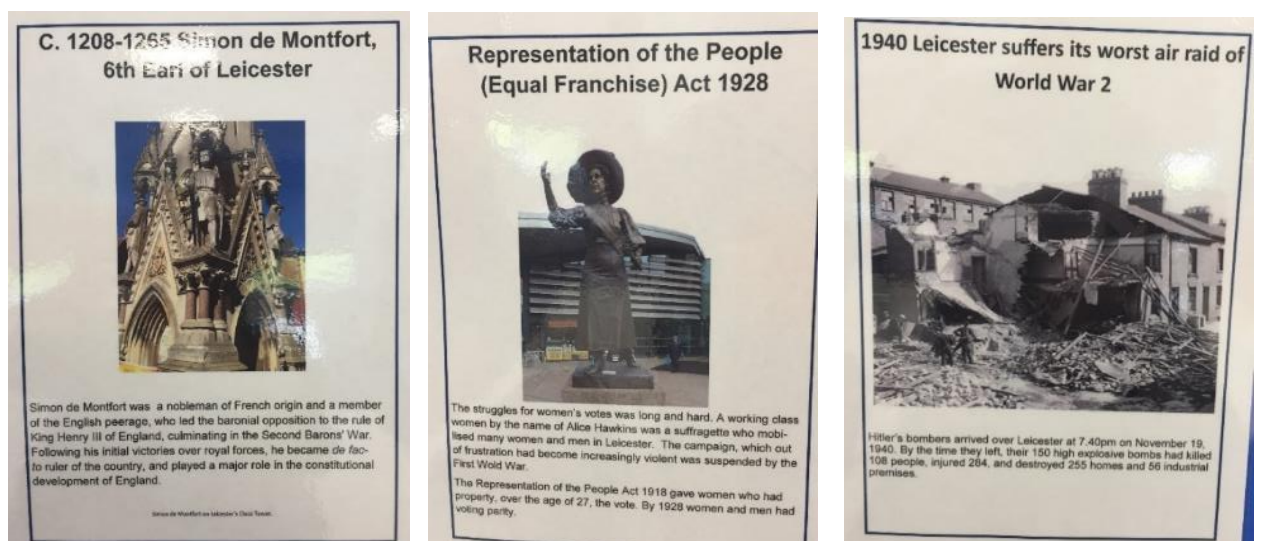
In Year 8 scholars use the ruins of Leicester Abbey as evidence for part of an enquiry into Henry VIII and the reformation and the siege of Leicester when studying the English Civil War.

In Year 9 the Industrial Revolution is explored through the enquiry question ‘how far would we recognise life in Leicester by 1914?’, as part of a study into changes to women’s rights in the early twentieth century scholars are asked ‘why does a statue of a working-class boot maker stand in Leicester Market?’, with a study of WW1 drawing on local and national stories, whilst the impact of WW2 is studied through an enquiry entitled ‘was World War 2 Leicester’s finest hour?’.



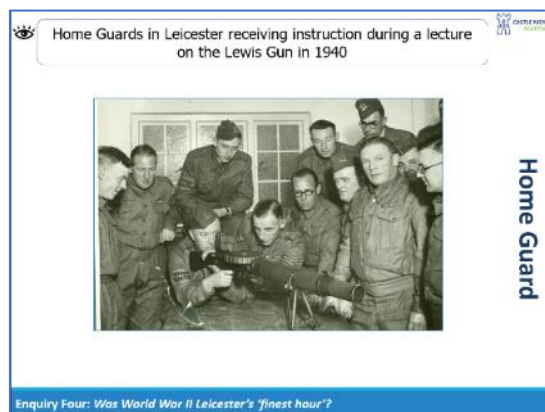
A historic timeline classroom display showing key national events with examples from Leicester

All these local examples help scholars understand the national history they explore happened in the area they live, as well as elsewhere in the country, helping provide relevance and context.



Individual events reflecting Leicester and the broader national story

Historical evidence and examples from the local area are sourced and woven into the bigger macro story. Where possible local examples are used which reflect a broader picture of what was happening elsewhere, for example scholars will see photographs (provided by the LHEM) of volunteers in Leicester being recruited to fight in World War 1 and images of the Home Front taken in Leicester, but be taught about these things going on across the country.



Examples of lesson materials incorporating local history visual sources

For Castle Mead Academy the history department do not see local history as being a separate project; they do not spend entire lessons on local history but instead use local exemplars to help make the 'national story' relevant and relatable via showing that it also occurred in Leicester as well as elsewhere. This helps avoid any study being insular or parochial, whilst also helping make the subject relevant and relatable.

ht to describe the Suffragettes as Terrorists?

Source

A Lillian Lenton (1891-1972)

Lilian grew up in Leicester and trained as a professional dancer. She was inspired to join the WSPU after hearing Emmeline Pankhurst speak, and became a committed suffragette. Lilian took an active role in the 1912 window-breaking campaign. She was arrested under the alias 'Ida Inkleby' and sentenced to two months in prison. In 1913, she was suspected of burning down the tea pavilion at Kew Gardens, Surrey, and was imprisoned. She went on hunger strike. Lilian was released after two days, seriously ill. The Home Secretary denied that she had been force-fed before government papers showed that she had been. Once Lilian had recovered, she went on the run to avoid being sent back to prison under the government's 'Cat and Mouse' Act, remaining on the run for some weeks until she was arrested for setting an empty house on fire in Doncaster. She was released from prison in Leeds after hunger striking, escaping to France in the disguise of a boy. A 'wanted' photograph was issued. She returned to England and was recaptured at Paddington station, London. Her imprisonment and release cycle continued, with many people helping and supporting her. The WSPU stopped activities during the First World War, where Lilian served with the Scottish Women's Hospitals Unit in Serbia and was awarded a French Red Cross medal. The Representation of the People Act did not allow her to vote, so she continued to campaign for women's rights after 1918.

B Lillian May Billinghurst (1875-1953)

May (as she preferred to be called) was from Lewisham in London and joined the WSPU in 1907. She had polio as a child, leaving her partially paralysed and using a wheelchair. She became known as the 'cripple suffragette', not just by other suffrage campaigners but also by the national newspapers. Her work in a workhouse led her to believe that if women had the vote, they would use it to end poverty. May took part in suffrage processions in her wheelchair (known as a tricycle), the vote, they would use it to end poverty. May took part in suffrage processions in her wheelchair (known as a tricycle), the vote, they would use it to end poverty. May took part in suffrage processions in her wheelchair (known as a tricycle), the vote, they would use it to end poverty. May founded the distributing leaflets as she went. Her tricycle was brightly decorated with flowers and in WSPU colours. May founded the Greenwich branch of the WSPU, acting as its secretary. In November 1910, May took part in a suffrage demonstration that became known as 'Black Friday' because of the violent treatment of women by police. May was thrown out of her tricycle. In 1911, she was arrested in Parliament Square for obstructing the police and sentenced to five days in prison. She was sentenced to one month's hard labour in 1912 for taking part in a window-smashing campaign, and received another eight-month sentence for her role in the December 1912 attacks on pillar boxes in Deptford. The people that force-fed her ripped her nostril and broke a tooth. Her treatment was reported in the newspapers and, after appeals, she was released. In May 1914, as part of a larger WSPU demonstration, she chained herself in her tricycle to railings at Buckingham Palace. She retired from suffrage activities after the 1918 Representation of the People Act.

Information given to scholars include local Leicester and national examples

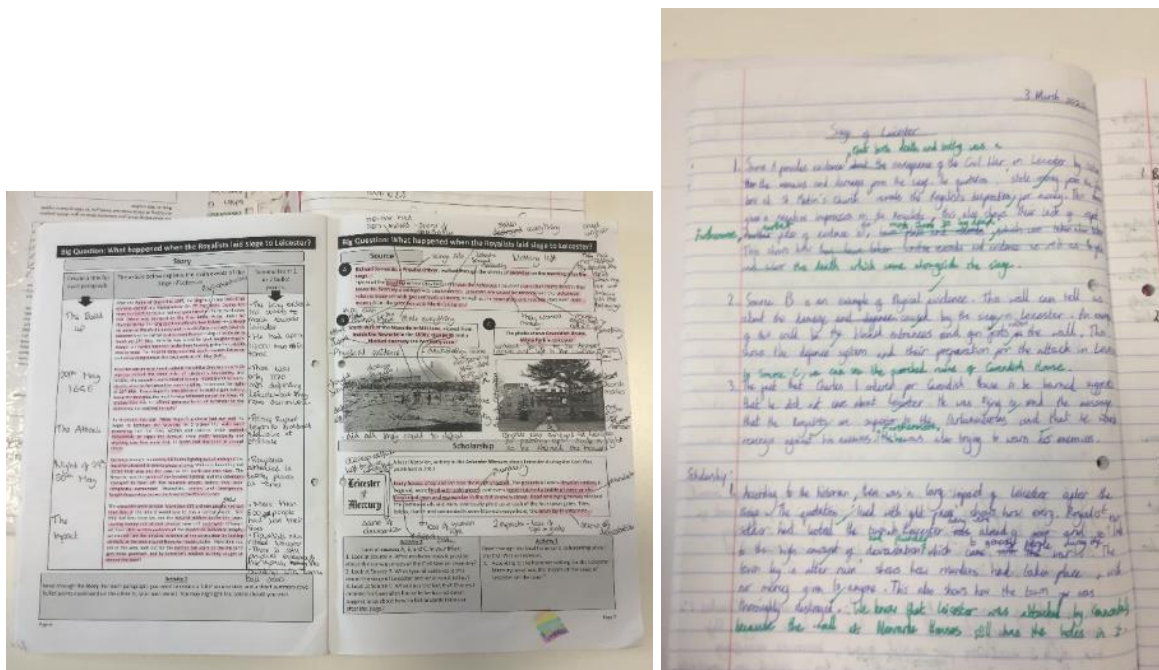
Impacts of the Heritage Schools projects

Having a focus on and using examples from local history when teaching the curriculum is felt to help make the topics more relatable to scholars.

"It allows us to show the key events throughout history but to then give it relevance to the scholars. We can talk about the suffragettes, and we can talk about the Industrial Revolution, and they're very big concepts for scholars to try and understand. But if you can show the industrial revolution in Leicester started just across the water, we can point across the river to factories, so things that they can see ... you can actually see history around you; so they can see themselves within that. So that's why it's so important" - teacher

"I think it just brings it home to them, I think it makes it more real, rather than this has happened in the past to other people, it makes it more human. And again, it gives them that pride in the city that they are from, being able to tell it on a local and personal level, it makes it makes history more human" - teacher

Looking at the siege of Leicester as part of study into the English Civil war helped to make the topic, which can be quite obscure for Year 8 students, more understandable as the evidence and sources used referred to places they know.



Year 8 source work about the siege of Leicester – providing a more in-depth understanding about the impacts of the English Civil War

The historical skills taught and practiced, in this case using historical sources, is the same whether the history has a local or national focus.

When studying the suffragettes in Year 9 scholars attended a lunchtime talk given by Peter Barratt, the great grandson of Alice Hawkins (a local suffragette), whose statue is in the city centre.

"He [Peter Barratt] had this moment with telling a story and he said Alice would ride her bike from Tudor Road which is just there into the city centre and he sort of looked outside and it was quite powerful, he said she would have ridden it out there, she would have gone along that towpath ... and the scholars were like, wow, so there is that sense of awe and wonder" - teacher

The scholars also mentioned the impact of studying history that includes a local element, which helps them make connections with the past.

"It gives you like a better understanding of like the past, of where you are and what your surroundings are ... if you learn about things that are in your city, then you can actually go and like, see some physical evidence of them happening. With that knowledge that you know from school, it's not just you're going to see it, but you can actually learn things from it" – Year 8 scholar

"And I think that learning about someone, especially from like our own city, just gives us like a sense of identity, which can link us back to that topic" – Year 9 scholar

"It gives you a sense of reality that it happened here, that some important historical figure walked down the same street that you did ... local history is more easy to learn, you can believe it more, because, for example, you go around Leicester and you look up, you can see the buildings, and you can kind of feel that you were there and you relate to it more" – Year 9 scholar

From the comments from scholars, having a local dimension to their history topics really appears to help capture their attention and make the subject more relevant and interesting.

The teachers recognise a strong social and community value in scholars learning about, understanding and appreciating the area they all come from.

"It develops in them that sense of place, that pride of place as well and that sense of unity ... wherever we've come from, whatever our backstory is, and this is a truly diverse school, the one thing that unifies us is that our life journeys

have brought us to Leicester to live and work. And therefore, if we can reflect Leicester's history and that sense of belonging, I think that's only a good thing, a powerful thing for social cohesion" - teacher

The scholars echoed the feeling that it is important to learn something about your local history.

"It's quite important for us to learn about where we're living and what went on in the past because you should know about where you're living and the history of it and also if you know about it, you can also feel maybe a little bit proud of your city and where you're currently living" – Year 8 scholar

It is very unlikely that the children would know much about the history in their local area and how it relates to the national story without the school introducing their scholars to this. It is not something that most parents know much about, although they have enjoyed finding out about it based on their written feedback from being asked to review and comment on the written work their child had done.

Feedback is a Gift Work Hard Make Excellence a Habit

Book Polishing

Your history book has your name on it and we want you to be proud of that! To demonstrate a positive attitude to your learning, you should make sure your book reflects your best efforts in lessons.

Whenever your teacher provides feedback on work you have completed in class or after an assessment, you should act on that feedback in green pen and demonstrate your commitment to improve.

At the end of every enquiry you will take your book home, so that you can show it off to members of your family. By making excellence a habit, you will always be proud to share your book with your family.

Spend time this week sharing your work with a Parent / Carer and tick off the list below to show how that you are acting on feedback, demonstrating a positive attitude to learning and taking pride in your work:

I have ensured that my presentation demonstrates pride in my work; my notes are neat, ordered and sufficiently detailed for me to refer from.	<input checked="" type="checkbox"/>
My booklet shows pride in my work; I have highlighted and made notes on each 'story' and annotated 'sources' and 'scholarship'.	<input checked="" type="checkbox"/>
I can demonstrate where I have developed answers / addressed misconceptions / made corrections in green pen.	<input checked="" type="checkbox"/>
I have talked to my parent / carer about the history I have been studying, what I have enjoyed and something new I have learned.	<input checked="" type="checkbox"/>
I have shared my knowledge / opinion with my parent / carer and they have helped me to share the powerful knowledge by testing me.	<input checked="" type="checkbox"/>
I have shared and discussed my assessment result with my parent / carer.	<input checked="" type="checkbox"/>

Dear Parent / Carer
We would really value your comments below on your child's progress in History at Castle Mead and thank you for taking time to support them in their studies:

She talked me through what she has been learning about the English Civil War - it was interesting to hear what she knew about its impact on Leicester. Great work!

History Book Polishing Check Sheet

CASTLE MEAD ACADEMY

Feedback is a Gift Work Hard Make Excellence a Habit

Book Polishing

Your history book has your name on it and we want you to be proud of that! To demonstrate a positive attitude to your learning, you should make sure your book reflects your best efforts in lessons. Whenever your teacher provides feedback on work you have completed in class or after an assessment, you should act on that feedback in green pen and demonstrate your commitment to improve.

At the end of every enquiry you will take your book home, so that you can show it off to members of your family. By making excellence a habit, you will always be proud to share your book with your family.

Spend time this week sharing your work with a Parent / Carer and tick off the list below to show how that you are acting on feedback, demonstrating a positive attitude to learning and taking pride in your work:

I have ensured that my presentation demonstrates pride in my work; my notes are neat, ordered and sufficiently detailed for me to refer from.	<input checked="" type="checkbox"/>
My booklet shows pride in my work; I have highlighted and made notes on each 'story' and annotated 'sources' and 'scholarship'.	<input checked="" type="checkbox"/>
I can demonstrate where I have developed answers / addressed misconceptions / made corrections in green pen.	<input checked="" type="checkbox"/>
I have talked to my parent / carer about the history I have been studying, what I have enjoyed and something new I have learned.	<input checked="" type="checkbox"/>
I have shared my knowledge / opinion with my parent / carer and they have helped me to share the powerful knowledge by testing me.	<input checked="" type="checkbox"/>
I have shared and discussed my assessment result with my parent / carer.	<input checked="" type="checkbox"/>

Dear Parent / Carer

really enjoys history and is very keen to find out more about past events. We really appreciate that focus is given on local history.

We would really value your comments below on your child's progress in History at Castle Mead and thank you for taking time to support them in their studies:

History Book Polishing Check Sheet

CASTLE MEAD ACADEMY

This is great to hear!

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My teacher shows pride in my work; I have highlighted and made notes on each 'story' and awarded 'stars' and 'wishes'.	<input checked="" type="checkbox"/>
I can demonstrate where I have developed answers / addressed misconceptions / made corrections in green pen.	<input checked="" type="checkbox"/>
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I have shared and discussed my assessment result with my parent / carer.	<input checked="" type="checkbox"/>

Dear Parent / Carer
We would really value your comments below on your child's progress in History at Castle Mead and thank you for taking time to support them in their studies.

I am pleased to see that not only is [redacted] doing brilliantly with history, she is also very enthusiastic about the subject, eg telling me about Cavendish House whilst we were at Abbey Park together today.

How lovely!

History Book Polishing Check Sheet
[redacted] 24/4/22. [redacted] CASTLE MEAD ACADEMY

Parent / Carer comments regarding local history

Knowing more about the history of their local area has helped foster a positive sense of local pride.

"I realised those areas also had some historic meaning and that really just enlightened me about our city. It made me proud and happy that I live here, that it isn't as dull as I thought ... it just really amazed me how there's so much history, stuffed everywhere" – Year 8 scholar

Summary

The school, which is located in heart of Historic Leicester, has been really keen to connect as much as possible with Leicester's Heritage.

The history department has wholeheartedly adopted the use of local history, but rather than undertaking a stand-alone project, they look to draw on local examples as part of teaching the general history curriculum.

Local examples are seamlessly weaved in when teaching history, to help scholars realise that what was going on elsewhere was also occurring in Leicester. Drawing

on physical, written, visual and photographic evidence from the area is used to help bring the past to life and make it more recognisable and comprehensible to scholars.

