

Heritage Schools

Evaluation Research Report 2023-24



for Historic England

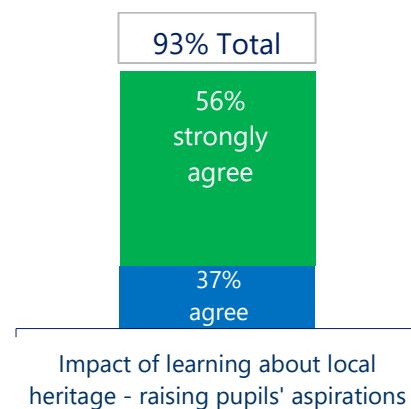
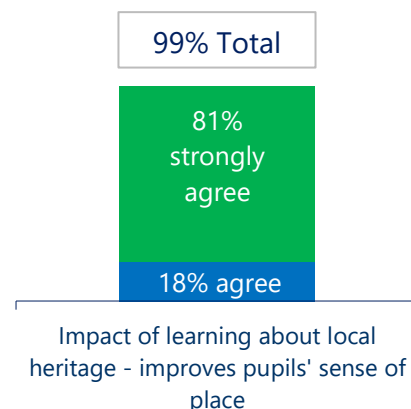
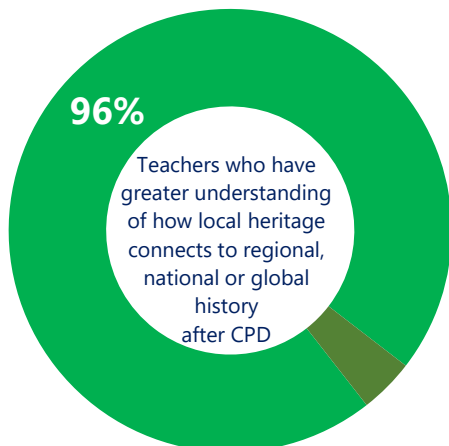
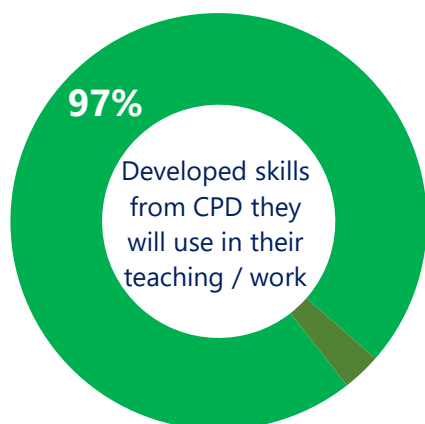
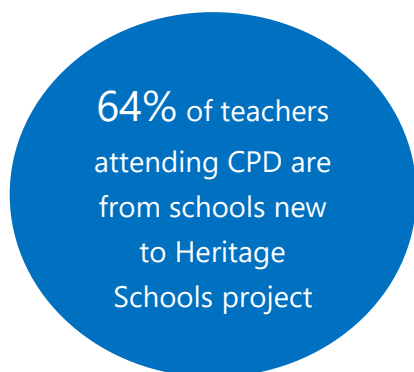
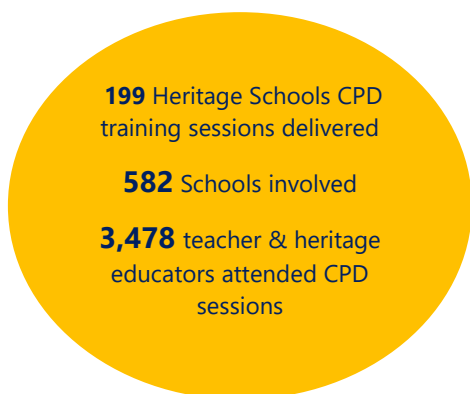
SEPT 2024



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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:

- 80% of ITT students
- 74% NQTs
- 64% KS1 teachers
- 53% KS2 teachers
- 57% Secondary



2. Introduction

Qa Research (Qa) is pleased to submit this research report evaluating the impact of the Continuing Professional Development (CPD) training provided by Historic England during the academic year 2023-24 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 twelfth year.

