



Local Heritage Planning – Guidance 2

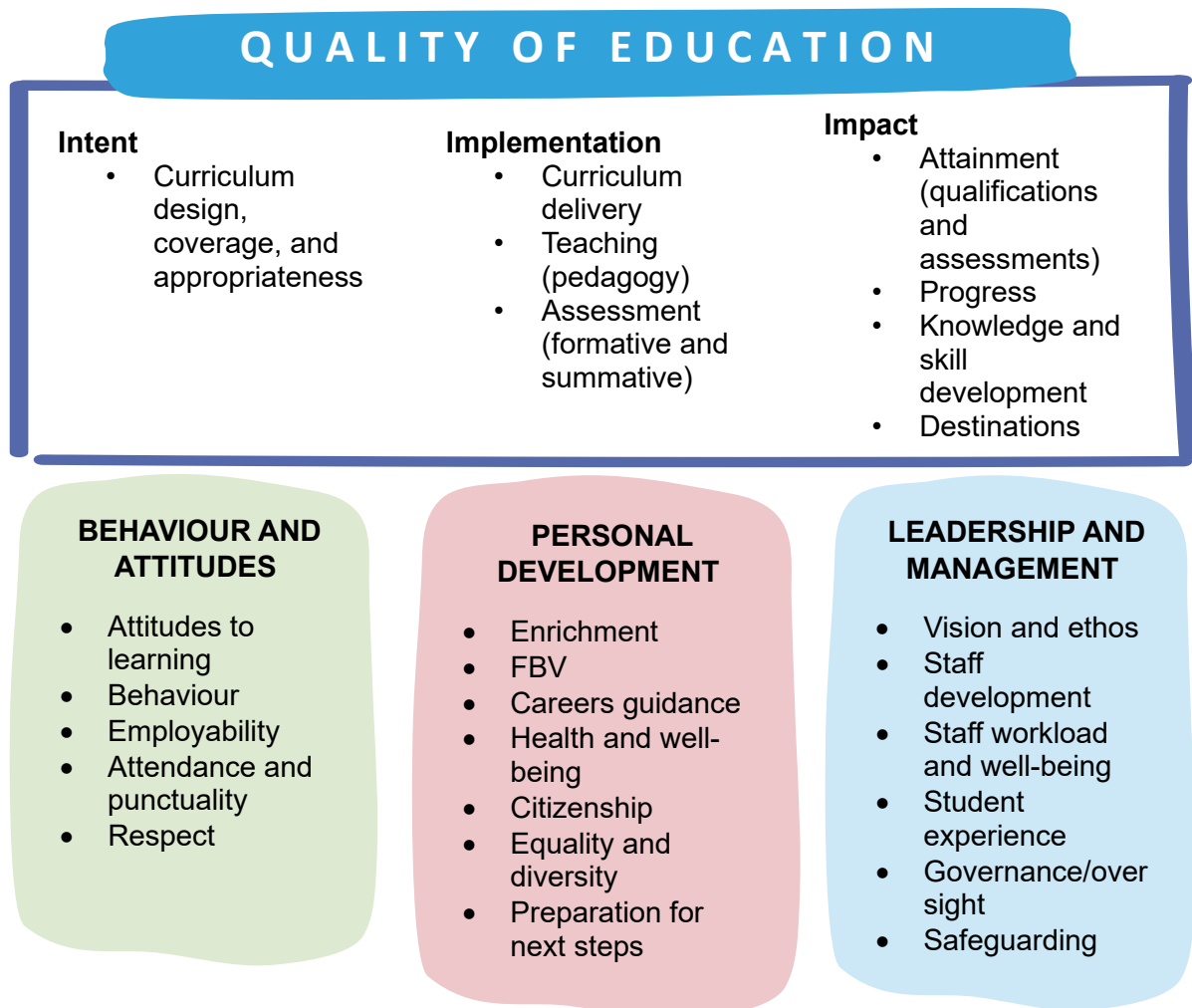
How local history and heritage can support quality teaching, learning, curriculum development and your preparation for Ofsted inspection

Overview

This guidance demonstrates how local history and heritage learning can substantially support the quality of education that pupils experience, their personal development, and their behaviour and attitudes. It also shows how well-planned local history and heritage activities help schools demonstrate what Ofsted looks for in relation to the effectiveness of schools.