Teachers see using local examples when teaching history as providing a number of different benefits and strongly advocate using local history in conjunction with teaching the national story.

"It provides that sense of togetherness, that sense of place, that unifying element, the opportunity to see a macro history at a micro level and also provide the distinctiveness of a curriculum which the Key Stage Three National Curriculum allows [but] that teachers don't always take advantage of. So, I think, you then get buy-in from your scholars or your students and you get buy-in from parents. For me it's a no brainer, you are just missing a trick if you're not including local history" - teacher

The school clearly demonstrates how local and national history can be integrated and work together to enhance historical understanding and a passion for the subject.

Leicester as a city is blessed with a wealth of historic evidence; however, the approach taken, to actively seek to draw on local examples and evidence and integrate local history wherever possible when teaching history is something that the teachers at Castle Meads Academy feel could be replicated anywhere in the country.

Case Study: Criftins Church of England Primary School, Shropshire

Background

Criftins Church of England Primary School is located in the village of Dudleston Heath in rural Shropshire. This village school is currently oversubscribed with 108 pupils from Reception up to Year 6.

It was rated as Outstanding by Ofsted when it was last inspected (in 2016).

The school's first connection with Heritage Schools was from attending a CPD training session in 2015 for teachers, at Shropshire Archives, providing an overview of the Battle of the Somme and its significance, in preparation for the 100th Anniversary. The focus was on using primary source material from CWGC website, Census records, newspapers and Archive resources to enhance teaching of this period from a local perspective.

The School invited the LHEM to provide whole staff training. This was followed up with some further planning support and individual teachers and whole staff have attended subsequent training sessions, including a whole day based in Oswestry. The school has now developed to such an extent that local heritage is now embedded throughout the school, across every Year Group.

Putting heritage at the centre of the curriculum

Rather than undertaking distinct and separate history projects which include a local history study, Heritage is placed at the heart of the school's curriculum and the content chosen to enhance, and has evolve with, the existing curriculum map.

The aim of the school, as stated on their website is for their children to learn about the people from the past who have helped to shape the village into the special place that it is today, to consider how their community has changed and why, and yet why certain parts have remained the same and ultimately to feel part of their locality and develop a strong sense of identity and pride in where they live.

The school sets out to teach the children first about their local area, community responsibility, and how each of them as individuals has a unique role to play. They believe that if children have a deep understanding of their local area and heritage, they will be able to apply that learning on a national and international level.



At Criftins Primary School they have developed a history curriculum which incorporates local examples or a local focus for every topic except for the Mayans. Wherever possible, local heritage is embedded throughout each topic, which enables pupils to focus on their 'local' area before moving to the 'national' and the 'global'.

Given the breadth of heritage work pupils study, the school has commissioned and put up around the school illustrated and annotated maps showing the local area with key locations and historical sites nearby that the pupils will study.

"We've got maps up around the school now, which have grown from the heritage work to give the children, especially the younger children, a visual sense of where they live" - Head



The benefits of CPD training

The Local Heritage Education Manager [LHEM] provided CPD training in school to all staff.

The CPD is considered to be of excellent quality, providing useful and usable resources and ideas.

“CPD provided is so practical everyone comes away with a body of resources that are good to go and then you can build on local links from there” - Head

The training has helped teachers understand what is on their doorstep and how it can be used to bring learning in general and history specifically to life.

“What they [Heritage Schools and Historic England] do is they bring a different viewpoint and make it really accessible, because they train locally and what is provided by the team, the maps and the details, archives, the census and how to go about using resources is so comprehensive that they are upskilling professionals [our teachers] so that they can go away and do it themselves” - Head

The CPD provides a starting point for schools to develop their own local heritage projects, developing and adapting to suit their own needs.

"The resources that we first received and the help, the guidance, everything we had from Martin [LHEM] was amazing. His experience and knowledge has been the driving force. I've done a lot since Martin came, but I wouldn't probably have done that before he came" - Teacher

Teaching history with a local focus

Every Year group includes a number of locally focussed examples to supplement and support the broader historical topics they are studying. The school has worked hard to source a wide variety of local examples to help bring heritage to life.

"A lot of work goes into it, but it's been so worthwhile for our children" - Teacher

In Year 1 a local history and heritage focus is incorporated in topics covering childhood then and now and homes through time.

In Year 2 pupils look at travel and transport through time by looking at the development of local canals and investigate the lives of significant individuals in the past by studying Dame Agnes Hunt – labelled by some as 'Shropshire's Florence Nightingale' and the pioneer of Orthopaedic nursing (alongside Florence Nightingale). They also study the Great Fire of London in comparison to the 'great fire in Criftins' which resulted in the old school being burnt down and a new one (the current one) being built.

Year 3 include local heritage in their study of the Ancient Greeks by looking at the Olympic Games and its modern revival at Much Wenlock in Shropshire.

Year 4 include a study of a local Iron Age Hill Fort, what can be learnt about the Romans from a study of the local city Chester and investigate the Victorians via a study of local homes, families, jobs and education.

Year 5 explore entertainment and leisure in the 20th century which includes investigations into the former 1930s Regal Cinema in Oswestry (the building still exists), the Anglo Saxons including investigations into the meanings of local place names and a study of railways and their growth by looking at the opening to closing of the local Cambrian railway line.

Year 6's exploration of the history of medicine and disease includes a local study using the birth and death registers in the local church to explore changes over time and when looking at the changing roles of women they include a study into the life

and times of Eglantine Jebb who was the first woman to found a global children's charity (Save the Children), as well as being a suffragette.

Impacts of undertaking Heritage Schools projects

Having a local focus has helped instil a sense of local knowledge and pride in the pupils, as well as making history become more accessible for all.

"Every child can access their local area at the weekend, so if you have a love of the local area you can take your parents to see the things that you've learned about in school" -Head

The concept of change and continuity has been easier for pupils to understand by using local examples which they know and can relate to.

"We've even got a unit in history that's about the role of women and it starts with Eglantine Jebb, who is the founder of Save the Children and she was from Ellesmere. So, we use local links as our starting points and then we go on further to talk to the children about suffragettes and votes for women and women's rights and so forth. And then we look globally that women don't have the same rights in every country. So, it [starting locally] actually gives you some sort of anchor to harness the learning" – Head

"If it's personal to them, it's easier to pin connections on to it" - Head

Through the prism of local heritage, the school has welcomed a wide range of visitors to come and talk to the pupils and share their experiences and memories about what the village was like in the past. These storytellers including older residents and governors have helped provide a strong sense of continuity, belonging, as well as change.



Taken from the school website: Mr Peever grew up in Criftins and has seen the village develop significantly over time. He told us many fascinating stories about the local people, his family owned bicycle shop, Gadlas Hall and the Greenhill Bank sweet shop.

Mr Peever enjoyed his visit to Criftins school and he said that seeing a photograph of him and his wife outside the local post office on one of our heritage displays made his day!

Undertaking enquiry-based studies, using local examples helps the children to be more engaged in their learning, as the topic is more relatable. This has also helped in them developing the skills of asking perceptive questions, sharing opinions and listening to one another.

“We did the Great Fire of London last year, which was great, and they loved it. But that was in London, and actually some of them have never been to London, some of them might never go to London, some of them can't really work out how big London is, the scale or the size. But then when we looked at the fire that happened in the old school that instantly for them, it makes it relevant, so, what happened to those children? what was the impact of that fire? And I think for them understanding what happened there, they're able then to apply that to what happened in London” - Teacher

Studying famous local people such as Dame Agnes Hunt – Shropshire’s Florence Nightingale in Year 2 and Eglantine Jebb (founder of Save the Children) in Year 6 helps pupils know about and be proud of people in the past who lived locally who have made a significant difference or contribution to the country, but also provides local examples to develop a sense of aspiration – people who have changed the world did come from rural Shropshire.

Using local heritage as a way into learning about broader topics has meant that teachers have stepped back and enabled their TAs to take centre stage as the resident experts, as many of the TA's grew up locally and have a deep personal knowledge of the village which they can draw upon.

Studying local history has provided plenty of cross-curriculum opportunities including English (practising and developing the skills of reading, writing, speaking and listening), maths (including chronology and interpreting and presented information in graphical or diagrammatic form), ICT (using census data and the internet for research), citizenship and outdoor learning (by visiting and studying the local area to bring the curriculum to life).

Summary

The example of Criftins demonstrates how a school can use the input from Heritage Schools to get started and then enhance and develop ideas year on year.

"That's why Heritage Schools is needed because schools of course can have a go but they're not going to do it as well if they didn't have that training and that advice" - Teacher

The contact with the LHEM has been maintained, helping develop the local heritage work so that next academic year the school will start doing some work with the local Oswestry Heritage Action Zone so the pupils can learn and understand more about the rejuvenation in their nearest town.

The school has shown how much local history and heritage is literally on the doorstep, once teachers, with the help of Heritage Schools starts to look for local evidence to use in the classroom.

Case Study: High Weald Area of Outstanding National Beauty

Background

The High Weald Area of Outstanding Natural Beauty (AONB) covers parts of Kent, Surrey and East and West Sussex and encompasses a medieval landscape of wooded, rolling hills studded with sandstone outcrops; small, irregular-shaped fields; scattered farmsteads; and ancient routeways. The High Weald AONB has a well-established learning programme for schools, which encourages them to find out about, explore, take care of, be proud of and enjoy their local area. The Education Officer helps schools integrate the special aspects of their local area and the outdoors into the curriculum.

Schools which take part in this programme become High Weald Heroes and receive support from the Education Officer with outdoor learning activities (including a circular Welly Walk starting and ending at the school gate, designed to help children learn more about their unique local landscape), learning resources (including maps of the school's local area and the wider High Weald), classroom-based activities and training for teachers in how to use these resources and the landscape. There are around 90 High Weald Hero schools but not all of them are so involved now; in some schools, the teachers who attended the original introductory training, or took part in school sessions with the Education Officer, have moved on and the original link has been broken. This Time Traveller Detectives project reconnected some schools with the AONB and one of the schools had not worked with the AONB before.

The High Weald AONB's approach to learning from the local area around the school is very similar to Heritage Schools, and so there has been benefit to both programmes through working together.

High Weald AONB's involvement with Heritage Schools

The High Weald Education Officer first found out about Heritage Schools in 2018 when she had been working with a High Weald Hero school, Guestling Bradshaw Primary, to create an Anglo-Saxon welly walk. The school was already taking part in Heritage Schools and wanted to increase the scope of its heritage learning in order to achieve the Heritage Schools Award. The Education Officer met with the Heritage Schools Local Heritage Education Manager (LHEM) to discuss how the school's current work with High Weald Heroes could meet the Heritage Schools Award requirements, and so the link between the AONB and Heritage Schools began.

Time Traveller Detectives – Literacy in the Landscape

The Education Officer and the LHEM started developing Time Traveller Detectives in 2019. All the High Weald Heroes schools were invited to a CPD session at the AONB office at Flimwell in 2020, which introduced Heritage Schools and covered how to use historic maps and aerial photographs to study the local area, and how to investigate the history of houses and their occupants, using censuses and other records. Six schools attended this CPD, one of which had not worked with High Weald AONB before, and some had not had any involvement with High Weald Heroes for a few years, so the Education Officer was pleased that the connection with the schools was re-established.

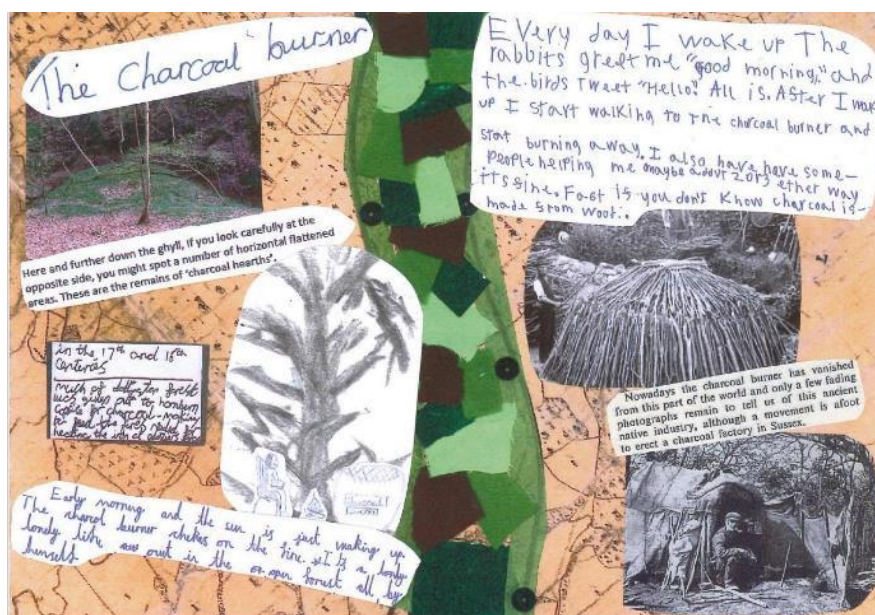
The six schools all took part in Time Traveller Detectives, the joint project between the AONB and Heritage Schools, with the theme of Literacy in the Landscape. The project was set back by the covid pandemic, so a refresher CPD session was held in 2021 to give a new impetus to the project, and it was completed in 2021/22. Moving the CPD sessions online because of the pandemic meant that more teachers could take part more easily, because of the distances involved in travelling across the AONB. The Education Officer and LHEM used the time during pandemic restrictions to encourage schools to take their pupils outside to learn, because the landscape is always open and the outdoors is a covid-secure place.

*“We did encourage schools to reflect on the value of what they could walk to”
- LHEM*

In Time Traveller Detectives, Year 5 and 6 pupils found out about the past in their local area by going on a welly walk and looking for clues in the landscape, and using documents, photographs and historic and modern maps. They discovered how their village fitted into the wider High Weald landscape and learned about some of the historic industries of the area. These activities provided the inspiration for the pupils to write creatively and make a collage timeline about what they had discovered. The pandemic prevented the schools from meeting together to share their work, so the Education Officer made the collages into a project book so that the schools could share their learning and creativity. Some of the pupils were recorded reading their poems and a trainee with the AONB edited the videos to make a film: <https://www.youtube.com/playlist?list=PLz3O9wIfoaOU8pjutImQpF3hjVaJVI2YT>. Heritage Schools provided an additional grant for creating the collage book and the films.

Dallington CofE Primary School, East Sussex

The pupils researched the history of Dallington Forest, finding clues about its past from 135 million years ago to World War II. They thought about what life would have been like for the charcoal burners who used to live and work in the forest, and listened to AA Milne's poem "The Charcoal Burners". All this inspired them to write about a day in the life of a charcoal burner, and to use charcoal to draw the landscape. They created a large collage based on an old estate map of Dallington Forest.



Part of Dallington Primary's collage: writing and drawing about the charcoal burners

Northiam CofE Primary School

The pupils found out about local hop farms and the hop pickers who came from London every summer to pick hops and escape the heat of the city. The pupils imagined the contrast between London and the countryside around Northiam, and drew the landscape using charcoal, which was what used to be used to dry the hops. They visited the Kent & East Sussex Railway, a preserved steam line running through Northiam station, to discover how the hop pickers travelled to the High Weald. This inspired letters and poems sent home by the hop pickers to their families. Their collage was based on a railway line on a map of Northiam.



Part of Northiam's collage about the hop pickers

Ticehurst and Flimwell CofE Primary School

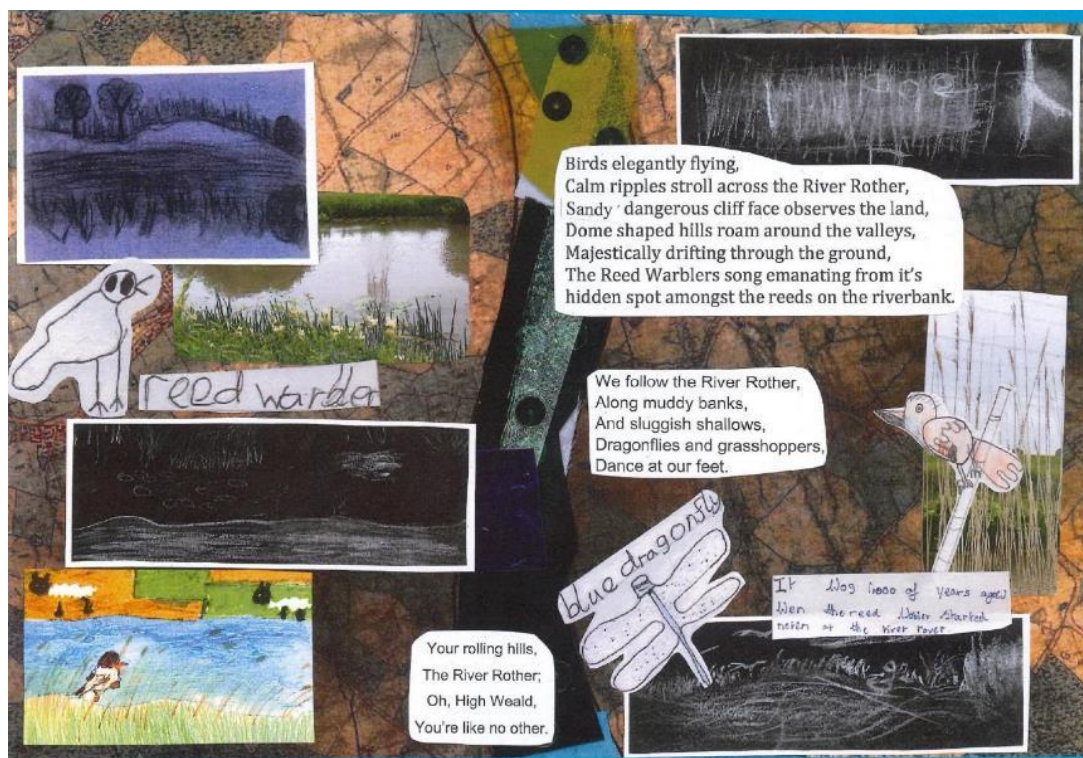
The pupils learned about the sunken routeways across the High Weald, where farmers from the Anglo-Saxon period used to drive their pigs from the chalk downs to the forested High Weald, where the pigs were fed on acorns from the oak trees. The pupils studied maps of the area to find out the origins of place names, and visited a pick-your-own fruit farm to interview the owner and pick some fruit. They wrote about a day in the life of an Anglo-Saxon pig drover, and their collage was of a sunken routeway on an ancient map of Ticehurst.