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

CPD training is provided free of charge to schools, teachers, trainee teachers and heritage and cultural educators across the 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 2023-24 there were 3,478 attendances at 199 CPD training events involving teachers and heritage educators. 2,709 teachers were new to Heritage Schools in 2023-2024 academic year and 769 had also attended in previous years.

Heritage Schools worked with 336 schools who were new to Heritage Schools in 2023-2024 and 246 schools who were already working with Historic England on Heritage Schools projects in previous years. In total 582 have engaged with the programme in this academic year.

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 administrated 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.

A total of 1327 surveys have been completed, covering 101 different courses / sessions across the eight Heritage Schools areas.

The overall total of 1327 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 eight 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 one from each of the 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 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.

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, 18 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 eight years which enables comparisons to be drawn to show continuities, trends and changes over time.

Qualitative findings

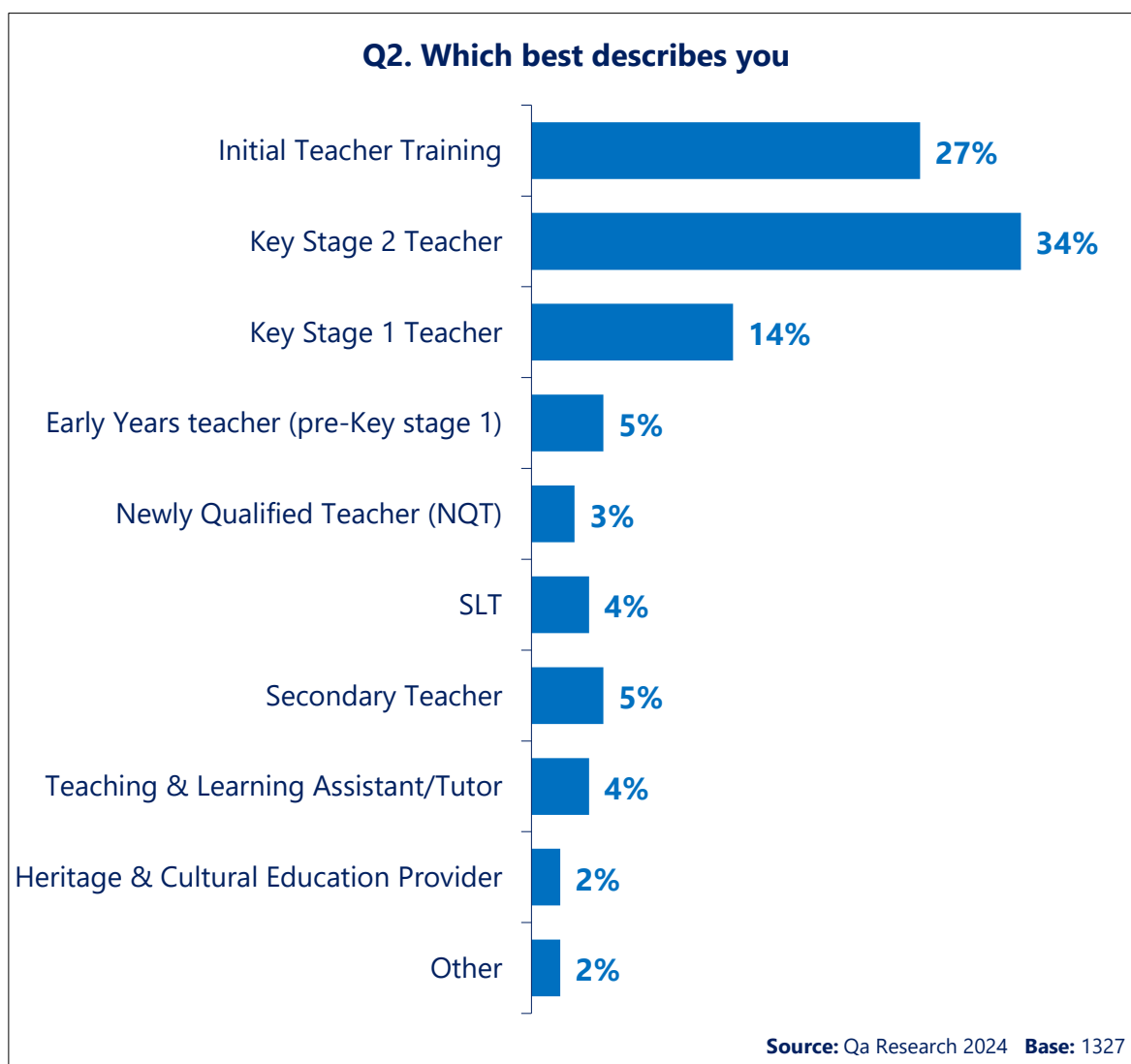
The qualitative case studies have been included after the quantitative survey results.