The School Inspection Handbook, September 2019 (Version: 01.09.23)

The inspection framework changed markedly in 2019, and this diagram provides a useful summary of the four key sections and their sub sections.





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Key Points

- Since September 2019, **the curriculum** has been put back at the heart of school inspections and although it sits primarily within the quality of education section, **the curriculum influences and governs everything that happens in schools.**
- **Safeguarding** rightly remains a core element of every inspection, as does an evaluation of the effectiveness of leadership and management.
- The judgement for **personal development** recognises the work schools and colleges do to build young people’s resilience and confidence in later life.
- The separate **behaviour and attitudes** judgement assesses how well schools are creating a calm, well-managed environment free from bullying.

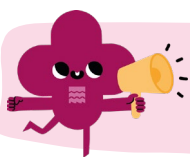
The Quality of Education and the Curriculum

The inspection framework focuses upon:

- **What** a school is trying to achieve through its curriculum (**intent**)
- **How** it is being delivered (**implementation**)
- The **difference** it is making to pupils’ learning (**impact**)

Through ‘**deep dives**’ into individual subjects, inspectors will explore what is taught, when and why it is taught. They will subsequently investigate whether these intents are being met and the impact all this is having as part of the quality of education that pupils receive.

For details on the deep dive, READ Guidance Resource 3 *The deep dive in an inspection – how does local history and heritage learning help?*



The curriculum, (including the requirements of the National Curriculum) has always mattered and this is central to inspection practice.



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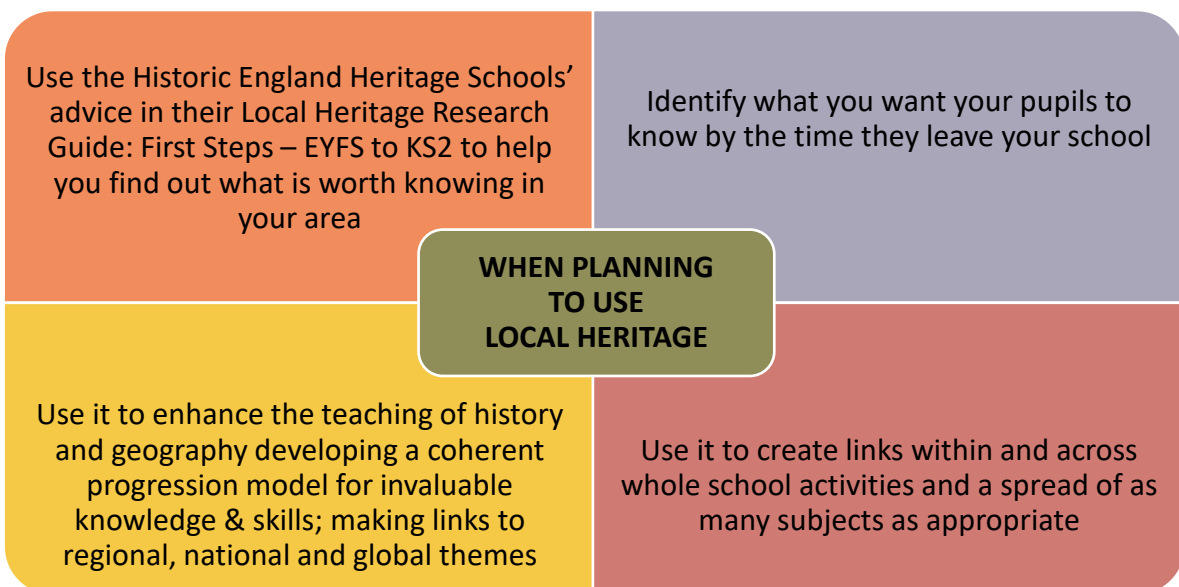
Curriculum Intent – be ambitious!

- Your curriculum intent includes everything that happens before teaching takes place. As a result, planning and sequencing matter
- The National Curriculum acts as your framework for intent but you have the flexibility to design your own school curriculum within this framework
- There is no such thing as an 'Ofsted-approved' curriculum because this will depend on your school's context
- **Your school context matters, so what you do will be different because of your school community, your pupils and their backgrounds, and your location**
- As a result, it is important that you ensure that your curriculum reflects your context
- This means that focusing upon local history and heritage learning across all subjects, and not just within history and geography, can significantly add to your school's Quality of Education

Your school context includes your school's unique locality and its heritage.