Part of Ticehurst and Flimwell's collage about the pig drovers

Wittersham CofE Primary School

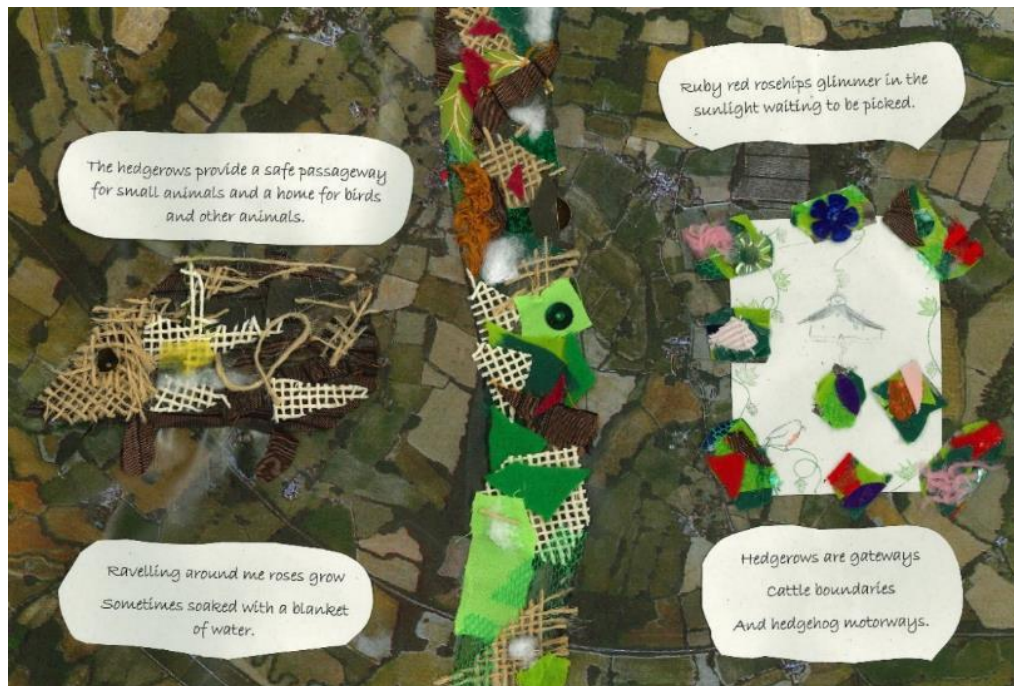
The pupils investigated Wittersham's past from maps and historical documents, and by talking to a teacher and a teaching assistant who are long-standing residents of Wittersham. They went on a welly walk to the River Rother and imagined how it might have looked in the past. They wrote poems and information about the history of the village and made a collage of the River Rother.



Part of Wittersham's collage about the River Rother

Stonegate CofE Primary School

The Stonegate pupils' focus was on the hedgerows in the landscape around the village, and the hornbeam trees which were used to make charcoal for the local iron industry. They also found out about the pig drovers' sunken routeways and the origins of place names. They wrote poems about the hedgerows and made a collage to reflect the patchwork appearance of the landscape.



Part of Stanegate's collage about hedgerows

Punnetts Town Community Primary School

The Punnetts Town pupils studied a SSSI (Site of Special Scientific Interest) ancient wildflower meadow near the school and the wildlife it supports. A local company, Agrifactors, collects wildflower seeds from that meadow, and the pupils visited the company and interviewed the owner to find out how the seeds are gathered and then used to create other wildflower meadows. They wrote creatively and created a collage about meadows.



Part of Punnetts Town's collage about wildflower meadows

Having completed their Time Traveller Detectives project, Punnetts Town pupils are doing more local heritage work which will provide evidence for them to receive the Heritage Schools Award, which they expect to complete in the autumn term 2022. Schools also have to show how they have embedded learning about local heritage into their curriculum.

Impacts of Time Traveller Detectives on the schools

Running Time Traveller Detectives over several weeks in each school brought benefits to the schools as well as to the AONB. The pupils were able to study their local area in greater depth: in the classroom, using maps, photographs and other documents, and in the landscape by doing welly walks, visiting heritage sites and making charcoal drawings.

"The training at the start and the knowledge the teachers picked up from the Education Officer – the teachers had really gone to town on the whole thing. It could have been light touch but they realised the value of it, they began to think about how it connected with their whole school ethos and they realised they could deliver an awful lot of their curriculum through this project" - LHEM

Some of the schools visited local farms, Great Dixter House (with oast houses where hops were dried) or the Kent & Sussex steam railway. At these venues the pupils could meet the people who worked there, whom they might not otherwise have the

opportunity to meet, and deepen their understanding of the place and the activities carried out there. The Education Officer felt that being able to meet new people was very valuable for the pupils, and she would like to be able to build this into future projects.

Having the teachers deliver the literacy aspect of Time Traveller Detectives worked well because the pupils could work on their writing for a longer period of time than if the Education Officer or another creative practitioner had been brought in for one or two sessions. The quality of the pupils' written work was very high. Northiam Primary's project took place shortly before SATS and the teacher considered that the pupils' excellent SATS results for Literacy were because the pupils had been so inspired to write by their Time Traveller Detectives project.

Dallington Primary received their Heritage Schools Award, having completed their project. At the award ceremony in the summer term, one of the Year 6 pupils spoke eloquently to the rest of the school about the Time Traveller Detectives work they had done the previous October. He talked about the lives of the charcoal burners and explained that the water in streams in Dallington Forest looks red because of the iron in the water.

"The children can talk as experts. It was so clear in his mind. It had interested him and he had remembered it. This extra time taken for the project gives children confidence and they become experts" - Education Officer

The schools will be able to use Time Traveller Detectives resources with a different focus each year:

"Literacy outcomes or Art and Design outcomes may have a different focus; I think that's really important for these small schools because when you are working with a mixed class, if you want to use the same material the following year, Year 5s moving into Year 6 will want something different to do" - LHEM

The LHEM commented that small schools, like the ones taking part in Time Traveller Detectives, often do not have the access to the same training and resources which larger schools can obtain. Schools in rural areas often have more difficulty in visiting heritage venues because of the distance to travel, so it is even more valuable for them to learn about the heritage nearby.

Some of the schools have pupils who have recently come from abroad, so it is important for them to find out about the heritage of their new locality to help them settle in, as well as having opportunities to share their own heritage which they bring to the school.

This project has also provided opportunities for schools to make closer community links. For example, some of the schools plan to exhibit their work in their local churches and Northiam Primary plans to hold an exhibition at Northiam Station.

Impacts of Time Traveller Detectives on the High Weald AONB

The Education Officer usually delivers one-off site visits or sessions in the classroom, and this project gave greater continuity as it involved three sessions over several weeks, and the Education Officer commented that the work could easily be extended to cover a whole term if a school wished.

“What was great about this project was that opportunity to follow something through a bit more ... it was great to have that continuity. Often you are going in and working with a class and then you don’t see them again. To actively be able to spend time on one project was the really great thing for me about that project, and I think for the children because it is more satisfying and they can get into the subject” - Education Officer

The teachers were responsible for delivering the Literacy aspect of the project, and the Education Officer considered that this resulted in greater commitment from the teachers, than if she or another external practitioner had delivered the Literacy. Running the project over several sessions also meant that the pupils created work of a very high quality.

“Having that time over weeks to delve deeper and deeper to get a depth of understanding, it’s really important for them” - Teacher, Northiam Primary

The Education Officer is planning how to get teachers more involved in future projects which last for several sessions; with the current largely one-off model of delivery for High Weald Heroes sessions, pupils cannot learn about a topic in such depth, and it is not possible for the Education Officer to know to what extent teachers follow up the learning from a single session. The Education Officer commented that external funding would be required to run another longer-term project like this, and that Time Traveller Detectives would not have been possible without Heritage Schools funding and support.

Working with the LHEM on developing Time Traveller Detectives gave it more of a Heritage focus than the Education Officer would have done previously. This has encouraged her to give more of a Heritage focus to the introductory training for

new High Weald Heroes schools, and in developing new High Weald Heroes sessions for schools.

"I hadn't used the word Heritage before [in the High Weald Heroes training] – we had talked about History. The teachers who did the training were really into it. It made me think "oh yes, Heritage is slightly different from History", so for High Weald Heroes it was coming at it from a slightly different angle. I think Heritage is really interesting and it encompasses everything. Stonegate School looked at a hedgerow as part of its heritage. Wittersham School went to the River Rother and we talked about whether the Reed Warbler is part of the heritage – the bird comes there year after year. We got the children to think about all the things which are encompassed in the term Heritage" - Education Officer

The Education Officer carried out a great deal of research about the areas around each of the participating schools, and she said that it helped her to understand the story of the High Weald better.

"It's been incredibly useful for me. I have learned so much more about the landscape. I wouldn't have been able to talk about the oast houses, hop fields and hop history so much" - Education Officer

When the Education Officer was delivering a session about hop pickers to another High Weald Heroes school (not one of the Time Traveller Detectives schools), one of the teachers said that she had family members who had been hop pickers but she had not realised the significance to the area's local heritage and was delighted to find out more about this family connection. Thus the additional knowledge about the High Weald which the Education Officer has gained through the Heritage Schools project can be shared with other schools more widely.

Impacts on Heritage Schools of working with High Weald AONB

"It has been a good opportunity to work with an organisation which has already identified the richness of the heritage there, and an opportunity to engage more schools with [the landscape heritage]" - LHEM

Working with the High Weald AONB has enabled the LHEM to think more deeply about the relationship between heritage and the landscape: how the landscape has changed over time and how humans have changed it. The LHEM commented on the

excellent learning resources already available on the High Weald Heroes website⁸, including resources about the evidence in the landscape of pre-history (Iron Age) and early history (Anglo-Saxon), which the Heritage Schools programme in London & South East has not covered before through using the landscape – the focus has previously been on archaeological evidence.

“Schools can dip into the landscape at different periods. They can do all their history curriculum within the High Weald. Children often struggle with chronological understanding but they can revisit the landscape at different times. We can put this into future CPD training for teachers” - LHEM

The LHEM has increased confidence in using the knowledge gained about the High Weald landscape to develop heritage projects in parks and other landscapes, for example to consider what changes would have happened during the lifetime of the trees in a park.

When a new school joins the High Weald Heroes programme, the Education Officer now emphasises the heritage aspect of the programme more than previously – the focus used to be more on the natural environment and the landscape. The Education Officer promotes Heritage Schools to all the High Weald Heroes schools, and explains that High Weald Heroes activities can count towards the Heritage Schools Award.

“I think Heritage Schools is great, and it’s good for [High Weald AONB] – teachers can see how it fits in with the other High Weald Heroes things they are doing” - Education Officer

The LHEM and the Education Officer are both keen that this partnership should be sustained as there are benefits to both organisations.

Sustainability of the High Weald AONB and Heritage Schools partnership

The format of this project will be sustained through the developing partnership between the AONB and Heritage Schools. There will be a follow-up meeting for the first tranche of schools to discuss how they can use the materials for different types of projects in the future e.g. exploring their local listed buildings or investigating local spaces that inspire awe and wonder such as churches and woodlands. CPD and

⁸ <https://www.highweald.org/learn-about/education/education-resources.html>

materials will be provided for a new set of schools; some of these will be schools that are federated with the previous schools to enable teachers to buddy up. Some additional activities will be supported by a further grant from Heritage Schools, which will probably cover the key elements, i.e. in-school support, the welly walk and a follow-up session from the Education Officer. The project collage book and the films will be shared with the new schools, so that they can make collages and films themselves if they wish.

The schools which took part in Time Traveller Detectives in 2021/22 can continue to use the resources from year to year:

“The project should be sustainable because these things are on their doorstep and they don’t have to pay to go into their local church or walk in the streets around their school. That can be done year on year” - LHEM

Northiam Primary had researched some of the buildings in the village and made models of them. The LHEM is encouraging them to use this research to Enrich the List⁹ – members of the public can add information about Listed buildings to the Historic England website, and Heritage Schools has created resources to help teachers do this as a heritage project.

The Education Officer and the LHEM will create a teachers’ guide and case study for the Heritage Schools website so that teachers across the country can run their own similar projects.

All the schools taking part in Time Traveller Detectives were Church of England schools, so the Education Officer and the LHEM hope to deliver heritage training to teachers in other Church of England schools beyond the AONB boundary, through the Diocese.

The LHEM considers that it is necessary to create networks amongst schools and heritage providers to make this heritage learning sustainable. The networks would need funding (for example from Historic England) for a partner organisation to manage them because the LHEM would not have the capacity to do this in addition to her other work across the region. These partnerships can bring in schools who are new to Heritage Schools, and promote Heritage Schools’ aims and objectives as well as the partners’.

⁹ <https://historicengland.org.uk/services-skills/education/teaching-activities/how-you-can-enrich-the-list/>

Summary

Most Heritage Schools work across England takes place in urban or suburban areas and focuses on built heritage, so Time Traveller Detectives shows the opportunities for a landscape-based heritage study. Pupils can study the chronology of the landscape, to see how people have used and changed it over time and thus can study the whole of their History curriculum in their locality.

The LHEM's experience of working with the High Weald AONB Education Officer has given her inspiration to use this landscape-based approach in parks, which are easily accessible for schools in more urban areas.

The structure of this project, with CPD sessions at the start and then the AONB Education Officer spending three days with each school and the teacher leading on the Literacy aspect, has been very successful. The length of time the Education Officer spent with each school, and the visits which the pupils made to places within the AONB, have enabled the pupils to become immersed in the topic and the teachers have acquired knowledge and skills which they will be able to use in future years, using a different focus from year to year to meet the needs of mixed year group classes

The pupils' enthusiasm for their topic, and the visits they had made, enabled them to produce very high quality written work in different styles (poetry, recounts, letters, etc) which resulted in excellent SATS results for very many of the Year 6 pupils.

"It's really important for us to know this – we have always known [Heritage Schools projects] can have an impact on Literacy but to have that nailed down [through the SATS results] is an important message to be able to share" - LHEM

The LHEM and the Education Officer are both keen for this partnership to continue. Time Traveller Detectives will be sustainable because the schools which have already taken part have the skills and resources to do similar projects, with a different focus, each year, and the LHEM and the Education Officer plan to recruit new schools from the existing High Weald Heroes schools, and through inviting other Church of England schools to take part.

The case study and learning resources from Time Traveller Detectives will be available on the Heritage Schools website so that schools across the country can adapt them to their own locations.

Northiam Primary's Time Traveller Detectives project

Background

Northiam Primary is a rural primary school with just under 100 pupils. The school was rated Good by OFSTED in 2019. There is a relatively high level of disadvantage in the school, with 40% of pupils eligible for Free School Meals. The teacher suggested that this may be because there are a number of independent schools in the area, and some better-off families send their children to those schools. Almost all the pupils are White British, and there are a few children from European countries.

Time Traveller Detectives

The Year 5 and 6 class teacher took part in the initial CPD which was delivered by the Heritage Schools LHEM and the High Weald AONB Education Officer. He was so impressed with the training that he signed up for Time Traveller Detectives. The pupils then worked with the Education Officer to find out about the history of hop picking around Northiam, and how workers from London would come by train to pick hops during the summer to earn money and have a break from life in the city. The pupils visited the oast houses (where hops were dried) at Great Dixter, and travelled on the Kent & Sussex steam railway which passes through Northiam Station, where the hop pickers used to arrive from London. In class, the pupils worked with their teacher to write poems about what they had discovered, and letters home from the hop pickers. Some of the pupils can be heard reading their work on this video:

https://www.youtube.com/watch?v=qhiMU_mTEoQ&list=PLz3O9wIfoaOU8pjutImQpF3hjVaJVI2YT&index=4

Pupils also wrote recounts of their visits, and about the historic buildings in Northiam.



Part of Northiam's collage, with some of the pupils' poems and letters

The pupils made a timeline collage to illustrate what they had discovered about the history of the hop pickers around Northiam.

The initial Heritage Schools CPD also covered how to use maps and photographs to find out about the local area in the past, and how to research buildings and who had lived in them. The pupils researched some of the buildings in Northiam and made models of them. The LHEM is encouraging the teacher to use this work to Enrich the List of listed buildings on Historic England's website¹⁰.

Impacts of Time Traveller Detectives on the pupils

The teacher commented that it has had a very positive impact on the pupils' attainment.

"They have been engaged, excited and have a deeper understanding of heritage and what it was like to live in Northiam. It gives them a deeper insight, working over a period of weeks to delve deeper and deeper and get a depth of understanding" – Teacher

¹⁰ <https://historicengland.org.uk/services-skills/education/teaching-activities/how-you-can-enrich-the-list/>

The pupils' confidence in writing has and art has increased and now some pupils, who would not have been confident enough before, are keen to read their work aloud and share their art work. Some of the pupils read their work for the project video:

<https://www.youtube.com/watch?v=sYc5TrgNrU0&list=PLz3O9wlfoaOU8pjutImQpF3hjVaJVI2YT&index=3>

"Some would have been unwilling to read their work aloud or show their artwork to others. When they are engaged and excited they produce good quality work. It definitely built their confidence. Other colleagues have seen the value of this way of working" – Teacher

The teacher commented that the structure of the project had increased the pupils' History and Geography skills, and it was easy to evidence this progress through their work. They completed the project shortly before SATS, and the teacher said that their SATS results for Literacy were phenomenal because they had been so inspired by Time Traveller Detectives and the creative writing they had done during the project. The teacher will use this class's work as an example for pupils to aim for when the next Year 5 and 6 class does this project.