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 Senco teachers, curriculum leaders and school governors¹.

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

The majority of those attending the CPD training are from the Primary School sector (53%), followed by a third (27%) who are undertaking teacher training.

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

Attendee	2023 /24	22 /23	21 /22	20 /21	19 /20	18 /19	17 /18	16 /17	15 /16
Initial Teacher Training	27%	33%	46%	23%	35%	48%	49%	45%	45%
Newly Qualified Teacher (NQT)	3%	4%	2%	2%	3%	2%	2%	3%	5%
KS1 Teacher	14%	18%	11%	18%	15%	12%	10%	14%	-
KS2 Teacher	34%	30%	26%	36%	28%	19%	18%	22%	-
Primary Teacher ²	-	-	-	-	-	-	-	-	35%
EYFS	5%	4%	3%	5%	5%	2%	3%	2%	
Secondary Teacher	5%	3%	3%	2%	1%	3%	4%	2%	3%
SLT (Head, Assistant Head, Deputy)	4%	3%	3%	6%	7%	3%	2%	2%	
Teaching & Learning Assistant / Tutor	4%	2%	3%	5%	7%	7%	4%	4%	3%
Heritage & Cultural Education Provider	2%	1%	2%	0%	1%	2%	3%	1%	4%
Other	2%	7%	3%	2%	2%	2%	5%	4%	5%
Base	1327	1137	1174	578	1029	1390	1047	1157	1888

Amongst Primary teachers (EYFS, KS1 & KS2) an average of 301 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 759 students.