When Planning to Use Heritage:



TOP TIP

Your local, natural and built environment and its heritage, contribute to who your children are and therefore will influence how and what you want them to learn in order to prepare them for the opportunities, responsibilities and experiences of adult life.

Use it when designing your curriculum in order to create a curriculum relevant to your pupils.



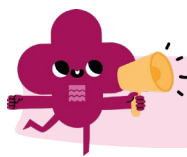
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Create a Broad and Balanced Curriculum for all

A particular focus of the inspectorate is the development of ‘cultural capital’ and whether schools are ‘equipping pupils [especially those who are disadvantaged and have SEND] with the knowledge and cultural capital they need to succeed in life’. (Inspection Handbook, September 2023, para 239)

Cultural capital is defined as ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’.

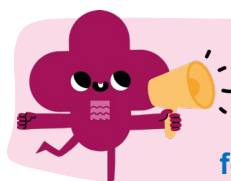
(Inspection Handbook, September 2023, para 239)



Local history and heritage learning provide opportunities for curriculum breadth and depth.

Use local history and heritage to increase cultural capital:

- Engender an appreciation of human creativity and achievement in the locality
- Include the heritage and histories of **diverse communities**
- Support learning **within, across and between subjects and activities**
- Develop **knowledge and skills**, not just in history and geography, but also numeracy, science, literacy, art and design and SMSC
- When talking about places children know provide an easy way to engage them with learning and therefore, **support all pupils of all abilities** to access an ambitious curriculum
- Provide the local dimension which is often the best first step to pupils grasping a subject’s themes and events on a **national and global scale**



Local history and heritage learning provide many opportunities for curriculum depth because they can be easily revisited throughout the spiral curriculum and specific topics can be focused upon and explored with incremental knowledge and skills.

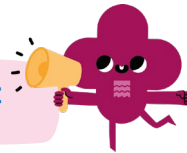


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Build a Connected and Coherent Curriculum

When considering and summarising your curriculum purpose and intent, you should plan how this ambition runs through and connects your curriculum in all subjects and in all that you do.

Use your local context



TOP TIPS

Your local context can act as the ‘golden thread’ that binds your curriculum together.

Use local history and heritage learning to connect the curriculum – put them at the heart of what you offer the pupils.

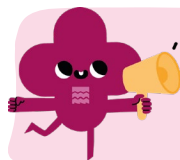
Curriculum Implementation and Impact

Curriculum Implementation is all about the teaching and assessment of your intent – in other words how the curriculum is delivered.

Curriculum impact refers to the difference the work you have planned has made to pupils’ knowledge and learning.

When setting down the aims of what you want to achieve, bear in mind the following important definitions;

- **Learning** is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned
- **Progress** means knowing more, remembering more and being able to do more. As a result, knowledge matters – its acquisition, application, retention and retrieval



Your curriculum becomes more complex as the pupils get older and, as they learn more and link more to what they have already learned, the curriculum of itself provides the mechanism for progress.