"For SATS it's perfect because they are writing while they are inspired, and sometimes it's tricky to get them into whatever it is we're doing. The inspiration, getting out there, hands-on things were all done so by the time they got to SATS, the inspiration was all done for them, and that's reflected in their SATS writing results which were phenomenal. I took their topic books for moderation – it was fresh in their minds, the real experiences they have had, rather than someone telling them. That made a big difference" - Teacher

The pupils now have a better understanding of their locality and understand the importance of the heritage and that it should be preserved for future generations. For this case study, the pupils answered some questions about their opinions of the heritage of Northiam and the High Weald. All of the pupils gave Northiam and its surroundings a rating of four or five out of five stars, and almost all of them (18) said that their opinion of Northiam and its surroundings had changed a lot as a result of what they had found out during Time Traveller Detectives. Two of them said their opinion had changed a little. For example:

"My opinion has changed a lot because before we did this I (practically) didn't know anything about the High Weald. However now I have knowledge! So now I can share with others about the history of our local area" – pupil

"My opinion hasn't changed because I already think Northiam is amazing" - pupil

Asked about what they had found most interesting about the High Weald, the pupils wrote about various aspects of hop picking, some of the buildings which they had visited and that this part of the country is known as the Garden of England. Many of them wrote about how much green land, which they can walk in and enjoy, is around them. Some mentioned that some historic buildings are protected.

"The most interesting thing was when we went to see the hops and writing a letter in the point of view of a hop picker from London because it brought history to life" - pupil

"The most interesting thing was the history of the buildings such as Great Dixter or the War Memorial. The reason I found this most interesting is because it is fascinating learning about the past of these mesmerising structures" - pupil

"The forest and the green land around us. I can take my family on walks and my dogs" - pupil

The pupils suggested a place in the High Weald which a visitor should go and see, and why. Many wrote about the importance of protecting this special place for the future, and educating others about it so that they would value and protect it too.

"A visitor should go and see the ancient church. Very few villages or places in England have such beautiful wonders which makes it very important to preserve and protect these buildings for future generations. It's our duty to keep these structures as they were intended to educate generations to come" - pupil

"A visitor should go and see the Northiam Station because of the hop pickers' cabins and the Unknown Soldier's carriage. It is important because our area is special and needs to be well looked after. We are fortunate to live in, or live near to, this protected and preserved location" - pupil

All the pupils said they were now proud or very proud of Northiam and the High Weald. The teacher observed that the pupils' pride in their local area had definitely increased, and that learning how special the place is had really had an impact on them. The LHEM was also very encouraged to see how the pupils had expressed their sense of pride and that they had picked up the key messages of the AONB and Heritage Schools.

“They have made quite profound statements about the future protection of sites – they could see the value of all these things. It’s been fantastic to see that everything we hoped they would get out of it, they did” - LHEM

Impact of Time Traveller Detectives on the school

The Education Officer and the LHEM had both spent time researching aspects of the heritage of Northiam and the teacher found this of great benefit, because teachers do not have the time to do such extensive research themselves. He plans to run this project again in future years (the school has a two-year timetable). The pupils’ work was on display in school and they led an assembly to tell the other pupils and teachers what they had found out. There are only four teachers in the school, and the Year 5 and 6 teacher expects that the other teachers will be able to use the Heritage Schools and Time Traveller Detective resources again in the future.

The teacher commented on the transferable skills he had learned: map reading, comparison between past and present, using real-life objects, and going out of school for learning experiences.

“The importance of getting out there – it’s so much more valuable if they get to do it, if they get to see it” – Teacher

He also mentioned the value of working with subject experts:

“I am more aware of the impact of a specialist and the impact they can have is really significant. At least, it is a new face, a new voice, who can take the pupils out somewhere. At most, it’s someone who has amazing skills, is flexible about dates and times [to fit in with the school’s other commitments], is really passionate about the topic and knowledgeable. The Education Officer was so flexible, it was what the pupils needed at the right pace. You lose a lot if you are doing it yourself – you haven’t got someone new who has got the capacity to do the research and has the energy; she takes them with her emotionally” – Teacher

The school has achieved the Heritage Schools Award and the teacher plans to do more work with the High Weald AONB Education Officer in the future.

Impact of Time Traveller Detectives on families and the wider community

Some of the pupils have taken their families on the welly walk, and they point out things they have learned about. The pupils’ work is on display inside the front door of the school so parents can see it. When future year groups do this project, the

knowledge will be shared with their families. Press releases have been sent to the local newspaper and the parish magazine.

Summary

Time Traveller Detectives has had a significant impact on the quality of the pupils' writing for their SATS, and they have also increased their skills and confidence in art and presenting their written and art work to the school in person and through recording their work for the project video. The structure of the project and its delivery have provided good evidence for their progress in History and Geography too. The value of going out of school to visit heritage places has been demonstrated through the enthusiasm and engagement of the pupils, leading to high quality work.

This would not have been achieved without the initial CPD session which was delivered by the LHEM and the Education Officer, which enthused the teacher and encouraged him to take part in Time Traveller Detectives. He will use the knowledge and skills he has learned through the CPD and through this project again in the future, and will share these and the Heritage Schools resources with his colleagues. He also plans that Northiam Primary will do further work with High Weald AONB.

Case Study: North Tyneside School-Centred Initial Teacher Training Programme

Background

North Tyneside SCITT offers a one-year initial teacher training programme based in 27 Primary schools across the borough of North Tyneside. Most of the trainees have had careers in other fields such as the law, dentistry, sport and fine art, before training to become Primary teachers. The course comprises 11 weeks of full-time study and 25 weeks of school-based training. There are around 30 trainees each year, who each undertake three placements in different schools, in the autumn, spring and summer terms. The course is rated Outstanding by OFSTED.

North Tyneside SCITT's involvement with Heritage Schools

The Heritage Schools' Local Heritage Education Manager (LHEM) has been providing training to North Tyneside SCITT for eight years. The SCITT is part of the North Tyneside School Improvement Service, and the School Improvement Service's History specialist had put the SCITT Programme Manager in touch with the LHEM. The trainees have to cover all the Core and Foundation subjects during their course, so there is only a short amount of time available for training from external specialists. The LHEM delivers a half-day session in the Autumn term, which includes using historic maps and aerial photographs, and a site visit to the Fish Quay and Old Low Light heritage centre in North Shields. The trainees can access additional online training about teaching History and other subjects, but the Heritage Schools training is the only History-based in-person training which the trainees have during their course. Because the LHEM and the SCITT have worked in partnership for several years, the LHEM is very familiar with the SCITT's overall curriculum plan and so she designs the session to fit in with what the trainees have already learned, and with what they will study next. The LHEM is working with the Programme Manager to further develop the History curriculum for the trainees.

"We are really fortunate to work with the LHEM. Over the course of the years, the relationship has developed. In the last year we have been developing the breadth and depth of the [History] curriculum together" – Programme Manager

The Learning Outcomes of the Heritage Schools session are set out:

Learning outcomes

By the end of this session, trainees will:

Set high expectations – explain the importance of history and in particular, local history and heritage in the primary curriculum

Promote good progress – examine progression of history skills across primary phase

Demonstrate good curriculum and subject knowledge – discussion of primary history curriculum and local history (North Tyneside)

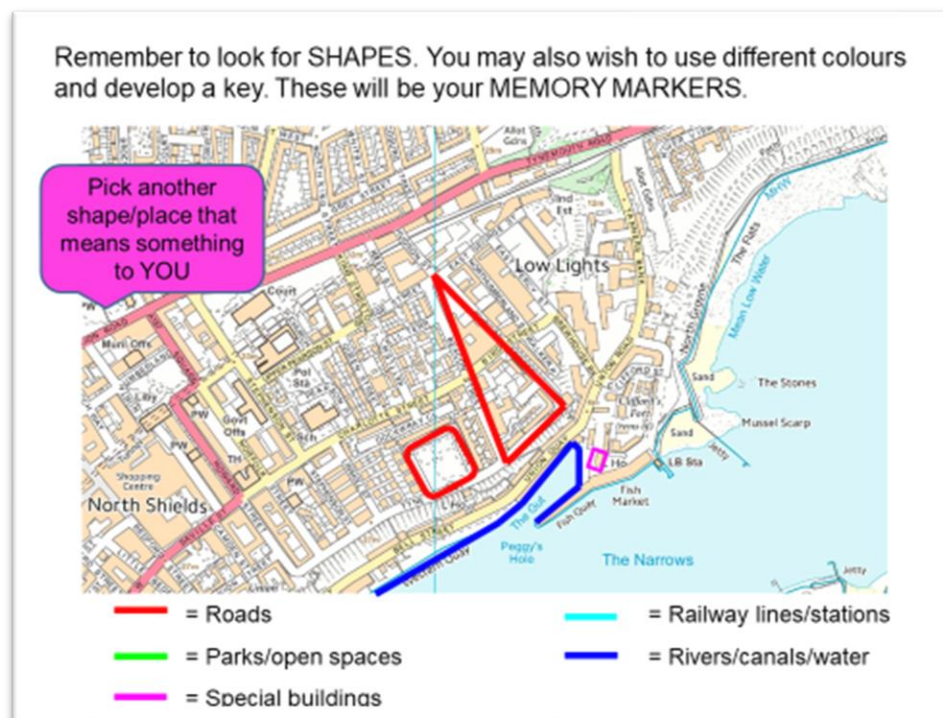
Plan and teach well-structured lessons – share examples of local history schemes of work

Adapt teaching – discuss how to adapt teaching of history so all children access the curriculum and fieldwork opportunities

Manage behaviour effectively – how to manage behaviour on fieldtrips/visits

Fulfil wider professional responsibilities – how teachers can establish links with museums/heritage educators and heritage organisations to enhance skills in history

During the session, the trainees learn how to use maps and aerial photos for historical enquiry, and how to use these sources to look at changes over time, similarity and difference, and cause and consequence.



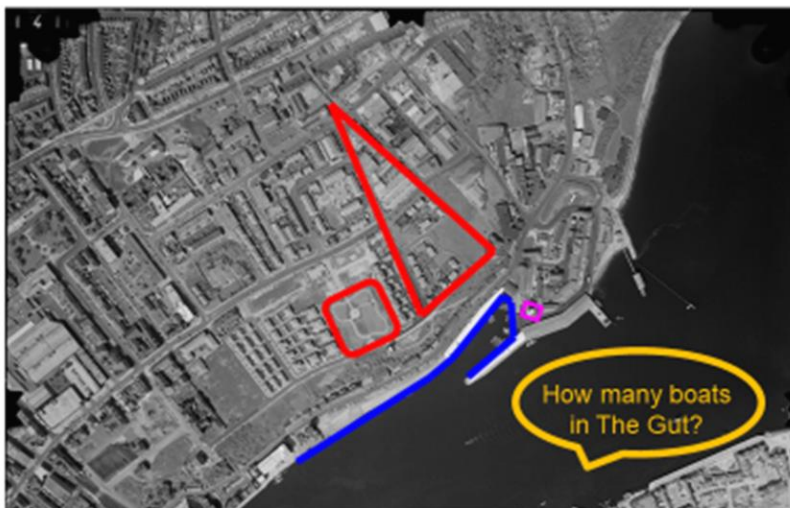
Now look at the area around your school/site on Google Satellite View and **draw** an outline around the school/site. Repeat the outlining of your chosen features. Then discuss the differences between a map and a satellite/aerial view.

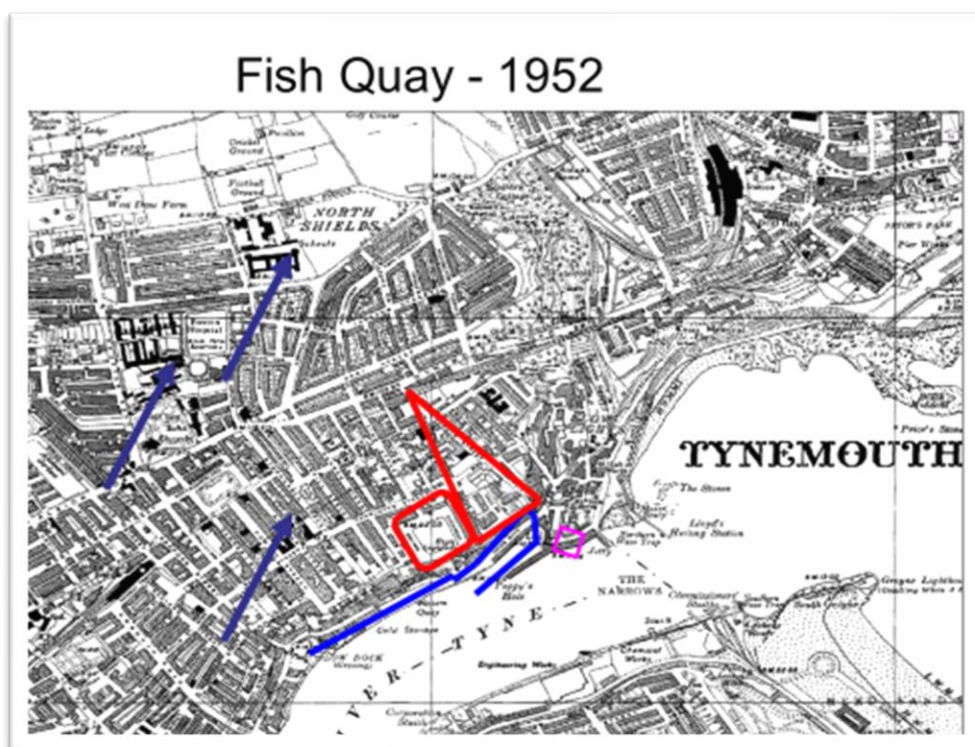


Start with the most recent aerial photo and work backwards in time

Oblique photo – 19th May 1993

Which of our shapes/features can you spot?





Slides from the LHEM's training about using maps and aerial photographs

The two trainees who took part in the discussion for this case study commented that the map skills, of looking for shapes on maps and aerial photos and moving back through time, was new to them and they found this technique very helpful. Starting at the location of the school (or other heritage site) and working outwards from it made the maps easier to relate to.

"I really liked the aerial photos, they were really interesting to show the children. They could see how the place was before, and think about how it was" - Trainee

The LHEM gives examples of local significant individuals and places, and the trainees explore some of the more hidden and diverse people who lived in and visited the locality. They find out about local events from various historical periods and look at how they compare to what was happening in other towns and cities (such as the 1941 bombing of the public air raid shelter beneath Wilkinson's lemonade factory in North Shields and comparing it with the Blitz in London), linking local history with the national story. The trainees discover how to use primary and secondary sources to enhance local heritage teaching and to find out about the local area at a particular time period.

The skills which the trainees learn can be used elsewhere in the country, when the trainees take up their new teaching posts. The LHEM explains how they can access

maps and people who are knowledgeable about an area so they can develop a local study – not just within North Shields, but at whichever school they teach at in the future. Heritage Schools can provide sets of maps and aerial photographs¹¹, either for places where the LHEMs have already delivered CPD sessions for teachers, or schools can order a bespoke set for their own location. The LHEM provides examples of organisations which can support the trainees in teaching History: the Historical Association, Ordnance Survey, National Archives, Historic England and local heritage organisations. The skills and information provided in the half-day session equip the trainees to use local heritage to teach across the curriculum, at whichever schools they teach at in the future, wherever the schools are located.

Heritage Schools emphasises the value of learning outside the classroom and the trainees take part in a heritage trail around the Old Low Light and Fish Quay in North Shields to see the heritage at first hand. They find out about effective behaviour management outside school and receive information about the essentials which teachers must do to ensure safety of all on the trip: risk assessments and accountability, managing parents/TAs and ensuring that the pupils have an enjoyable and memorable learning experience.

The Heritage Schools History training is linked closely to the Geography training, which is delivered by another subject specialist. This is focused on another heritage site, the Tynemouth Volunteer Life Brigade Watch House. The trainees use maps to study how land use has changed over time, and they find out about a significant individual, Robert “Scraper” Smith who was the Coxswain of the Tynemouth Lifeboat from 1909 to 1920.

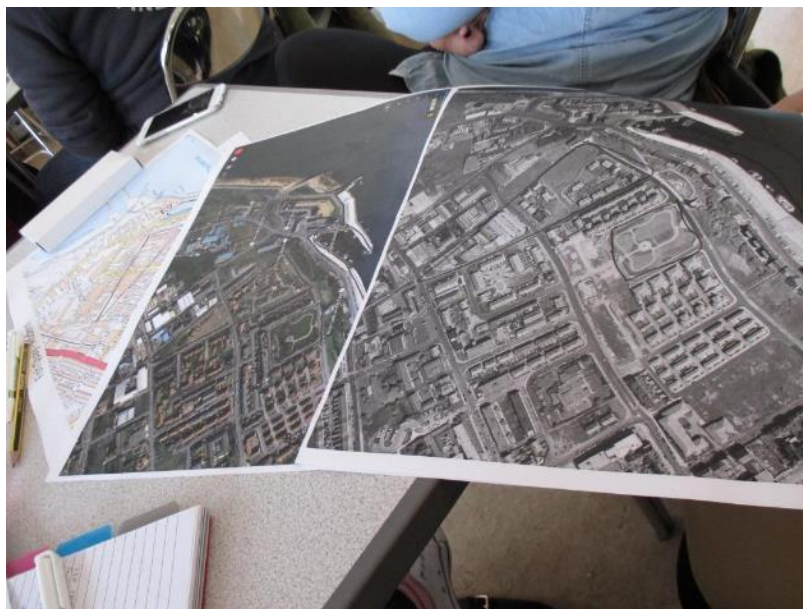
The students put this learning into practice in their placements, and can take these skills and knowledge to their new teaching posts after they have completed their training.

Impacts of Heritage Schools training on the trainees

For this case study, two of the trainees talked about their experiences of the Heritage Schools training and how they had used it in their placements. Both of them had lived in North Tyneside for several years before starting the SCITT course, and they both commented about how much they had learned about the heritage around North Shields from the Heritage Schools training.