Highest academic history qualification

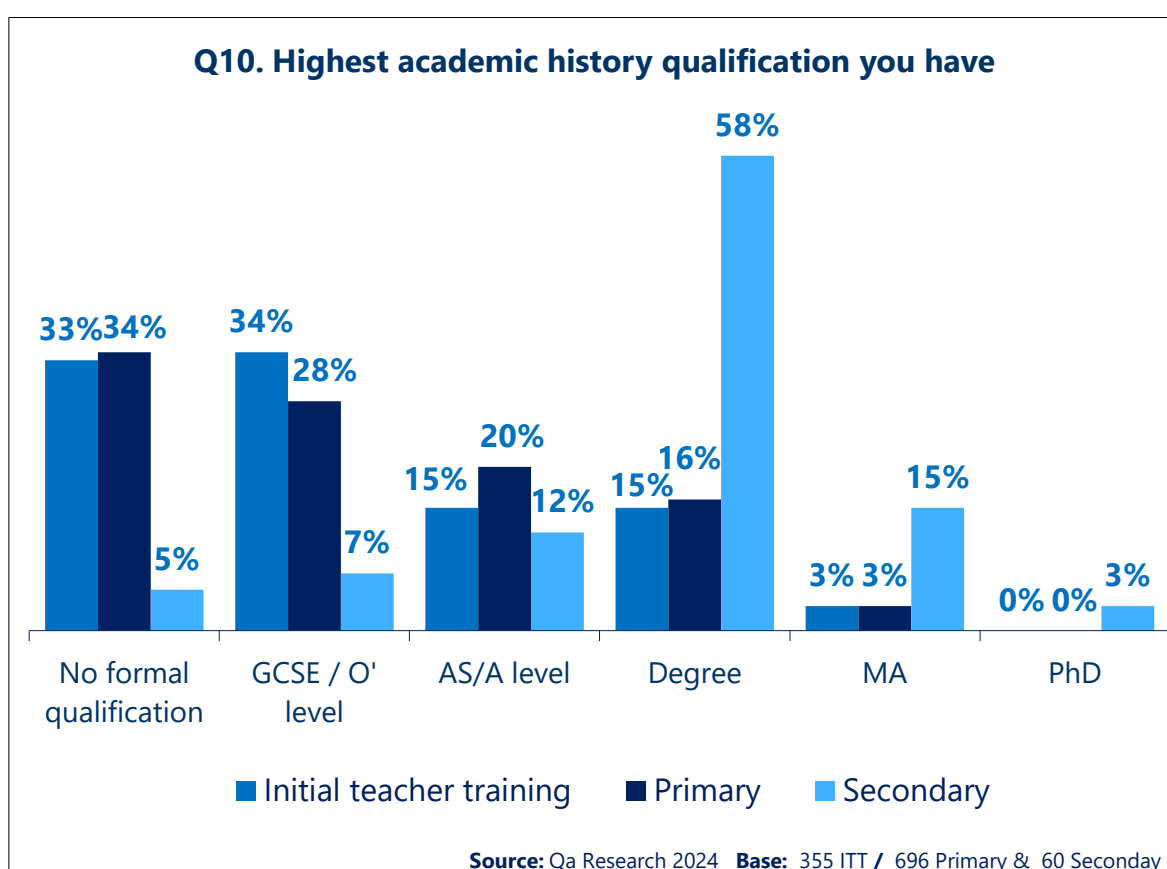
There is a wide range of formal historical knowledge amongst school teachers attending the training courses, but noticeably a third of all Primary teachers and those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history).

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

Even 12% of Secondary School teachers attending the CPD training only have at most a history qualifications up to GCSE level, so unlikely to feel overly confident in their background subject knowledge.

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 case studies in chapter seven demonstrate how the CPD training provided increases the skills and confidence of those attending to teach history and use a much greater range of resources including old maps, census data and historic photographs to bring their local heritage projects to life.



A similar pattern has been seen in previous waves of the research:

- In 2022-23 35% of ITT and 33% of Primary school teachers had no formal history qualification
- In 2021-22 the figure was 37% of ITT and 34% of Primary school teachers
- In 2020-21 28% of ITT and 29% of Primary school teachers attending the CPD training had no formal history qualification – not having studied it beyond Year 9 at school themselves).