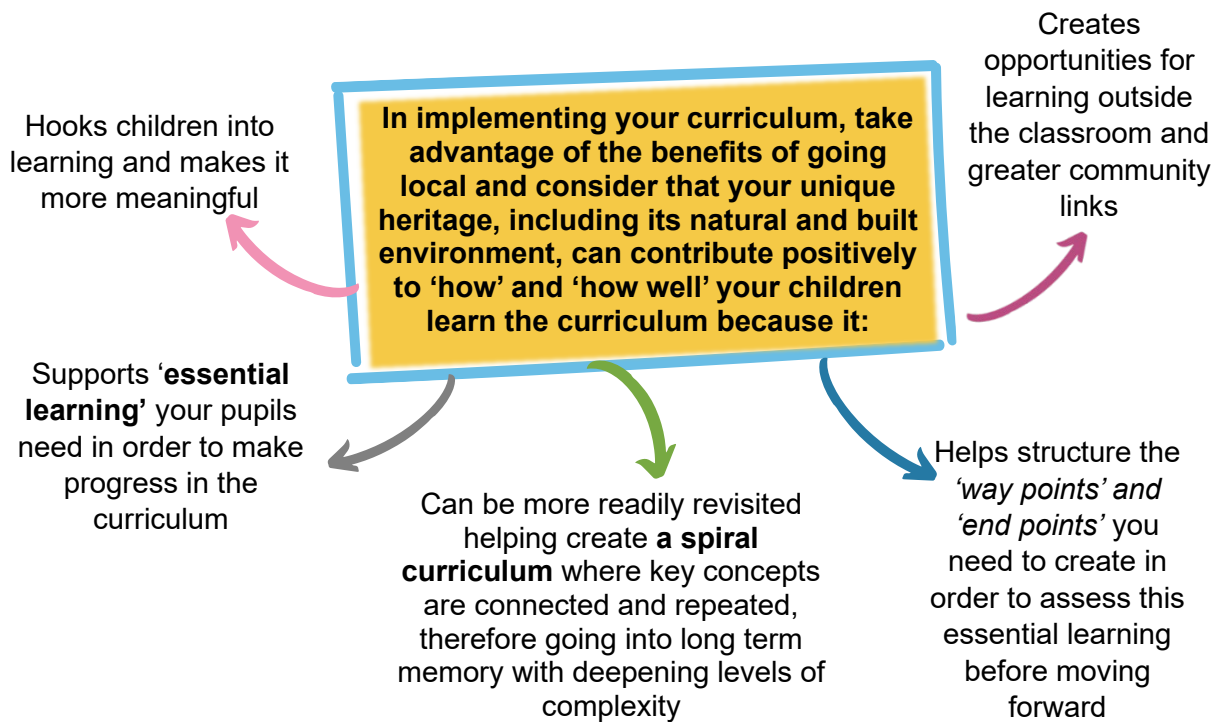
As a result, the curriculum is the progression model.

TOP TIP

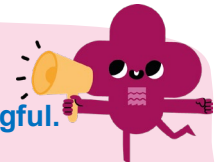
Local history and heritage learning enhance the implementation of the curriculum.



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Curriculum Impact – for many pupils, local history is memorable because it is inherently fascinating and immediate because it is all around them and helps make studying the past more meaningful.



So, knowledge related to local history and heritage learning sticks more easily!

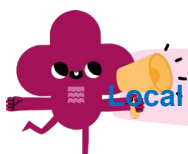
Behaviour and Attitude

The behaviour and attitudes judgement considers 'how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils'.

(Inspection Handbook, September 2023, para 288)

An important aspect in all this is 'pupils' motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.'

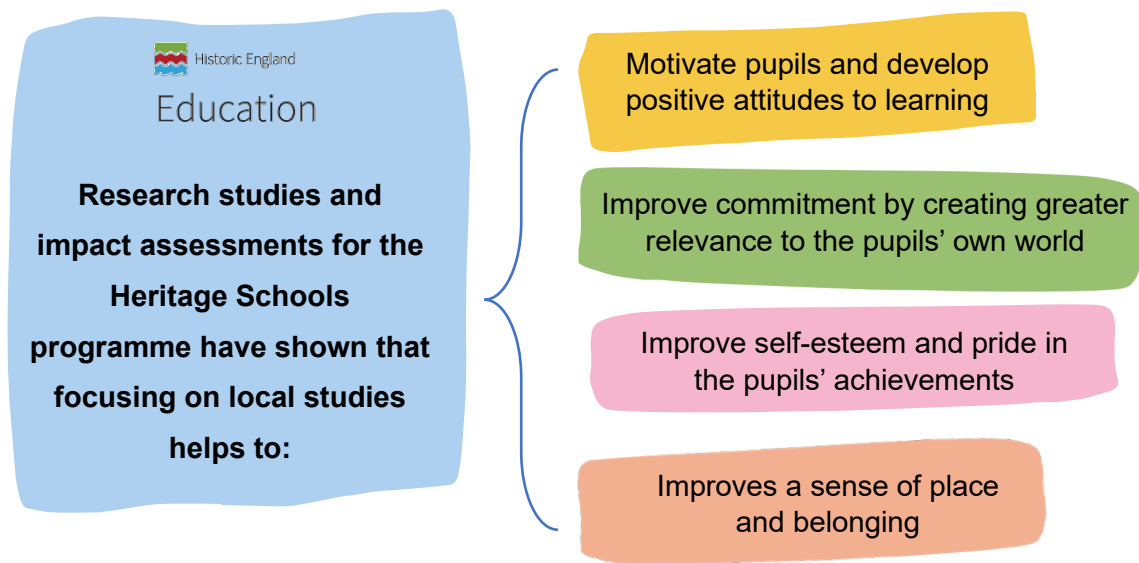
(Inspection Handbook, September 2023, para 289)



Local history and heritage learning help to improve pupils' attitudes to learning.