¹¹ <https://historicengland.org.uk/services-skills/education/archive-education-resources/>

"The National Curriculum gives you bullet points about what to cover, but this training gave me more insight into local history and the tools I could use. I had no idea how much there was around"



Practical session, using maps and aerial photographs

The trainees were very enthused and encouraged by the training session and walking the heritage trail, because of the amount of knowledge and skills they had gained and the resources they had been given. They said that they are now more confident to use local heritage to teach History and other subjects such as Geography and Literacy. They appreciated how using local heritage makes History (and other subjects) much easier for pupils to relate to, and how local heritage can be used in the environs of every school, wherever it is located. They found out that a heritage study can be tailored to the curriculum of any school, so this will inform their practice once they take up their teaching posts.

"We have visited a lot of schools in the area and they all have their own ethos. The importance of the local area makes it very relevant to the pupils in that school. All the schools are quite close together but they all have their unique aspects and their own history. Learning about the local history has highlighted that" - Trainee

When they were on their placements, they did have to fit in with what their schools had already planned so could not always use their new Heritage Schools training, but as the schools have had trainees in previous years, some of them already run local studies projects based on the Heritage Schools training. One of these schools

uses the Rising Sun Country Park, which is on the site of a former colliery, as part of the pupils' study of coalmining. One of the trainees was able to use the map skills with the pupils in class to see how the colliery slag heaps at the country park had changed over time, from when the colliery was working and then as the land was restored to become the country park. She helped to lead the school trip to the Rising Sun Country Park, and commented on the value of taking part in a school trip:

"Going on a trip is important in your placement: you get given all the background info but actually doing it is really important – children can be unpredictable...." – Trainee

On one of her other placements, the school did a Geography project involving all the year groups in which the pupils went on heritage walks in the area around the school. The older pupils used historic maps to study changes in land use over time.

The other trainee had been on placement with a school when the pupils studied the Tynemouth Volunteer Life Brigade. She taught a preparatory lesson before the visit to the TVLB Watch House and afterwards the pupils wrote recounts of their visit for Literacy. They researched Coxswain Smith using photographs and historic documents.

Both the trainees plan to use the Heritage Schools training and resources once they take up their teaching posts and they are glad that Heritage Schools can supply packs of maps and aerial photographs for any school location. They will use these resources to find things which will spark the children's interest and make their local heritage relevant to them.

"It's really good to know that maps and photos are available for your school, that they are resources you can use" – Trainee

Impacts of Heritage Schools training on the North Tyneside SCITT

"It's not just a nice little trip down the Fish Quay" – Programme Manager

The Programme Manager explained that the greatest value of the Heritage Schools training is the opportunity for the trainees to learn from a subject expert – the LHEM – who brings her expertise and inspires the trainees. The LHEM is also able to make connections with other heritage specialists and providers in the area, such as the Old Low Light heritage centre on the Fish Quay at North Shields, around which the heritage trail is based.

"The training is really powerful because the trainees are inspired to bring that kind of learning to life. It helps create and nurture brilliant teachers who are

excited to work with and inspire children. The trainees completely get the importance of subject and curriculum knowledge. They could be the teacher who inspires a pupil to become a Historian or Geographer” – Programme Manager



Students at Cliffords Fort (foreground), below the Old Low Light (black gable wall) and the New Low Light (to the left of the Old Low Light)

The Heritage Schools training has deepened the students’ understanding of local heritage and the hands-on experience of working with maps and photographs, and going on the heritage walk, makes it much more meaningful for them. Many of the students have taken their pupils on heritage walks while they have been on placements, using the skills which the LHEM had taught them.

After the Heritage Schools training session, the trainees prepare a cross-curricular plan. The Heritage Schools training helps the trainees make the curriculum more relevant, particularly for younger pupils, through using local places which the pupils are familiar with.

“This presents cross-curricular opportunities in a meaningful way to enhance learning, not just as a surface-level experience. The trainees now feel confident to do this. They can have a local history thread across topics and can apply their learning in practice” – Programme Manager

The trainees' Heritage Schools training also brings benefits to the schools where they are on placement. They bring new ideas, recent and relevant knowledge, and fresh thinking. The schools are very supportive of the trainees and are keen for them to try new things and contribute to curriculum planning so that they will flourish and succeed in their careers.

Summary

As the LHEM has worked with North Tyneside SCITT for several years, the Heritage Schools training is now fully built into the SCITT's curriculum plan for the trainees and forms a vital part of their training to become Primary teachers. Because the SCITT course is only 10 months long and the trainees have to cover all the Core and Foundation subjects, there is little time for them to learn from subject specialists but nevertheless, the half-day lecture from the LHEM and the half-day heritage trail walk provide a huge amount of material, knowledge and skills which the trainees can use on their placements and when they take up their posts as qualified teachers. They can encourage the schools where they work to take part in the Heritage Schools programme, if they do not take part already.

The trainees say that they are confident to use local heritage to teach across the curriculum, and that they understand how they can use local studies to make topics relevant and appropriate for children.

The Programme Manager considers that the SCITT programme has benefitted greatly from the LHEM's input over the last eight years, and she and the LHEM are working together to develop the breadth and depth of the History curriculum for the trainees. The partner schools, which host the trainees on placements, have also benefitted because of the knowledge, skills and enthusiasm which the trainees bring as a result of their Heritage Schools training.

Case Study: Tavistock Guildhall

Background

Tavistock is the eastern gateway and 'urban jewel' of the Cornwall and West Devon Mining Landscape World Heritage Site.



The Grade II listed Guildhall in Tavistock was purchased by the Town Council in 2014 to rescue it from further decline and to bring it back into public use. In 2017 they formed a partnership with Tavistock Heritage Trust and with funding from the National Lottery Heritage Fund and other national and local funders, the Guildhall finally re-opened its doors in December 2021 as the Tavistock Guildhall Heritage Centre.

Tavistock Guildhall is committed to helping everyone explore the heritage and history of Tavistock and the Mining Landscape of West Devon and Cornwall.



The education team at the Heritage Trust are all volunteers.

Using the venue for CPD training

The Tavistock Heritage Trust and Historic England held a one-day CPD training course for teachers at the Guildhall Heritage Centre at the end of March 2022.


Historic England


Capitalising on your local area for a history enquiry

Friday 25th March 9:30 – 3:30
TAVISTOCK GUILDHALL, COURT GATE, TAVISTOCK, PL19 0AE
Cost: FREE



Join the Tavistock Heritage Trust and Historic England's award-winning Heritage Schools Programme for a day exploring resources, ideas and starting points for local history in the classroom. Attendees will get the opportunity to explore the Guildhall Heritage Centre and discover its education offer with volunteers from the Trust.

Historic England's local heritage education manager will lead a workshop session on using the local area for a heritage study. This will include ideas on how to use resources such as maps, aerial photographs and census returns to discover local stories.

After lunch (provided by Historic England) there will be a guided heritage walk around the centre of Tavistock discovering the story of the town and how its local history relates to the national and global story.

Each participating school will receive a resource pack of maps and aerial photographs from the Historic England Archive as well as £1.30 towards the cost of supply cover for the day.

There is no charge for local schools visiting the Guildhall.

All day Pay & Display Parking available at Bedford Car Park, Canal Road, Tavistock PL19 8HH

If you would like to reserve a place on the day, please contact Local Heritage Education Manager, Michael Gorely:
michael.gorely@historicengland.org.uk



Teachers attending had the opportunity to explore the Guildhall Heritage Centre, talk to the volunteers there and discover its education offer.

In addition, Historic England's Local Heritage Education Manager [LHEM] provided workshop sessions on using the local area for a heritage study, with specific training on how to use maps with children, how to use aerial photographs, how to use census returns as evidence to support enquirers and an engaging approach to teaching chronology using toilet rolls!

"Michael [LHEM] did a fun timeline activity that we could do with children ... so that was really useful to see and nothing I had thought to do before; we have put things in order [before in the classroom] but having that sense of just the expanse of time was really useful" - Teacher



CPD training on using aerial photographs with pupils

The day also included a guided heritage walk around Tavistock to show teachers how they can use local buildings and stories to bring a local heritage project to life whilst also telling broader national and global stories.

Reactions to the CPD training day

The quality of the training received was rated very highly.

“Michael [LHEM] did the training where he imagined you were the child; so, he'd say, right have a look at this map, tell me one thing that's the same and one thing that is different. So, you kind of have the experience of how you could do it with your class” - Teacher

The CPD demonstrated various techniques and activities which were fun, practical and engaging that could be used with children. Teachers and the education staff at the Heritage Centre were not only introduced to resources that they had not used before (e.g. aerial photographs or census data) but also given ideas how to use them effectively with their pupils.

“He [LHEM] did it in a fun way and I think that's the most important part of it, because it's got to be fun and you've got to be enthused and interested yourself, otherwise that communicates itself to the children” – Heritage Centre

“All the activities that they covered, I've taken and put into place into the classroom” - Teacher

Teachers who attended were delighted that there was no charge for the CPD training and also that a contribution was paid towards the cost of supply – which made it appealing and possible for them to go.

The benefits to the Heritage Centre

Hosting the CPD session at the recently restored Guildhall provided the opportunity for the venue to showcase to the teachers attending what is available if they came to the Guildhall on a school visit.

“We also showed them around the Guildhall. I also give them a tour of the town, which was partly to sort of showcase what we've got, but it was also Michael used it to show them what the possibilities are of doing a local study” – Heritage Centre

“In terms of the exhibition they had there it was very useful because our topic this term is 150 years of our school, so it was looking back to see how things have changed so all the stuff around arsenic mining, the exhibits to do with that, I thought it would be really useful to come back and do” - Teacher

The training also benefited the team of education volunteers from the Guildhall who participated in the different CPD activities as well. It helped them understand the needs of schools and a range of different activities which could be done with visiting school groups.

*“It was great for my team of volunteer because they were able to come along and join in the day, they contributed because they were showing people around the Guildhall but they also benefited from the training that Michael gave. They were involved in that, so it was a training day for them as much as the teachers”
– Heritage Centre*

Although the Heritage Centre already offered a town walk, after seeing how this was presented by the LHEM they are likely to adapt their approach and also potentially develop other heritage walks in other nearby areas.

From the CPD day the Heritage Centre now has some new resources which will be used with schools and general visitors.

“He [Michael LHEM] left us with a pack of maps and aerial photos which we're now going to laminate and display in the centre. So, I think, all the local people coming in will be very interested in that” – Heritage Centre

One school has already returned to undertake a school visit after seeing first-hand what was on offer from the education team at the Guildhall so it has helped to introduce schools to this recently re-opened venue and education space.

The benefits to the schools attending

The training has given teachers the skills and the confidence to use different resources with their children, in a different and more engaging way. The ideas provided have already been used back in the classroom by teachers who attended the training.

*“It's made me a lot more confident with using maps. I've since done an activity [with my class] which was similar to what he [LHEM] did in what do you notice? what can you see if you stand in this place? what do you think is nearby and just that whole confidence around using maps as a way of teaching and just making it open ended as well? ... and they [the pupils] did really enjoy it” -
Teacher*

The packs of maps and the training how to use them have not only been used by teachers attending the CPD but the skills have been cascaded down to their colleagues.

"How to use maps, that was brilliant, in fact I went back into school and shared the resource and I know one of my colleagues has used aerial maps of the area as well with her class" - Teacher

Some of the training showed teachers how to use resources such as aerial maps and census records which many had not done or thought about using before.

"It was something that I'd never particularly used before [census records] so it was interesting to think about what kind of thing you could pick up on ... it has been useful [with the children] in terms of generating questions as to why certain people did the jobs that they did and what those jobs were and how it might be different today" – Teacher

Without being shown the types of resources and how they can be used in the classroom even at Primary School level, it is unlikely that teachers would have had the knowledge or confidence to use them, yet when they have, they had really helped bring local heritage to life for the children.

"I wouldn't have thought to use them to be honest probably" - Teacher

Taking teachers on a guided history walk, undertaken as if they were children, provided plenty of ideas of how they could adapt a heritage walk to their own local area, using the same skills and ideas to help bring history to life.

"[The heritage walk] showed what the possibilities are of local study and by looking at what's in the area, what sort of activities we can do with children in general. It wasn't just around Tavistock. It was using Tavistock as a case study of what could be done" – Heritage Centre

The walk showed how to use local assets such as cenotaphs, churches and different styles of buildings to bring local and national history to life.

Teachers left the day with a large pack of resources and ideas how to use these to bring a local heritage study to life. The training provided was seen to be practical, transferable and therefore very usable.

"I thought what they delivered was really, really good, it was very practical. It's lots of stuff you could take away and you could use immediately, which I have done, or you could pass on to colleagues. So, it was things that you could take away and put into place in the classroom, which is great as that is what you want from something like this" - Teacher

The impact on pupils

Using the ideas and skills learnt on the CPD training course have helped teachers better use local heritage back in the classroom. There is a strong sense that teaching history through a local prism helps make the subject more relevant and comprehensible to pupils; using physical evidence brings the past to life, as well as giving pupils a sense of belonging and community from knowing about the history in their locality.

"I think for them [the pupils], it helps makes sense of their surroundings because I think a lot of the time they walk past things such as the mine stacks and don't really realize what the past was like. And for them, I think it's really important to have that association with where they are from. Also, it means you can go out and you can actually physically see the history there, you can see the evidence so it just gives them a real sense of being able to see and experience history rather than it being quite theoretical and it gets them to open their eyes to look for things and to notice things and to spot things that they maybe just take for granted" - Teacher

Getting children to look around them, be curious, and from this ask questions is seen as an important skill which a local history study can help develop.

The training received has meant the pupils are now using a greater breadth of historical evidence, all of which adds to a richer and more engaging learning experience. Without receiving the CPD training it is unlikely that teachers would have thought about or been confident in using a wider range of historical evidence.

"I think just having a greater awareness of different resources like aerial photography, or map, census returns and using the Guildhall itself, because previously, I'd tend to use artifacts or photos but it's just given that richness in terms of what you can use as resources, which the children like as well, because it just means there's lots of different things they can look at and use to get a sense of the past" – Teacher



CPD training on using historical maps with pupils

Summary

Working in partnership with the Heritage Centre not only provided a venue for the CPD training but also provided an opportunity for teachers and the education team to be shown how to use different types of evidence to bring local history to life.

It has already led to one school visiting the Guildhall to explore different local history projects; introducing children to the venue and the history of the area in a tangible and engaging way.

Teachers have already used some of the ideas and resources provided back in the classroom.

The training has helped the Heritage Trust think about how they can develop their education offer, and teachers think about how they can better utilise the learning opportunities that a local heritage study can bring.

Case Study: Wellacre Academy, Flixton, Manchester

Background to Wellacre Academy

Wellacre Academy is a non-selective Secondary school for boys aged 11 to 16 years, in Flixton, Trafford, Greater Manchester. As with most schools in Manchester, the boys go on to various colleges for sixth form studies or to the nearby grammar school. Attainment levels at Wellacre are in line with the national average. There are 620 pupils, 85% of whom are from a White British background, and around 15% are eligible for Pupil Premium.

For this case study, the Lead Humanities Teacher discussed Wellacre's Heritage Schools work, and six Year 10 pupils and two Year 9 pupils talked about their studies of Irlam Locks and Manchester Carnival.

Wellacre Academy's involvement with Heritage Schools

"It has 100% enriched our curriculum, directly and in so many indirect ways as well, because of the training and skills from Heritage Schools" - Lead Humanities Teacher

Wellacre Academy has taken part in Heritage Schools for six years. The Local Heritage Education Manager (LHEM) had emailed schools in Trafford Borough inviting teachers to CPD training on how to use their local heritage to teach across the curriculum, and the Leader of Humanities took up this opportunity. Wellacre is just a mile away from Irlam Locks on the Manchester Ship Canal; the Lead Humanities Teacher had grown up beside the canal and had wanted to teach about it, and the Heritage Schools CPD gave her the encouragement and skills to do this. The LHEM carried out a lot of background research and put the Lead History Teacher in touch with an expert about the canal, who provided additional photographs and information so that the Leader of Humanities could create a project about Irlam Locks – see below. The Year 8s have studied this each year since then.

To mark the centenary of the end of World War 1 in 2018, the LHEM had delivered training to teachers about how to research the lives of soldiers who had served in the war. The Lead Humanities Teacher used this training so that the pupils could study the life of a soldier who had lived in Flixton.

Another Heritage Schools project which the Lead Humanities Teacher has developed with the LHEM is about the history of Manchester Carnival, which the African Caribbean community established in 1971 and is now a popular multi-cultural event in the city. In 2019 the LHEM had invited some of the Heritage Schools in Manchester

to link up with a PhD student to develop a local heritage project to uncover the hidden histories of minority groups, based on the PhD students' areas of research. Wellacre worked with PhD student Jessica White, who was researching the origins and history of the Carnival in Manchester. During the first covid lockdown in 2020, the school had redesigned its curriculum to make it more inclusive, so the Carnival project fitted well with the new curriculum. Although the project began in 2019, it was delayed by the covid pandemic; 2022 is the second year in which Year 9 pupils have learnt about the Carnival.

New in 2022, Wellacre is running Transition Workshops for Primary schools whose pupils will be moving up to the Secondary School. There is a choice of four workshops: Irlam Locks, a local history study; the history of the Manchester Caribbean Carnival; Trafford Docks, then and now; Trafford's war dead. Pupils visit Wellacre Academy to use historic maps, photographs and documents to find out about each topic, and they can visit Irlam Locks and Trafford Docks. These workshops enable the pupils to find out what their new school will be like and to learn about the heritage of the area.

The above projects are described in further detail below.

Irlam Locks and the Manchester Ship Canal – Year 8 study



Year 8 visit to Irlam Locks, Manchester Ship Canal

As Irlam Locks are just a mile from the school, most of the students pass them regularly or use the footbridge there to cross the canal. However, many of them had not known about the locks' history or why the Manchester Ship Canal – “the Seaway to the World” – was built. The canal was opened in 1894 and provided a 55-mile shipping route between industrial Manchester and the sea. It was the first time

an inland city was transformed into a major port servicing the world, and was one of the greatest achievements of the Industrial Revolution.


“It links to the wider curriculum better than if it was a stand-alone local history project” - Lead Humanities Teacher

In the first lesson of the topic, Year 8 pupils use the historic maps and aerial photographs provided by Heritage Schools to see how land use has changed over time, and the changes resulting from the construction of the canal. In subsequent lessons, students learn about the role of navvies in canal building and the impacts which the Manchester Ship Canal and the Bridgewater Canal have had on the surrounding area. The pupils visited Irlam Locks, although during covid lockdowns they had to make a virtual visit with a video which the Lead Humanities Teacher had made.