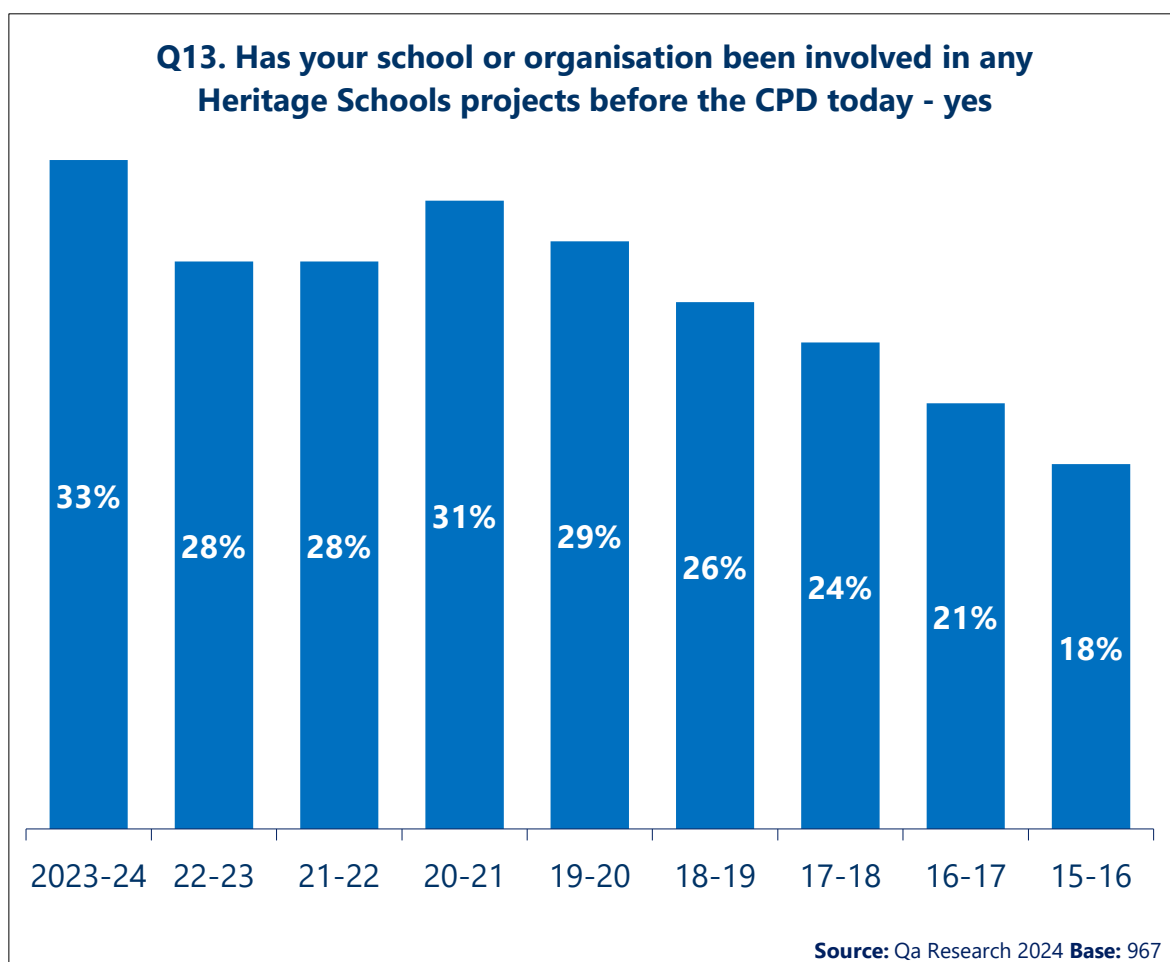
With a large minority of teachers, especially in the Primary sector, having no formal history qualifications, it suggests a need for high quality CPD training in history is required before teachers can deliver high-quality history lessons and projects.

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.

Amongst all teachers, 36% work in a school that had been involved in Heritage School projects or training prior to the CPD course they were attending, with 43% who said no and a further 20% who did not know.

Even after a decade the Heritage Schools programme continues to work with a majority of schools who have not previously received any training from them.



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:

- 80% of Initial Teacher Training students stated that this is the only history training session they have had in the last year
- 74% of Newly Qualified Teachers
- 64% KS1 teachers
- 53% KS2 teachers
- 57% Secondary School teachers

Without Heritage Schools most trainee teachers, and teachers already in the classroom, would not be having any training in teaching history.

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 less than 1% for each of the statements, with the remaining percentage 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.