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(Heritage Schools Year One Baseline Research Report 2016)

Personal Development

The personal development judgement focuses upon evaluating *'leaders' (including trust leaders) intent to provide for the personal development of all pupils, and the quality with which the school implements this work'*.

(Inspection Handbook, September 2023, para 313)

Personal development also includes evaluating *'the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education'*. [SMSC]

(Inspection Handbook, September 2023, para 321)



Putting your locality, its history and its heritage, at the heart of the school curriculum can boost opportunities for pupils to strengthen their personal, spiritual, moral, social and cultural development and prepare them for life in modern Britain.

This can be achieved by helping pupils to:

- Develop their self-confidence and identity through an understanding of 'place'
- Be responsible, respectful and active citizens developing resilience and independence by learning about the community and places in which they live
- Contribute positively to society by becoming actively involved in local community projects which contribute to the lives of those living and working in their locality



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- Go beyond the curriculum, supporting their broader development, enabling learners to develop and discover their interests and talents outside the classroom and to help them know how to keep physically and mentally healthy
- Develop their understanding of fundamental British values such as learning about buildings which provide public services and acquire a broad general knowledge of, and respect for, public institutions
- Develop their understanding and appreciation of diversity by learning about the story of places that matter to people of different age groups, ethnicity, culture and faith
- Celebrate what we have in common



Note: Inspectors will recognise that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school. This is, in part, because pupils’ personal development doesn’t begin and end at the school gates.

TOP TIP

Have clear evidence of the impact of your work on local history and heritage learning from off-site activities which you can show to inspectors to prove your point.

Leadership and Management

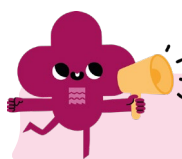
The leadership and management judgement is about *‘how leaders and governors or trustees ensure that the education that the school provides has a positive impact on all its pupils.’*

(Inspection Handbook, September 2023, para 335)

In listing the important factors for inspectors to consider, the inspection handbook includes the following:

- *‘whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers’ content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.’*

(Inspection Handbook, September 2023, para 335)



Ensure that continuing professional development [CPD] links directly to the curriculum.



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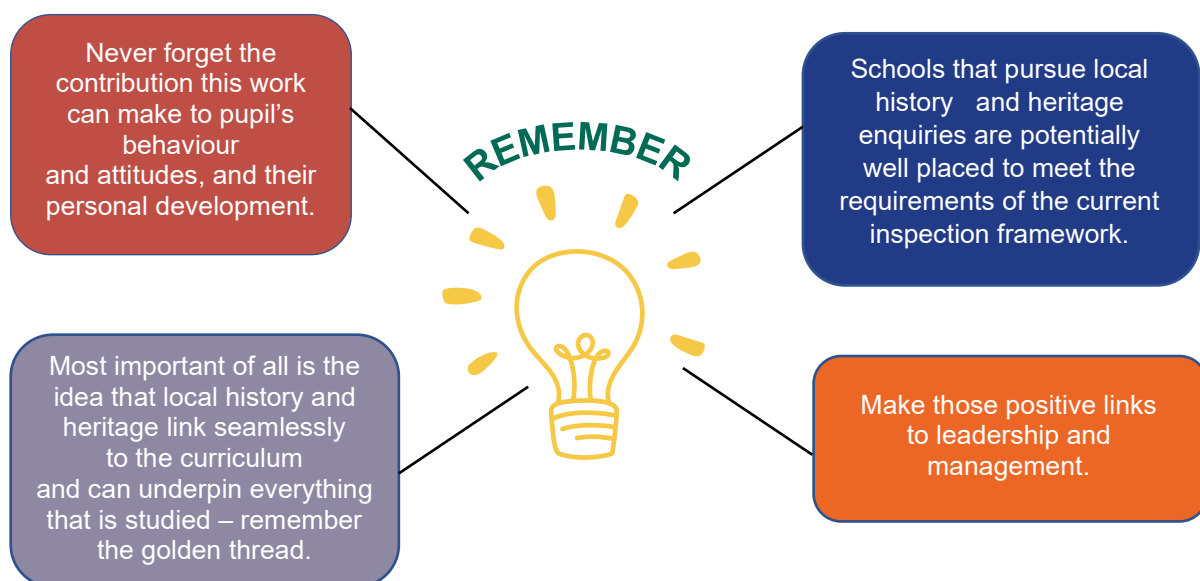
Effective local history and heritage learning CPD will enable schools to be better placed to explore place and time within and across the curriculum by helping teachers to:

- Know more about the locality in which they teach
- Know how to research and where to find support, resources and partnerships with local heritage providers
- Understand how they can use their locality and heritage as one aspect of 'local context' for curriculum planning
- Become more confident in why, when and how to use local heritage to support the school's broad and balanced curriculum
- Know how heritage can be linked to what else is being studied at that time in each year group and how it links to what has been studied before and will be studied later
- Provide high-quality, inclusive education and training to all

Use of shared local heritage and knowledge can support leaders to engage effectively with their community to:

- Become more involved in school life
- Create opportunities for inter-generational learning

Learning Points: How local history and heritage learning support schools when Ofsted inspects





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What else has Ofsted said and published about inspection which supports local history and heritage learning?

In 2021, Ofsted produced research reviews for curriculum subjects, including history and geography, and they followed this up in 2023 with subject reports for these subjects.

Ofsted's Research Review for History

This is a general survey and draws on research by Ofsted, research into history education, including the work of academics and professionals and also the published reflections and research of history teachers.

The review identifies four main areas that schools need to reflect on in their overall curriculum design.

- The range of historical periods and timescales. Do pupils learn about a range of periods in depth? Do they study aspects of the past in overview and in depth?
- The range of places and societies. Do pupils study a range of different places and societies? Do they learn about different regions of the British Isles? Do they study wider world history? Do they learn about the interconnectedness of places, societies and developments in the past?
- The range of historical fields of enquiry. Do pupils learn about political, social, economic and cultural history? In later KS3, do they learn about different methodological approaches which historians might use in different fields? Does the curriculum accurately represent the diversity of historians and academic history?
- The range of people, groups and experiences. Does the way that past events and societies are represented accurately reflect their diversity? Does the curriculum teach pupils about the roles, experiences and contributions of different people and groups? Have schools made sure that pupils do not develop harmful misconceptions about particular groups as a result of what they are taught?

Implicit in these four points is an understanding of the importance of place-based learning over time, in effect of local history and heritage learning.



Within the report, there is an important reference to *local history* when it is noted that: 'Given how important meaningful examples are in supporting learning of new material, it is likely that connecting new concepts to a familiar context (such as family or local history) will support children's early development of concept knowledge'.



Such connections are helpful, of course, for pupils of all ages.

(See T. Jenner, Ofsted's History Research Review: 10 key findings, March 2022; <https://practicalhistories.com/2022/03/ofsteds-history-research-review-10-key-findings/>)



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Ofsted's Subject Report for History

This report entitled '*Rich encounters with the past*' evaluates the common strengths and weaknesses of history teaching in the schools inspected and considers the challenges that history education faces.

Local history is recognised as being important for pupils in both primary and secondary schools.

For example:

- *In just over half the [primary] schools visited, including in some schools where this was weaker in other topics, teachers had successfully developed rich and connected knowledge of time and place when teaching pupils about history in their local area. [para 17]*
- *Most primary schools provided high-quality teaching of local history, which significantly enhanced pupils' knowledge and enjoyment of the subject. Often, leaders made sure that pupils knew enough about the wider context to make sense of local developments. They used local developments to help pupils understand change on a wider scale. [para 37]*
- *In all but one of the [secondary] schools visited, pupils studied at least one significant topic linked to the history of their local area. [para 117]*
- *In most of these schools, pupils learned about the history of their local area regularly and in a number of different periods. Teachers combined specific topics on local history with smaller, but meaningful, encounters with local history when teaching pupils about broader developments. [para 118]*

In addition, one of the nine recommendations stated that all schools [primary and secondary] should ensure that:

- *The curriculum gives pupils broad and rich encounters with the past, through different times, places and societies, different people, groups and experiences and through the lenses of political, social, economic and cultural history*

Local history and heritage learning matter because they can help fulfil this recommendation.



Ofsted's Research Review for Geography

This is a general survey. It draws on research by Ofsted and explores the literature relating to the field of geography education to identify the nature of high-quality geography education in schools.