Lesson 2—Do Now:

Describe these images in the space below.


What do you think is happening? What is the aim of the work being carried out?




LATHFORD CUTTING AND VIBRATOR.



PRACTICE CUTTING - LATHFORD AREA.





Using historic photographs to learn about Irlam Locks and Manchester Ship Canal

Commenting on what had stuck in their minds about studying Irlam Locks, the pupils said:

"Now I always think about ships coming from Canada and the US. It helps us get a feel for it" – pupils

"It makes you appreciate it more, if you understand more about it" – pupils

Centenary of the end of the First World War

Several teachers from Wellacre took part in the LHEM's training in 2018 about how to research the lives of soldiers using the census and other archive sources. This gave the teachers the skills and inspiration to find out about local soldiers who had served in World War 1. Pupils visited the Flixton war memorial and researched soldiers from Flixton and Urmston using the Trafford War Dead website. They wrote postcards about the soldiers and delivered them to the houses where the soldiers used to live, so that the current residents could find out about them and share their findings with the local community.

One of the soldiers was Private William Harris, who is named on the Flixton war memorial. The pupils discovered that his father had been a navy building the Manchester Ship Canal, and for a while Private Harris lived in the workhouse before he joined the Army. He was killed and buried in Belgium, and some of the pupils visited his grave and surrounding battlefields. Private Harris's role as a navy made an unexpected link with the Irlam Locks study.

"Doing this localises World War 1. It also links the canal and World War 1 projects" – Lead Humanities Teacher

Wellacre continues to hold a Remembrance Assembly each year to remember local soldiers.

Manchester Carnival – Year 9 study

The Lead Humanities Teacher developed the topic about the Manchester Caribbean Carnival with PhD student Jess White and the LHEM. The LHEM had introduced Jess White and Wellacre Academy to each other as part of a programme for Heritage Schools in the Manchester area to work with PhD students on projects to uncover the hidden histories of minority groups. It was a three-lesson enquiry for Year 9 pupils to investigate what Carnival reveals about the Caribbean community in Manchester from the 1970s, through the lenses of newspapers and documents,

photos and music. These resources were provided by Jess White; they came out of her PhD research and some of the material was not available in the public domain. The pupils had already learned about the Windrush Generation and some of the experiences of the first generation of Caribbean immigrants to the UK.

Through newspapers, the pupils found out how Locita Brandy set up the first Carnival in Manchester in Alexandra Park, Moss Side, which was then home to many recent immigrants from Caribbean countries. The Carnival was for West Indian, Sikh, Pakistani, Indian, Irish, Polish, and English communities to share their cultures together. One of the newspaper reports about the Carnival¹² was titled "Happy festival helps race relations", so the pupils reflected what the use of "helps" implies with regard to community relations at the time.



Using photographs to learn about Manchester Carnival in the 1970s and 1980s

Pupils studied photographs of the Carnival during the 1970s and 1980s. The photographs also reveal other information about different cultural traditions, race relations, attitudes towards women, and so on.

Pupils linked local and national history by comparing the development of Manchester Carnival with the Notting Hill Carnival, which began in 1958 and emerged from anti-racist sentiment and the desire to re-centre Caribbean heritage and tradition. They found out that Notting Hill Carnival was based on Trinidadian

¹² The Guardian; May 30, 1972, pg. 24

Carnival traditions and steel pan music, which was gradually superseded by Jamaican reggae to reflect the taste of second-generation African Caribbean teenagers. Much of the reggae was “resistant” and spoke of violence and police oppression. In present-day Manchester, Carnival music is reggae, calypso and soca. The study drew out the differences between different African Caribbean communities.

The Lead Humanities Teacher commented that the topic had led to class discussions about issues of community relations. Some of the pupils had picked up the nuances in the newspaper articles.

In the discussion for this case study, pupils said that they had enjoyed this approach to learning about Manchester Carnival and comparing it to Notting Hill Carnival. They had learned how Manchester had become more multi-cultural and diverse. One of the pupils and his family takes part in the Carnival every year. They commented:

“I liked learning about Carnival because History is usually about white, rich kings” - pupil

“It taught me tons which I didn’t know” -pupil

“Learning History this way is good because we can relate to regular people better. We can do it [achieve success] because we are regular people too” -pupil

The Lead Humanities Teacher said how valuable it was for the pupils to learn new skills in using documents and photographs about a local event, rather than relying on examples from text books.

The Lead Humanities Teacher taught this scheme of work for a year; the LHEM has edited it and it is now available on the Heritage Schools website so that any teacher can use it: <https://historicengland.org.uk/services-skills/education/teaching-activities/significance-of-carnival-manchester-1970s/>.

Developing an Inclusive Curriculum

During the first covid lockdown in 2020, Wellacre Academy reviewed its whole curriculum to make it more inclusive. The Heritage Schools approach of using local history, alongside the support from the LHEM, has helped to make the History and Geography curricula more inclusive. As well as the Manchester Carnival project, pupils have discovered how Moss Side became the centre for the South East Asian and Caribbean communities.

GCSE History: the OCR module “History Around Us”

The Lead Humanities Teacher said that her skills and confidence in teaching local history have increased so much as a result of taking part in Heritage Schools and having the support of the LHEM, that she has developed a module for GCSE History based on St Ann’s Square, Manchester. Pupils taking the “History Around Us” module have to study a location which has had distinct purposes from the Medieval period to the present day. The OCR board has example schemes of work on its website which teachers can use, but the Lead Humanities Teacher felt it would be advantageous to create one based on local heritage which the pupils would be familiar with and could easily visit. The Lead Humanities Teacher chose St Anne’s Square as it had developed from the site of a fair and market in 1222; St Ann’s Church was built in 1712 and the Cotton Exchange in 1729. Nowadays the square is a main shopping area and it was the focus of memorials following the Manchester Arena bombing in 2017. Leicester Square in London is used as a comparison. The site and scheme of work have been approved by the OCR board and 2022 is the first year in which pupils at Wellacre will be examined on the St Ann’s module.

“I wanted it to be based on local history, not off-the-shelf. I would never have had the confidence to create something bespoke for us without [the LHEM]’s previous input. She had done a scheme of work based on Quarry Bank [former cotton mill, National Trust] and suggested someone at the Central Library who could help with the St Ann’s module” - Lead Humanities Teacher

* Pedestrianised 1987

- Whole sq. redeveloped

History Around Us - St. Ann's Square - Overview	MEDIEVAL 1200-1500	EARLY MODERN 1500-1750	INDUSTRIAL 1750-1900	MODERN 1900-present
Main uses of the site	- Acresfield annual fair from 1222. - common land	- fair until approx. 1800. Common grassy land. Pressure for 1645 - development. - Early 1700s church.	- Trade - 2x Cotton Exchange - Richard Cobden statue - Residential	- shops / trade - Theatre / entertainment - Church / reflection / memorial
Reasons for changes to the site	- Robert De Gresle requested permission from being for fair.	- Ann Bland wanted to build a church (will of orange support). - Pressure to copy fashionable sq. of London + Bath.	- Growth of city - Trade in Manx - Corn laws end - Link to R. Cobden	- Blitz damage - 1914 bomb damage - Manchester shopping centre
People and events associated with the site	- Robert De Gresle - Baron of Manx. - First to live there.	- Ann Bland (Lady of Manx). - Patron of church.	- Richard Cobden - 2nd Earl of Manx - People paid statue	- Sculpture (Artist) - Bombs - Vicar St. Ann's - link to memorial
Physical features of the site	Field, hedges at side. Short walk from manor house	- 30 yard square left vacant for fair - Church	- Cobden statue - Cotton exchange	- Re-built Exchange (2x bomb damage) - Homeless Jesus - Cobden, church, sq.
Comparison to similar site	- Leicester Sq. Also common land. Typical fair (selling animals)	- Leicester square tree lined + similar style to St. Ann's	- Leicester square as centre for entertainment + retail (left 1980s)	- Entertainment - both - Both 1980s pedestrianised - Bath statues
Challenges and benefits of trying to find out about the site at this time	- Field has been re-developed. - Current square protected site of fair.	- Church has been modified significantly.	- Square re-developed - Church re-built - Still see ex. build.	- Bomb damage - re-building
Values and attitudes of people in Manchester as shown by the site	- Trade - Growth of village	- Religious - Fashion - Progress	- Working class - memorial / thanks - Cobden - Progress	- Reflection (Arena bank) - Trade / retail importance - Arts (theatre, homeless Jesus)
Diversity of activities and people associated with the site	- Baron weaves - Belgian farmers - Pasant farmers	- Ann Bland - worship - fashion	- Cobden - 'for the people' - People - reflective - Trader - progress	- Entertainment - Art - Reflection / memorial - Trade
Enquiry questions prompted by the site				

- Is St. Ann's square more important as a centre for commemoration + reflection or as a centre for trade? What does St. Ann's Square reveal about industry in Manchester? - What does St. Ann's square reveal about how Manchester grew from a village to a city?

Overview of the History Around Us – St Ann's Square module

Transition workshops

Wellacre Academy has received a grant from Heritage Schools to run transition workshops, for the 10 feeder Primary schools who have Year 5 and 6 pupils moving up to Wellacre. The whole class can attend, not just those who will attend Wellacre. The workshops take place at Wellacre and schools can choose to find out about Manchester Carnival, Trafford Docks, Irlam Locks or Trafford's War Dead – all topics which have come out of Wellacre's Heritage Schools work. As well as familiarising the pupils with their new school, the workshops help them understand more about the history of their locality.

"Ten groups of 30 children and their teachers learn about their local history and get inspired." (Lead Humanities Teacher)



Tweet from Acre Hall Primary School about their transition workshop at Wellacre Academy

By the end of summer term 2022, Wellacre had delivered seven transition workshops, and two further schools (two workshops each) are booked for the Autumn term. Each workshop was tailored to the school's requirements, and so far all of them have requested a focus on Irlam Locks and using archive maps to look at how Flixton has changed over time. In the Autumn, one school will receive a workshop more specifically about using local records to find out about the lives of First World War soldiers, although this has been incorporated into the other workshops so far (the story of soldier William Harris).

Most workshops have been for approximately 30 pupils, although one had 45 pupils present. Feedback to the Lead Humanities Teacher has been very positive. The two schools closest to Wellacre have already requested that they collaborate further with Wellacre on local history, and have asked the Lead Humanities Teacher to put them in touch with the LHEM to establish the link with Heritage Schools. A further benefit of hosting the workshops has been to see what historical skills and knowledge pupils have at KS2. This will ensure that the KS3 History curriculum at Wellacre has adequate support and challenge for the new pupils.

Impacts on pupils

In the discussion session for this case study, all eight pupils said that they had learned new knowledge through studying their local heritage, and most of them said that they had learned new skills. All of them now feel proud or very proud of their local area. Of the Year 10 pupils, two will be taking History GCSE next year and two will be taking Geography GCSE. All the pupils said that studying local heritage had increased their interest in History, whether or not they were taking it for GCSE.

One of the pupils in the discussion session has African Caribbean heritage and another has South East Asian heritage; they and the White British pupils were all enthusiastic about learning the origins of Manchester Carnival and that the whole curriculum at Wellacre is becoming more inclusive.

Some of the pupils commented, in relation to all the Heritage Schools projects which they have done, that it was so much easier to relate to local history and also they could talk to older members of the community about what the area was like in the past. What they learned was memorable and has a continuing influence, for example thinking about the heyday of the Manchester Ship Canal when walking past it as part of their everyday life.

Impacts on teachers and the school as a whole

Several teachers took part in the Heritage Schools training about how to research the lives of soldiers who served and died in World War 1. Every year, pupils learn about this to coincide with Remembrance.

Wellacre Academy has revised its whole curriculum to make it more inclusive, and the work which the Lead Humanities Teacher did with the PhD student and the LHEM to create the Manchester Carnival study forms a significant part of this change.

The new Transition Workshops, funded by Heritage Schools, provide a good opportunity for new pupils, and their teachers, to become familiar with Wellacre and its local history. Two of the schools which took part would like to collaborate further with Wellacre on local history projects.

The LHEM has put the Lead Humanities Teacher in touch with a local expert about the Manchester Ship Canal, with the Manchester Carnival researcher and with the Central Library for its archives and local studies section. This has provided new sources of information which might not have been easily obtainable otherwise.

The Heritage Schools training and the LHEM's support has enabled the Lead Humanities Teacher to develop the GCSE "History Around Us" module, which the teacher says she would not have had the confidence to do herself without the training and support.

Summary

In the six years in which Wellacre Academy has been involved with Heritage Schools, the Lead Humanities Teacher and her colleagues have developed topics about Irlam Locks, Manchester Carnival and World War 1 which are now studied each year by pupils. 2022 is the first year in which GCSE pupils have taken the OCR "History Around Us" module which the Lead Humanities Teacher has created, with the support of the LHEM and staff at Manchester Central Library, which focuses on St Ann's Square in Manchester. The Lead Humanities Teacher has said that she would not have had the confidence to develop this module without having had the Heritage Schools training and support from the LHEM. The Manchester Carnival topic fits well with Wellacre's new, more inclusive, curriculum.

The pupils who took part in the case study discussion talked about the value of learning about their local heritage, and of learning about ordinary people rather than monarchs and other people of power. These aspects make History easier to relate to and have increased the pupils' enjoyment of, and interest in, the subject.

The transition workshops are another new departure for Wellacre; funded by Heritage Schools, they build on the local heritage topics which the Lead Humanities Teacher has developed, and introduce pupils and teachers from the feeder Primary schools to Wellacre and to the local heritage nearby. The ones which took place in the summer term have led to two of the Primaries wanting to become involved in Heritage Schools, and to have further collaborations with Wellacre for local history projects.

8. Quantitative findings – online partner survey

An online survey for heritage partners was designed, with the link to this survey distributed by the Local Heritage Education Managers (LHEMs) to the various heritage organisations who had provided services to schools involved in the Heritage Schools Programme in their region.

The same survey has distributed to partners in previous academic years so the data from this year is shown alongside previous results, although please note the type of partners and their involvement in specific projects varies considerably.

In total 19 heritage partner organisations completed the survey this time. The wide range of organisations and services taking part is shown in ranked order in the table below based on the 2021-22 survey findings. Multiple answers / descriptors could be selected.

Q1 Which best describes type of organisation / service you represent	2021 /22	2020/ 21	2019 /20	2018 /19	2017 /18	2016 /17
Local Authority	26%	25%	20%	27%	12%	22%
Education Consultant/Adviser	26%	13%	5%	3%	12%	10%
Independent heritage organisation / service	21%	25%	22%	22%	9%	19%
University/FE Lecturer	11%	29%	20%	13%	-	-
Historian	11%	13%	7%	2%	19%	11%
Historical Society/Group	11%	4%	8%	10%	19%	13%
Museum	5%	17%	20%	28%	12%	15%
Researcher	5%	8%	3%	3%	14%	3%
Artist	5%	4%	5%	3%	7%	6%
Author of local history resource	5%	4%	5%	-	19%	4%
Storyteller	5%	4%	5%	-	7%	4%
Drama Group	5%	-	5%	2%	2%	3%
Archives	-	13%	8%	8%	9%	8%
Library	-	8%	-	3%	5%	1%
Volunteer	-	4%	7%	8%	9%	19%
Arts Award Advisor/trainer	-	-	7%	5%	9%	6%
Film Company	-	-	-	2%	-	3%
Other	21%	8%	-	15%	30%	17%
Base:	19	24	60	60	43	72

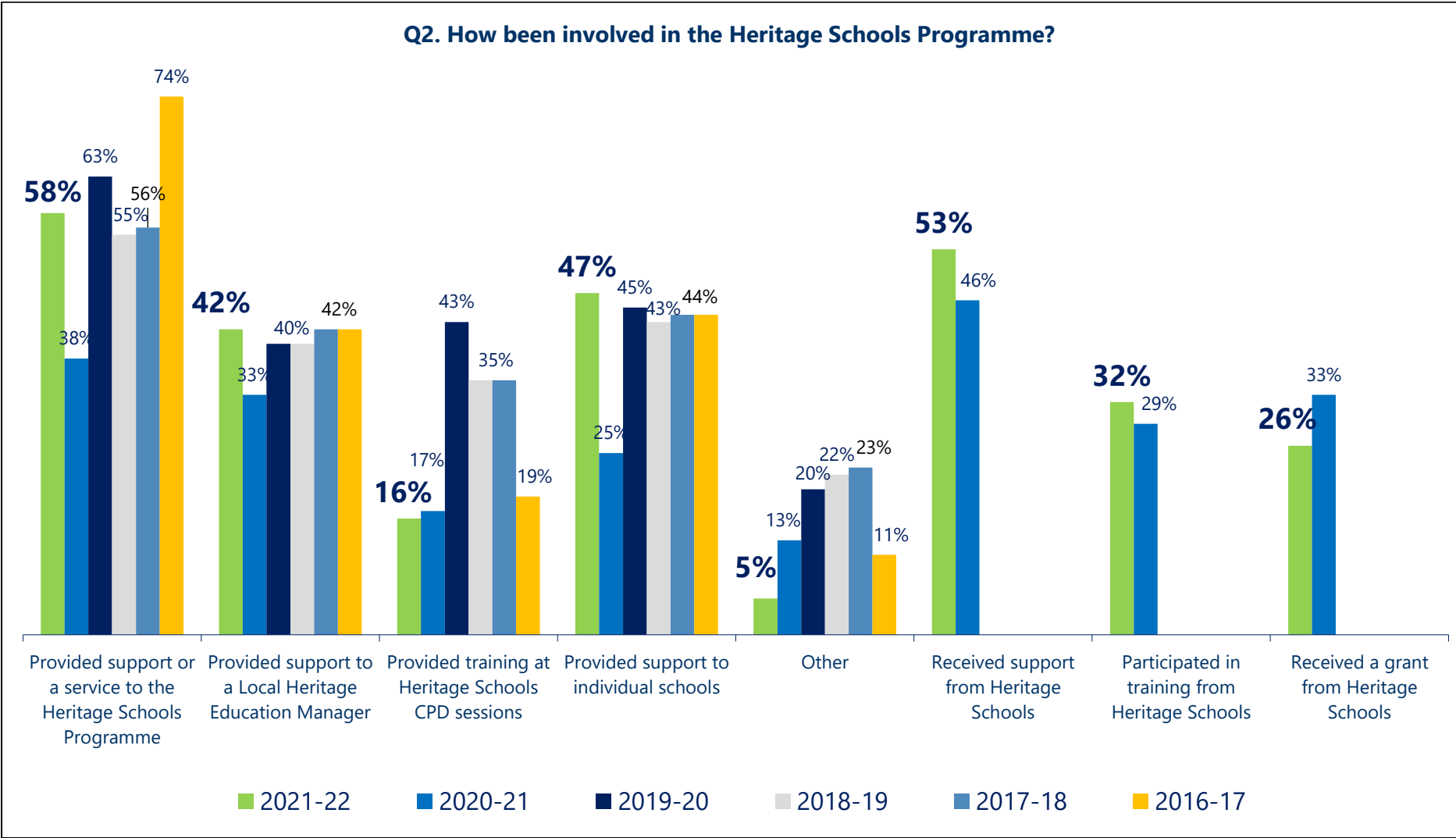
Involvement in Heritage Schools

Most partners have been involved in numerous ways in the Heritage Schools Programme, both in providing support to the programme itself and in receiving support from Heritage Schools.