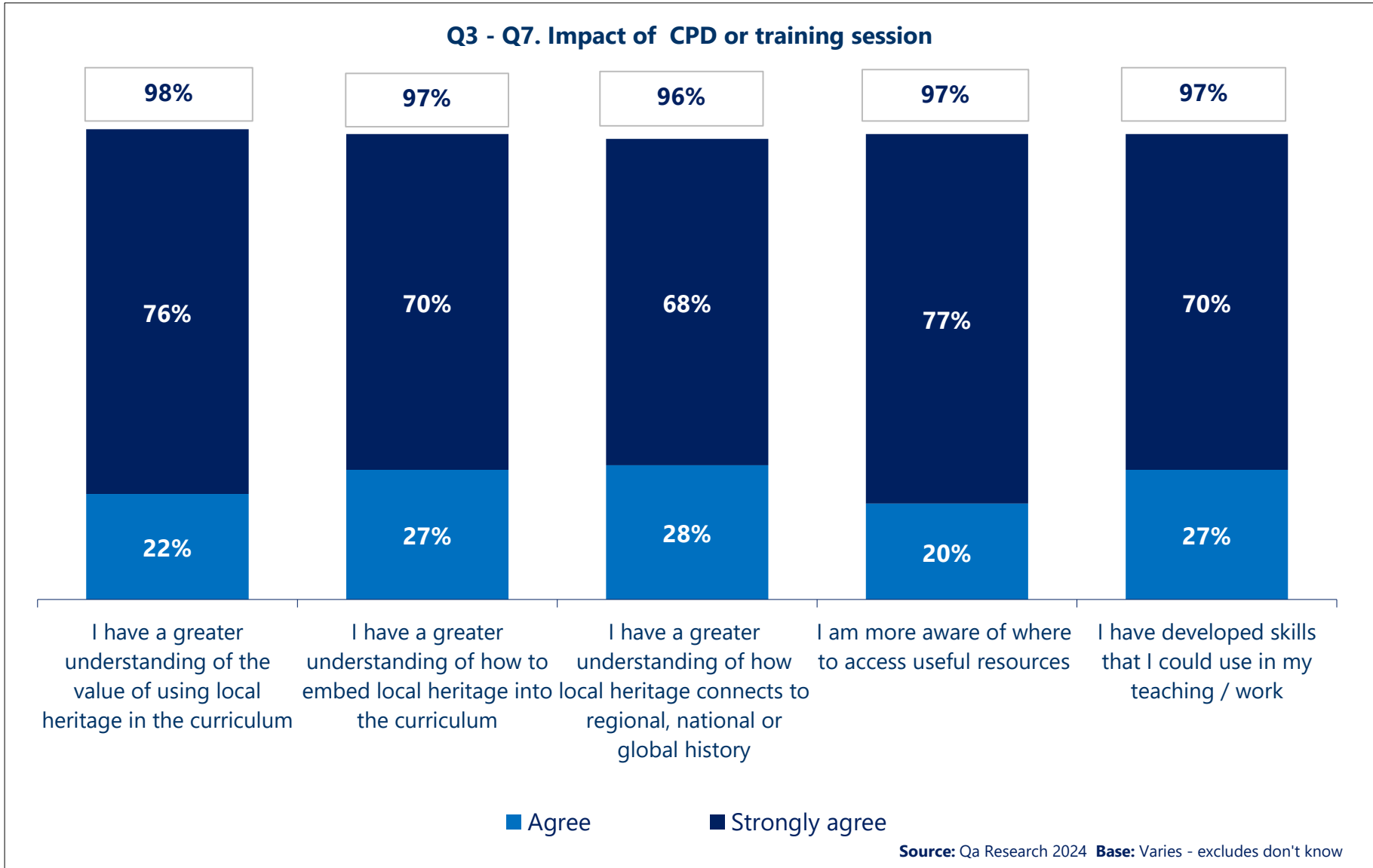
The figure in the white box above each bar is the net agree figure, with the dark blue box showing those who 'strongly agreed' and the lighter blue one, those who 'agreed' with the statement.

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.

Considerably more attendees strongly agree with each of the statements (i.e. the highest rating) than just agree with them.