The review notes that the requirements for place knowledge set out in the National Curriculum show that the emphasis at key stages 1 to 3 is on exploring localities and understanding similarities and differences between them.



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It adds that geographers are concerned with the local and the global and states that high-quality geography education may have the following feature, namely:

- *Leaders who plan the curriculum appreciate that the body of knowledge covered by geography is vast. They make informed and careful choices about what is taught. This may go beyond the content prescribed in the national curriculum. For example, they may choose to explore particular phenomena that are prevalent in the locality*

The review also discusses the importance of fieldwork.

It notes that undertaking fieldwork is a core part of the geography curriculum, and that it is a means by which pupils encounter geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world.



Local studies and fieldwork are important elements in helping pupils understanding of the world around them.

Ofsted's Subject Report for Geography

This report entitled 'Getting our bearings' explores common strengths and weaknesses in the geography education seen in schools across the country. It recommends ways for school and curriculum leaders to build on successes and address common issues for the benefit of pupils.

In summary it notes that:

- Knowledge about place is variable
- *At times, particularly in primary schools, pupils' knowledge of places is little more than a list of disconnected facts. This often happens when pupils are expected to find out information for themselves, with little explicit teaching on how to organise this information into a coherent geographical understanding of the place. [e.g., para 35]*
- *Pupils' knowledge of places was strong in some [secondary] schools. In these schools, pupils could demonstrate a nuanced appreciation of the places they had studied. They connected their knowledge of places to their knowledge of geographical processes and their knowledge of location. However, in many schools where pupils' knowledge of places was weaker, pupils had learned a disconnected list of facts about a place. They were not able to connect information or to answer wider questions about those places. [para 114]*
- *In relation to fieldwork, the subject report notes it was underdeveloped in almost all schools, as the curriculum did not consider how pupils would make progress in their ability to carry out fieldwork over time.*
- *In primary schools, fieldwork is often conflated with field trips. Pupils may go out of school on a visit, but they are rarely learning how to carry out geographical work when they do so.*
- *In secondary schools, pupils rarely do fieldwork beyond the requirements of the exam boards. Schools simplify this fieldwork as much as they can so that pupils can give prepared answers in the exam about the fieldwork they have undertaken.*



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- *Fieldwork is entirely absent in some schools at key stage 3. Very few schools approach fieldwork as a body of knowledge that needs to be taught. Pupils are rarely taught how geographers collect, present and analyse data and how they then reach conclusions and evaluate their work. This is leaving pupils ill equipped for the non-examined assessment at A level and for higher education.*

In terms of recommendations, there are two which relate to place and fieldwork, both linked to curriculum.

- *Make sure that pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts, or look at a place through a range of geographical lenses. Pupils should have some opportunities for regional as well as thematic studies.*
- *Teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time. This will make sure that pupils who continue to A level are better prepared for geographical investigation, as they will have experienced a wider range of fieldwork techniques in different settings.*

Place-based learning and field work matter.

Local history and heritage learning are ideally placed to overcome the weaknesses identified by this report and to meet the recommendations for place and fieldwork.



Learning points encompassing what Ofsted might look for in relation to both history and geography in local history and heritage learning:

Plan carefully how you will explore the place and location you are studying	Identify the geographical, and historical, substantive and disciplinary knowledge you are targeting	Scope out the fieldwork you will undertake so that pupils are exposed to the place and the locality in a structured and organised way	Record appropriately the data collected so that the demands of the National Curriculum and the advice by Ofsted's experts are fulfilled	Require the pupils to think carefully so that they investigate, consider, reflect and review what they have explored and learned	Make the local history and heritage learning meaningful so that it enriches their lives
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This document provides a commentary on how local history and heritage learning support schools when Ofsted inspects.

It uses Ofsted's current guidance as set down in:

- the 2019 framework as explained in the School Inspection Handbook (in force from 01.09.23);
<https://www.gov.uk/government/publications/school-inspection-handbook-eif>
- the Ofsted Research Review Report for history (2021);
<https://www.gov.uk/government/publications/research-review-series-history>
- the Ofsted Subject Report for history (2023);
<https://www.gov.uk/government/publications/subject-report-series-history>
- the Ofsted Research Review for geography (2021)
<https://www.gov.uk/government/publications/research-review-series-geography>
- the Ofsted Subject Report for geography (2023)
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