The findings for the most recent academic year are shown overleaf in the green bar, with the percentage figure in larger type than the comparative findings from previous years.

Please note three new options were added in 2020-21, namely:

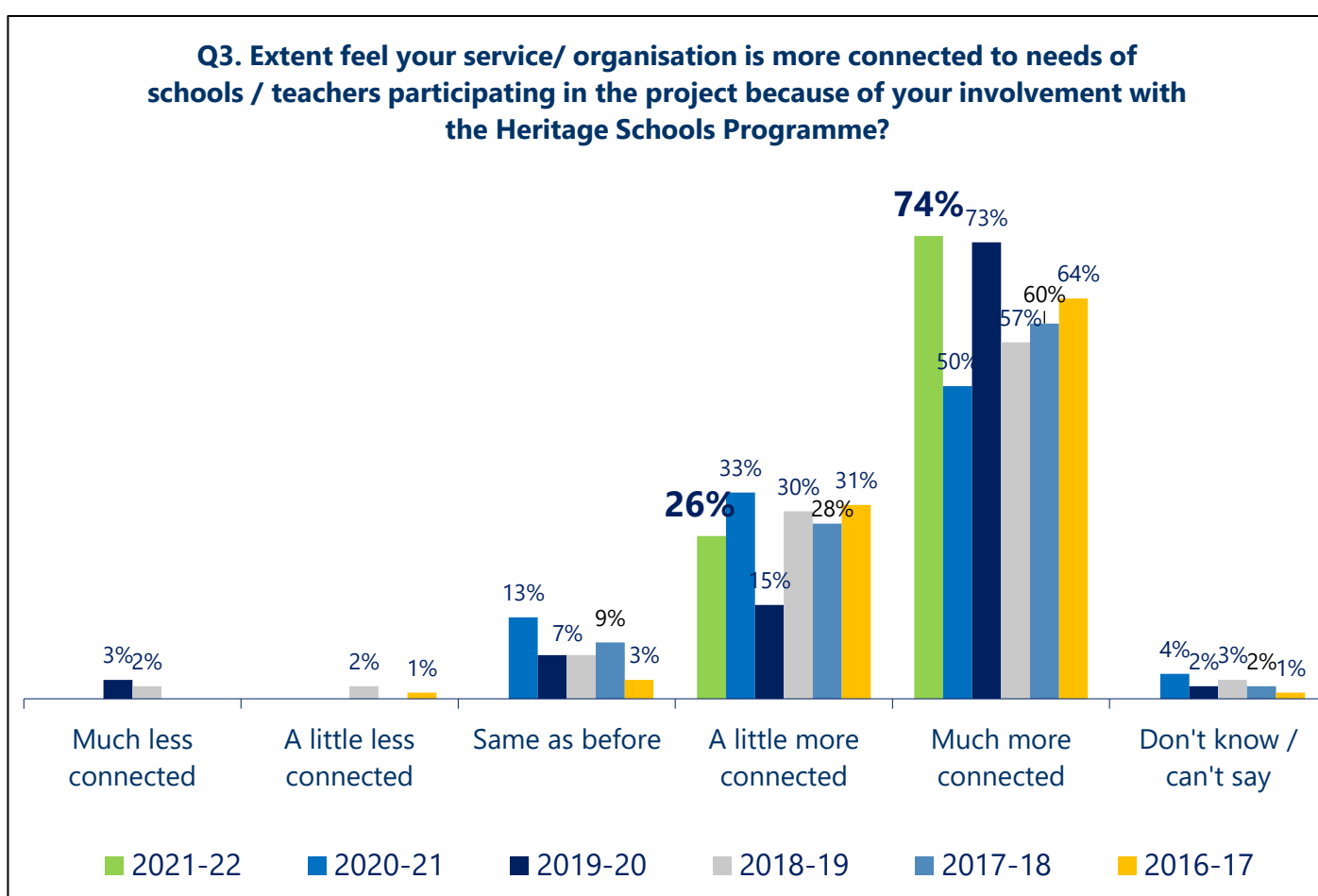
- Received support from Heritage Schools
- Participated in training from Heritage Schools
- Received a grant from Heritage Schools



Impact of being involved with the Heritage Schools programme

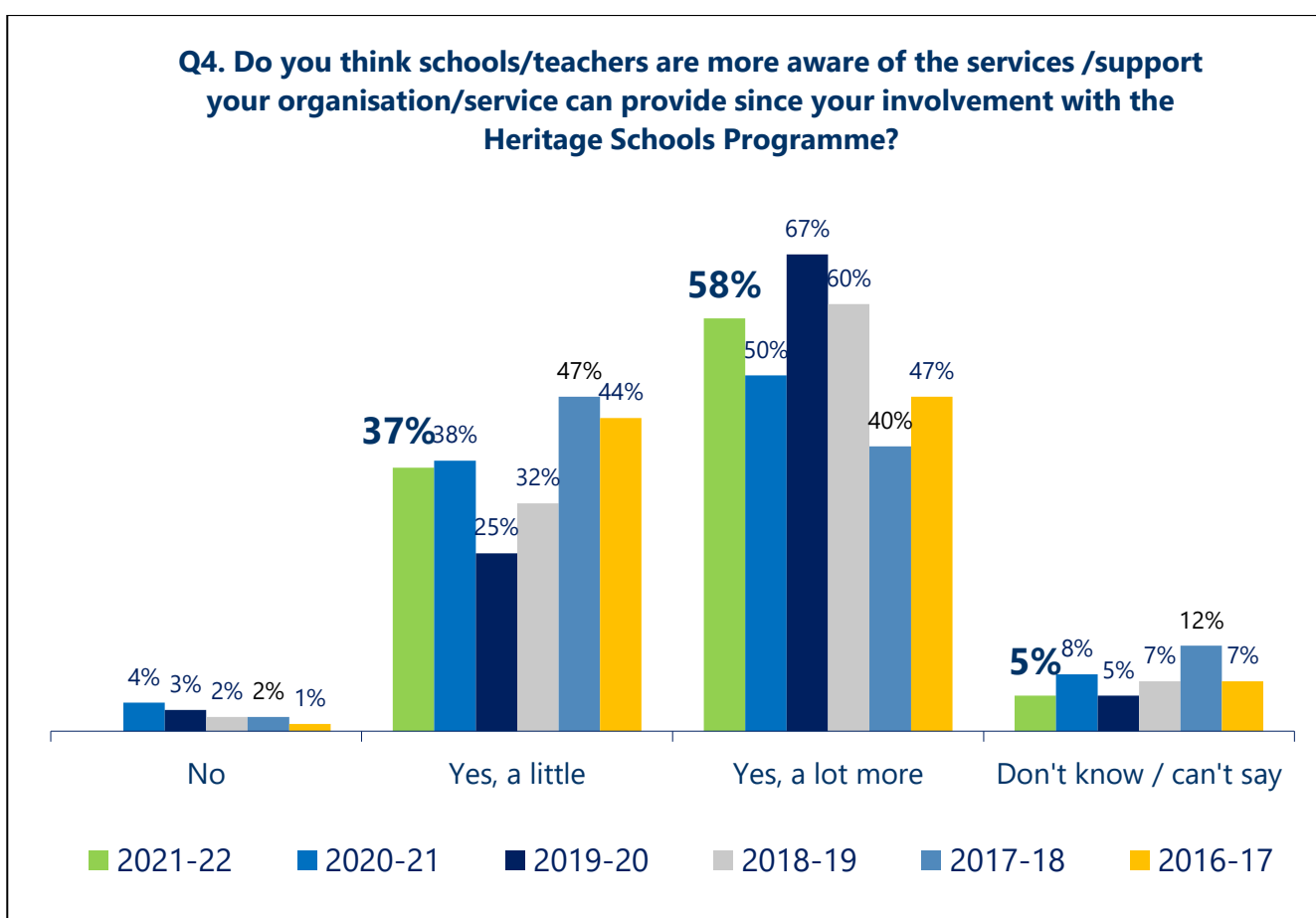
Partners were asked to what extent they feel their service or organisation is more connected to the needs of schools or teachers participating in the project because of their involvement with the Heritage Schools Programme.

With 100% feeling a little or much more connected the findings show that the programme continues to be a useful conduit in connecting partners involved in providing heritage services with schools.



As well as being more connected with schools, partners feel schools and teachers are now more aware of the services or support that they can provide since their involvement with the Heritage Schools programme, with 95% (88% in 2020-21, 92% in both 2019-20 & 2018-19, 87% in 2017-18 and 91% in 2016-17) agreeing with this.

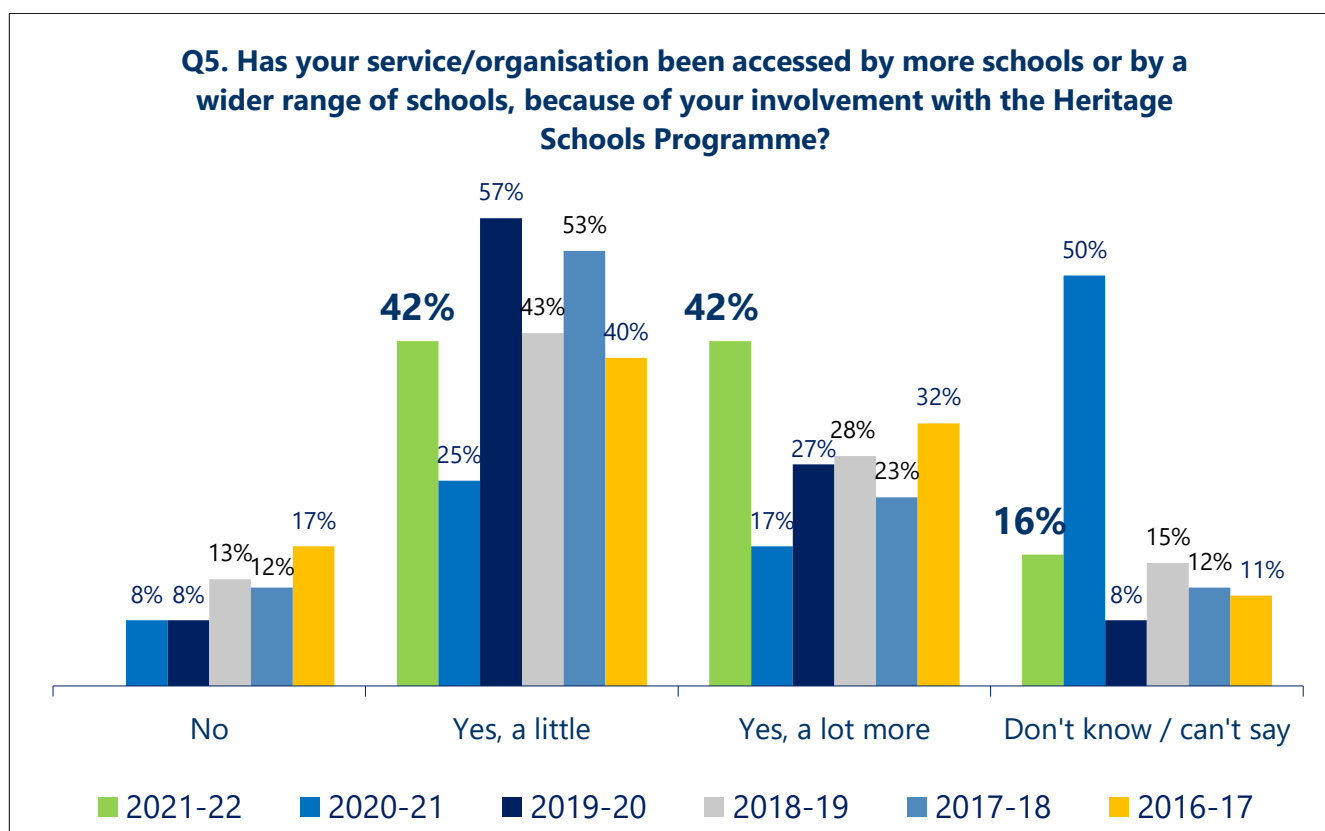
The qualitative case studies highlight a variety of ways that different partners have worked with schools and teachers, demonstrating the services they provide and how this can help enhance the local heritage projects being undertaken in schools and the positive impacts on pupils.



There has been a large increase in partners 84% in 2021-22 (42% in 2020-2021, 84% net in 2019-20, 71% in 2018-19, 76% in 2017-18 and 72% in 2016-17) who have experienced their services being accessed by more schools or a wider range of schools because of their involvement with the Heritage Schools Programme.

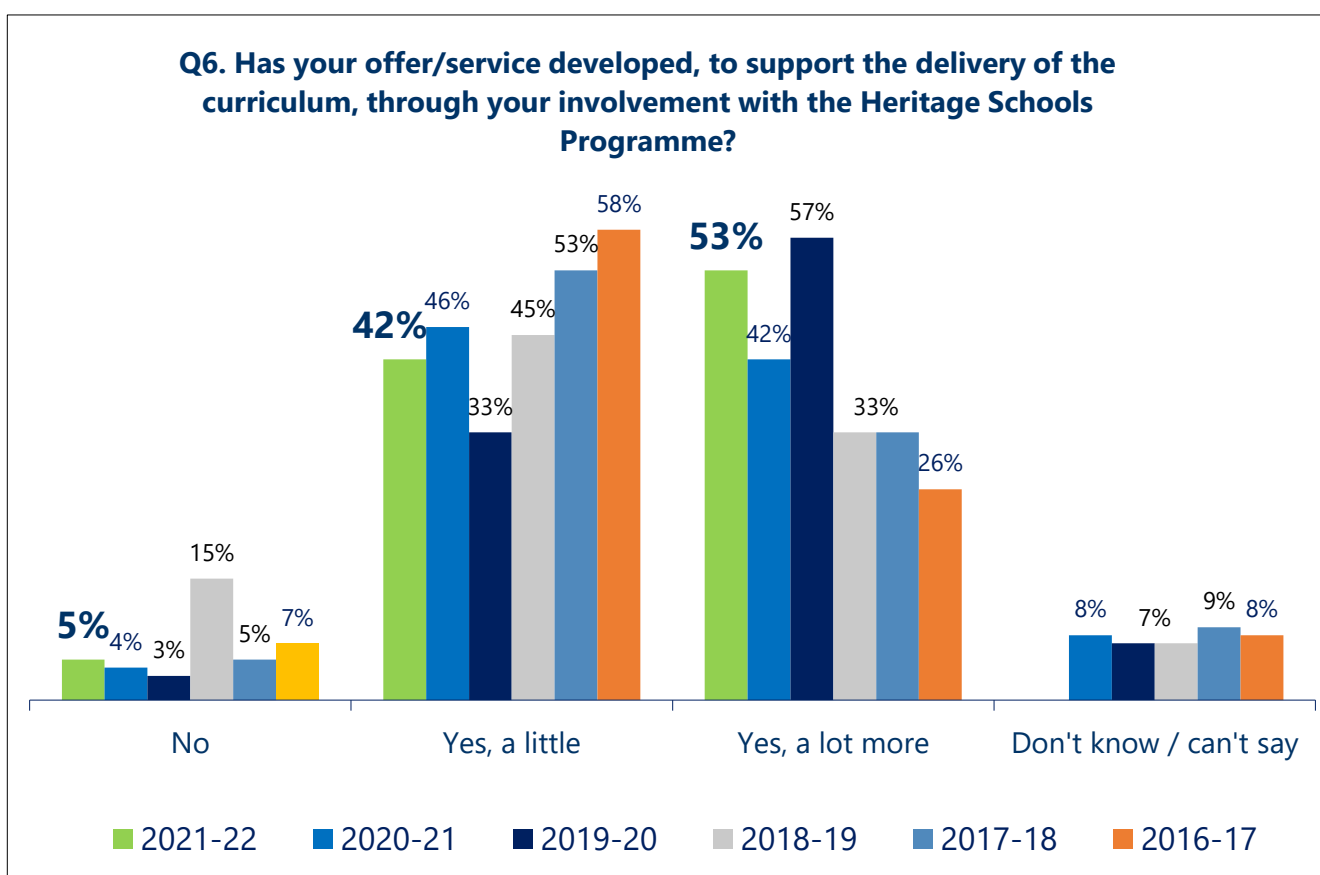
This is likely to be due to a return to face-to-face interactions in schools post Covid restrictions, which impacted the previous academic year.

The qualitative case studies also highlight how schools have been made aware of and signposted to different external organisations in the CPD training and how usage of external providers and visitors coming into schools have been used by teachers to enhance the projects undertaken and the impact these have had on pupils.