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	2023 /24	22 /23	21 /22	20 /21	19 /20	18 /19	17 /18	16 /17	15 /16
I have a greater understanding of the value of using local heritage in the curriculum	98%	99%	98%	98%	96%	97%	97%	98%	97%
I have a greater understanding of how to embed local heritage into the curriculum	97%	98%	97%	96%	95%	96%	95%	96%	96%
I have a greater understanding of how local heritage connects to regional, national or global history ³	96%	97%	95%	94%	94%	93%	93%	92%	90%
I am more aware of where to access useful resources ⁴	97%	97%	94%	96%	95%	93%	95%	97%	95%
I have developed skills that I will use in my teaching / work	97%	97%	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*

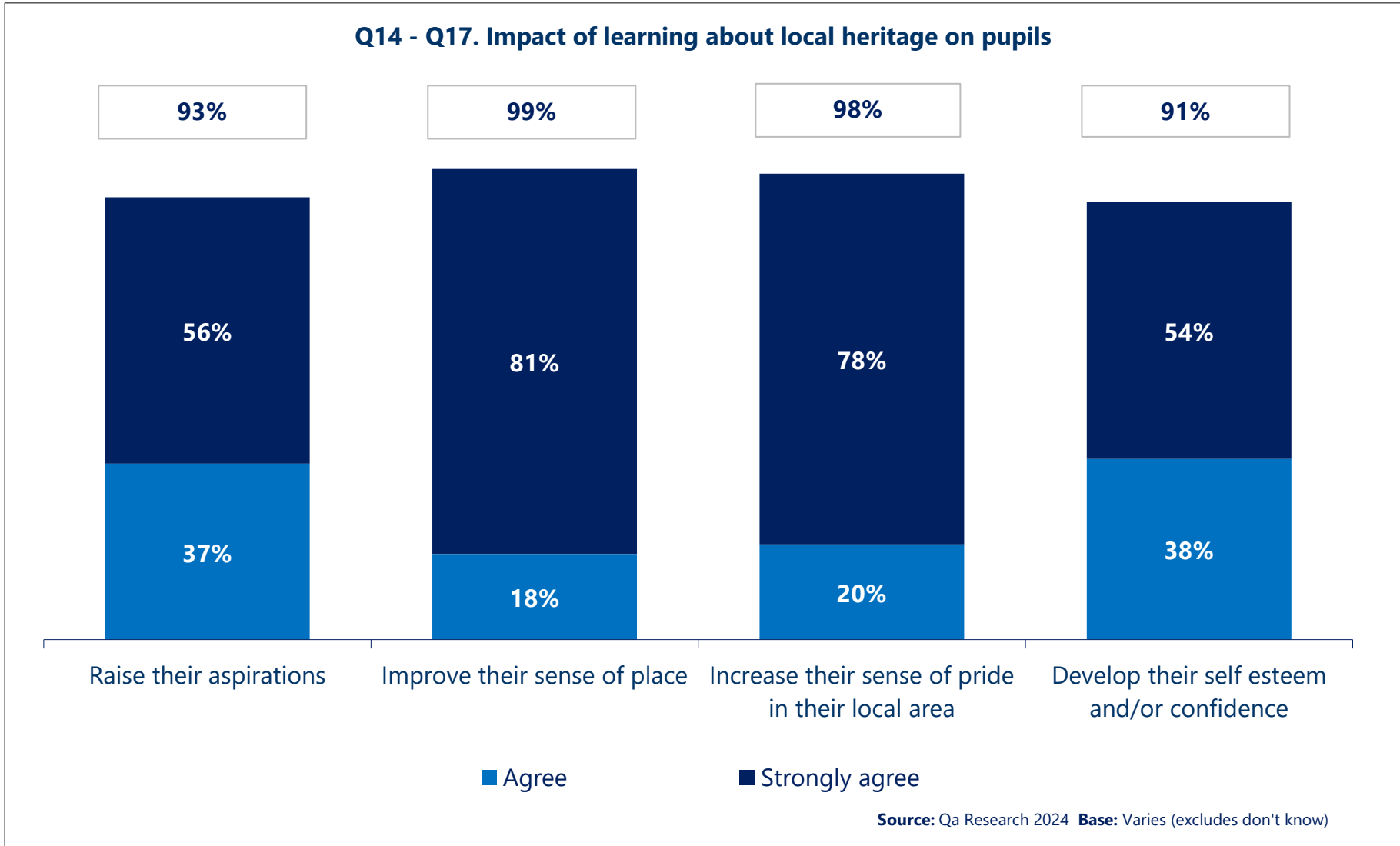
6.3 Impact on pupils of learning about local heritage

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.