Most partners 95% in 2021-22 (88% in 2020-21, 90% net in 2019-20, 78% in 2018-19, 86% in 2017-18 and 84% in 2016-17) feel that their offer or service has developed, to support the delivery of the curriculum, through their involvement with the Heritage Schools Programme.

Not only does Heritage Schools assist teachers in delivering better local heritage projects but it also helps upskill partners to improve what they offer schools.



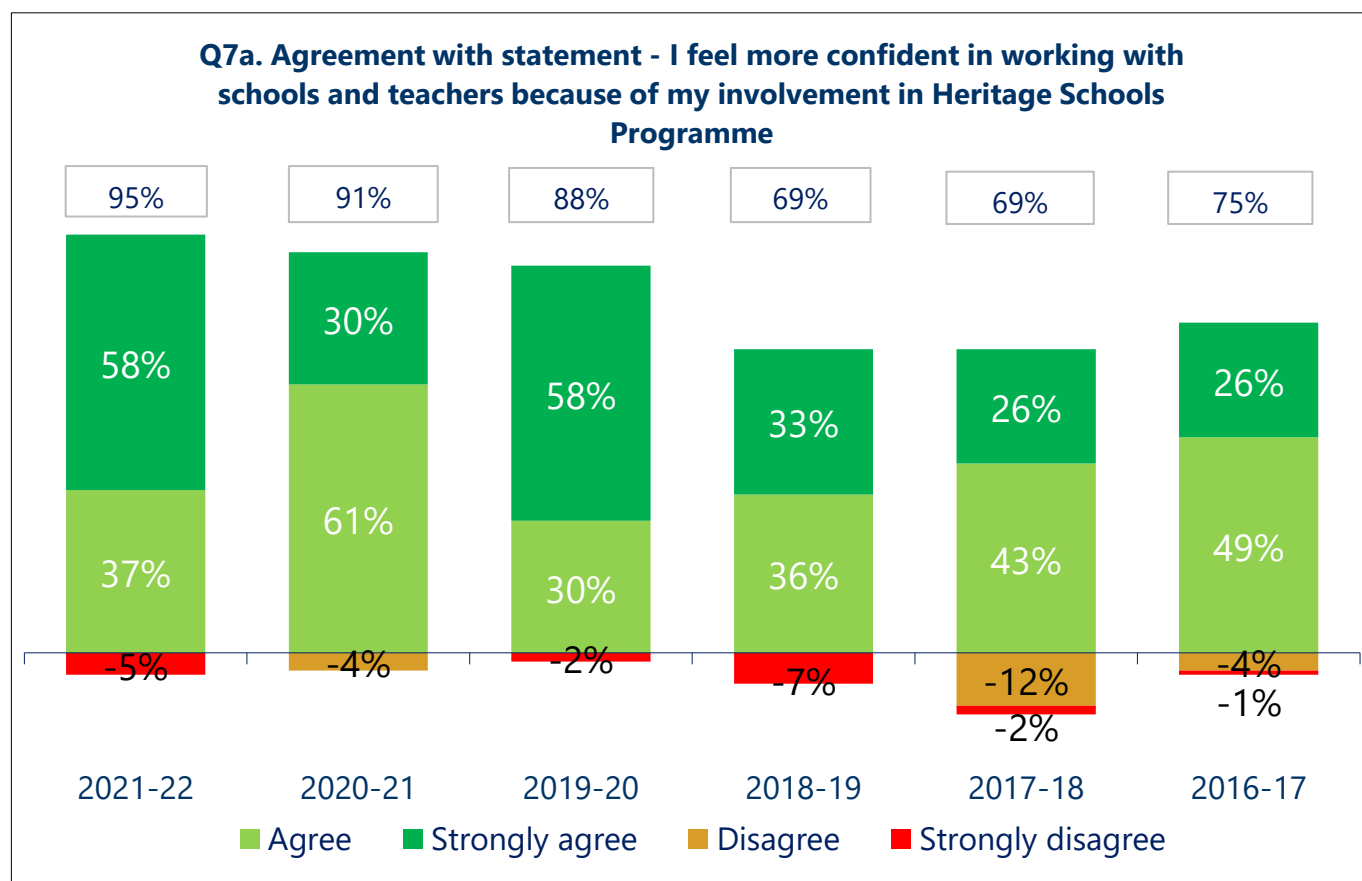
The same positive impacts are reiterated with the level of agreement with two attitudinal questions asked of partners which demonstrate that the Heritage Schools programme has increased the confidence and connections with schools of most partners.

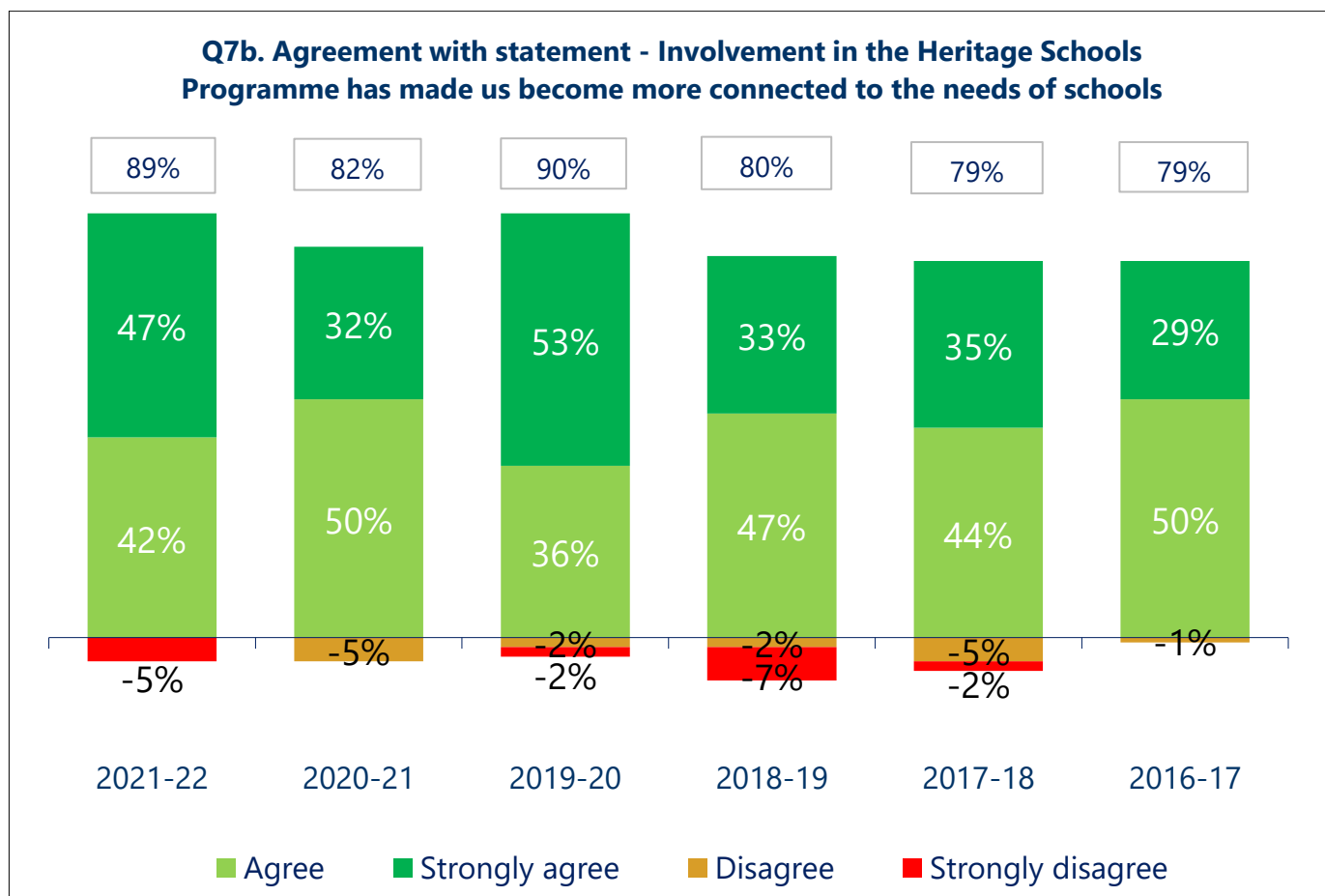
Partners were asked to rate their level of agreement two statements from 'strongly agree' to 'strongly disagree' (with the additional option to say 'don't know/ can't say').

The charts shown below and overleaf show the agree responses ('strongly' and 'agree') above the line, with the results for each specific rating shown in the column and the combined net positive percentages shown in the white boxes above the bar chart.

The figures exclude anyone saying 'don't know / can't say') but include those who gave a middle rating although these figures are not shown in the charts.

The Heritage Schools programme continues to successful act as a conduit to bring together partners and schools to work together more effectively.





Satisfaction with involvement with Heritage Schools Programme

Partners clearly perceive the benefits of the Heritage Schools Programme for educational, heritage and cultural organisations, as well for schools.

- **100% would recommend participation** in the Heritage Schools Programme **to schools** not currently involved (in 2020-21, 2019-20, 2018-19 and 2017-18 this was also 100%, with 99% in 2017-18 and 1% 'don't know')
- **100% would recommend involvement** with the Heritage Schools Programme **to other education, heritage or cultural organisations** (96% in 2020-21, 100% in 2019-20, 98% on 2018-19, 100% in 2017-18 and 99% in 2017-18)

With **100%** saying they **would like to continue to work in partnership with the Heritage Schools programme** it indicates a very high level of satisfaction (in 2020-

21, 2019-20 & 2018-19 it was also 100%, 2017-18 it was 98% yes and 2% don't know and in 2016-17 97% yes and 3% don't know).

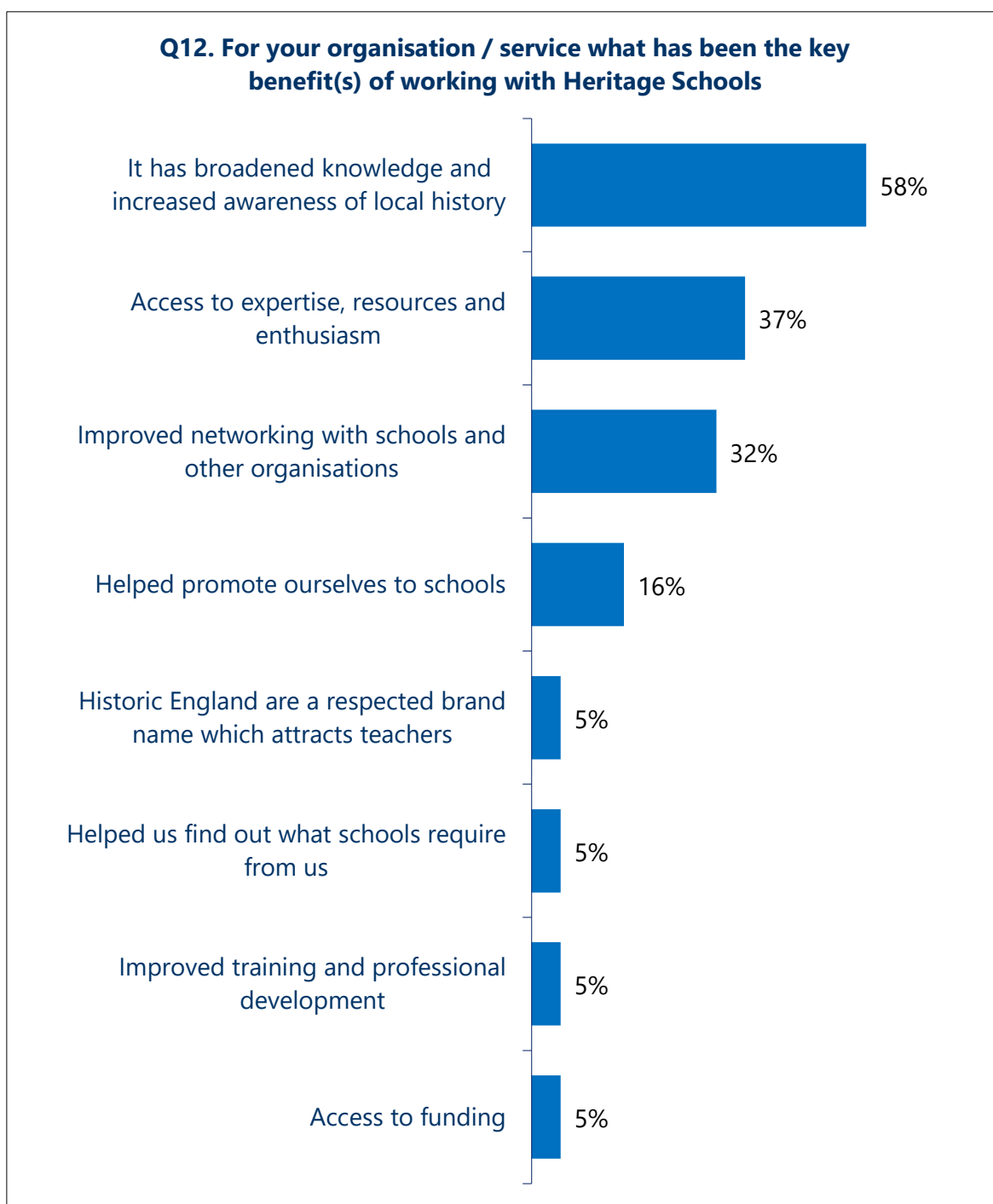
When asked for any suggested changes or improvements to improve the impact and effectiveness of the project, 74% either gave no answer or a general positive comment on the programme or their Heritage School contact (80% in 2020-21, 87% in 2018-19, 79% in 2017-18 and 82% in 2016-17).

The suggestions for changes or improvements are shown below, although most are related to generating more business rather than improving the Heritage Schools training provided:

- *It would be great if Heritage Schools had their own logo as well perhaps an adaptation or adding to Historic England's logo*
- *Finding more contacts in the schools to arrange more visits*
- *If the school communicated what topic they were studying, the visit could be more tailored to their individual needs.*
- *Perhaps working together to produce a suite of bespoke tours/experiences to better engage the students based on their level of understanding.*

A final question was added in 2017-18 to uncover the key benefit for partners in working with Heritage Schools.

The verbatim answers given from the 2020-21 survey results have been coded, grouped together and shown overleaf in order of the most to least cited benefits.



A selection of the verbatim comments below summarise the benefits of Heritage Schools, bringing heritage organisations and schools together to enhance students' knowledge and engagement.

- *Bringing schools and communities together and providing opportunities for inter-generational sharing of ideas and learning from each other.*

- *Instilling enthusiasm for local history with the younger generation.*
- *The expertise of the LHEM in co-designing and delivering sessions to teachers has been critical to their success - and he has really helped us to bring history alive locally for participating schools.*
- *The project ended up with high quality educational resources which will enable much better connection to schools.*
- *Access to additional experience, advice, contacts with schools and funding and additional capacity to deliver projects.*
- *Making schools more aware of heritage and the services that we offer.*
- *Working with Heritage Schools has opened up all sorts of avenues of work for me. Many teachers are keen to access my skills but did not know I was available. Heritage Schools acts as a great way to showcase my work, getting me better known across the city and SW region.*

9. Appendix - CPD quantitative survey

Heritage Schools CPD Survey 2021/2022

Please complete the survey below to help us evaluate the impact of the Heritage Schools programme and develop it to support your needs. The survey is being undertaken by Qa Research, an independent research company, on behalf of Historic England and all information is anonymous and confidential.

Please answer the following questions as fully as possible.

1. Course date (dd/mm/yy) _____ / _____ / _____ Course Leader _____

2. Which best describes you? (Please tick ✓ / shade one only)

Initial Teacher Training	<input type="radio"/>	1	Newly Qualified Teacher (NQT)	<input type="radio"/>	2
KS1 Teacher	<input type="radio"/>	3	Key Stage 2 Teacher	<input type="radio"/>	4
Secondary Teacher	<input type="radio"/>	5	Teaching & Learning Assistant/Tutor	<input type="radio"/>	6
Heritage & Cultural Education Provider	<input type="radio"/>	7	Other (please write in) _____	<input type="radio"/>	8

Please rate how much you agree with each statement using the scale below. Tick or shade one circle/score for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't know / Not Applicable				
1	2	3	4	5	DK / NA				
After participating in CPD or training session:									DK NA
3	I have a greater understanding of the value of using local heritage in the curriculum			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I have a greater understanding of how to embed local heritage into the curriculum			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have a greater understanding that local heritage can connect to regional, national or global history			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I am more aware of where to access useful resources			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I have developed skills that I could use in my teaching/work			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What was most useful?

9. Any suggestions how to improve the impact and effectiveness of the CPD training?

10. What history qualifications do you have? (tick ✓ / shade)

No formal qualification	<input type="radio"/>	1	GCSE / 'O' Level	<input type="radio"/>	2
AS / A Level	<input type="radio"/>	3	Degree	<input type="radio"/>	4
MA	<input type="radio"/>	5	PhD	<input type="radio"/>	6






Research Questions

11. How many non-Heritage Schools History training sessions have you attended in the last year? _____

12. Approximately how many young people attend the school/organisation you work in per year? _____

13. Has your school/organisation been involved in any Heritage School projects/training before the CPD today?

Yes ₁ No ₂ Don't know / Not Applicable ₃

In your opinion would learning about their local heritage have the following impact on pupils?							DK NA
14	Raise their aspirations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
15	Improve their sense of place	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
16	Increase their sense of pride in their local area	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>
17	Develop their self-esteem and or confidence	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/>

18. What are the benefits of face-to-face training?

19. What are the benefits of online training?

20. Given the choice, do you prefer face-to-face or remote/online training? (tick ✓/shade)

Face-to-face ₁ Remote / online ₂ Combination of both ₃

21. Will you look for more ways of integrating the locality into your curriculum as a result of Covid-19 pandemic? (tick ✓/shade)

Yes ₁ No ₂ The same ₃ Don't know ₄

22. How are you overcoming the challenges of the Covid-19 pandemic when planning/delivering local heritage activities?

23. What additional support from Heritage Schools would be helpful?

24. Any other comments?

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This research has been carried out in compliance with the International standard ISO 20252, (the International Standard for Market and Social research), The Market Research Society's Code of Conduct and UK Data Protection law.

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