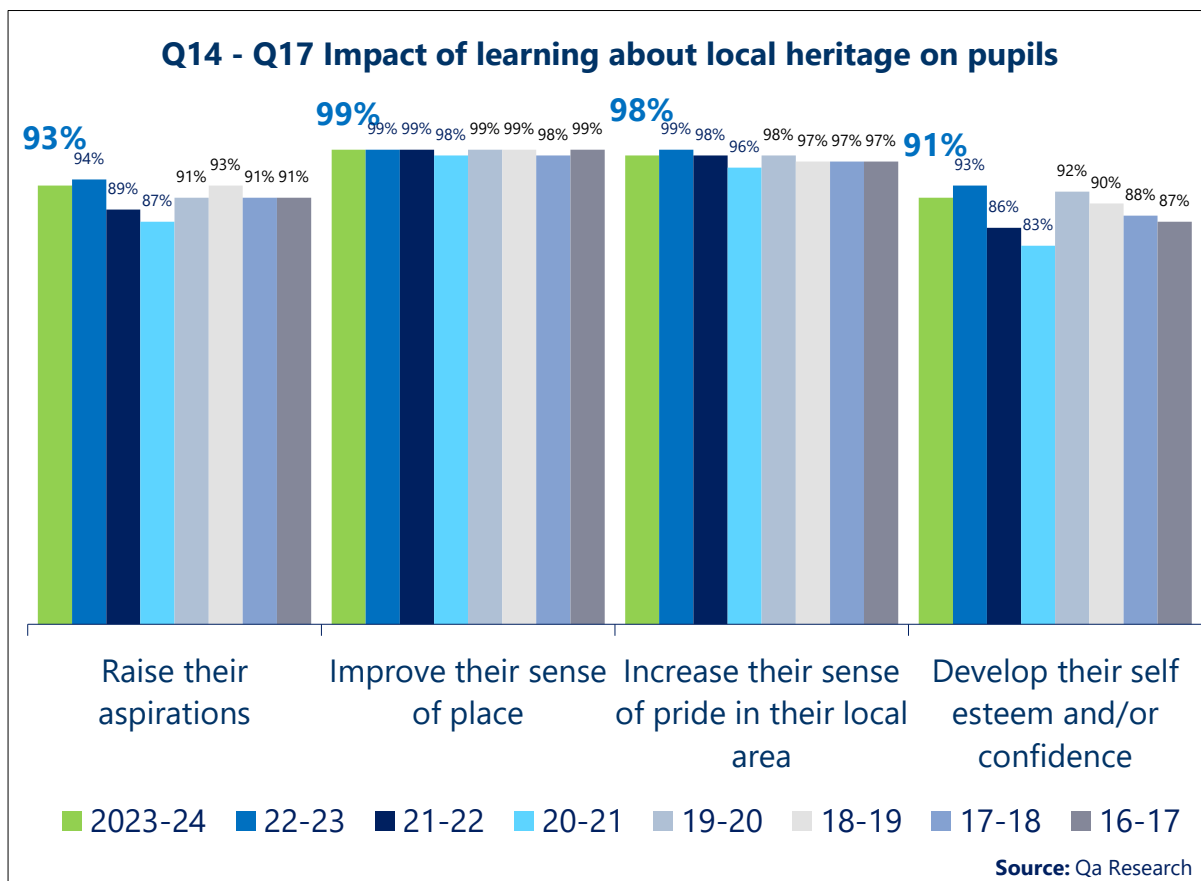
Given the high levels of agreement, the chart overleaf only shows the proportion of respondents who agreed with the statements.

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

The findings for the 2023-24 academic year are shown in the green bar, with the larger text size giving the percentage from the most recent survey.

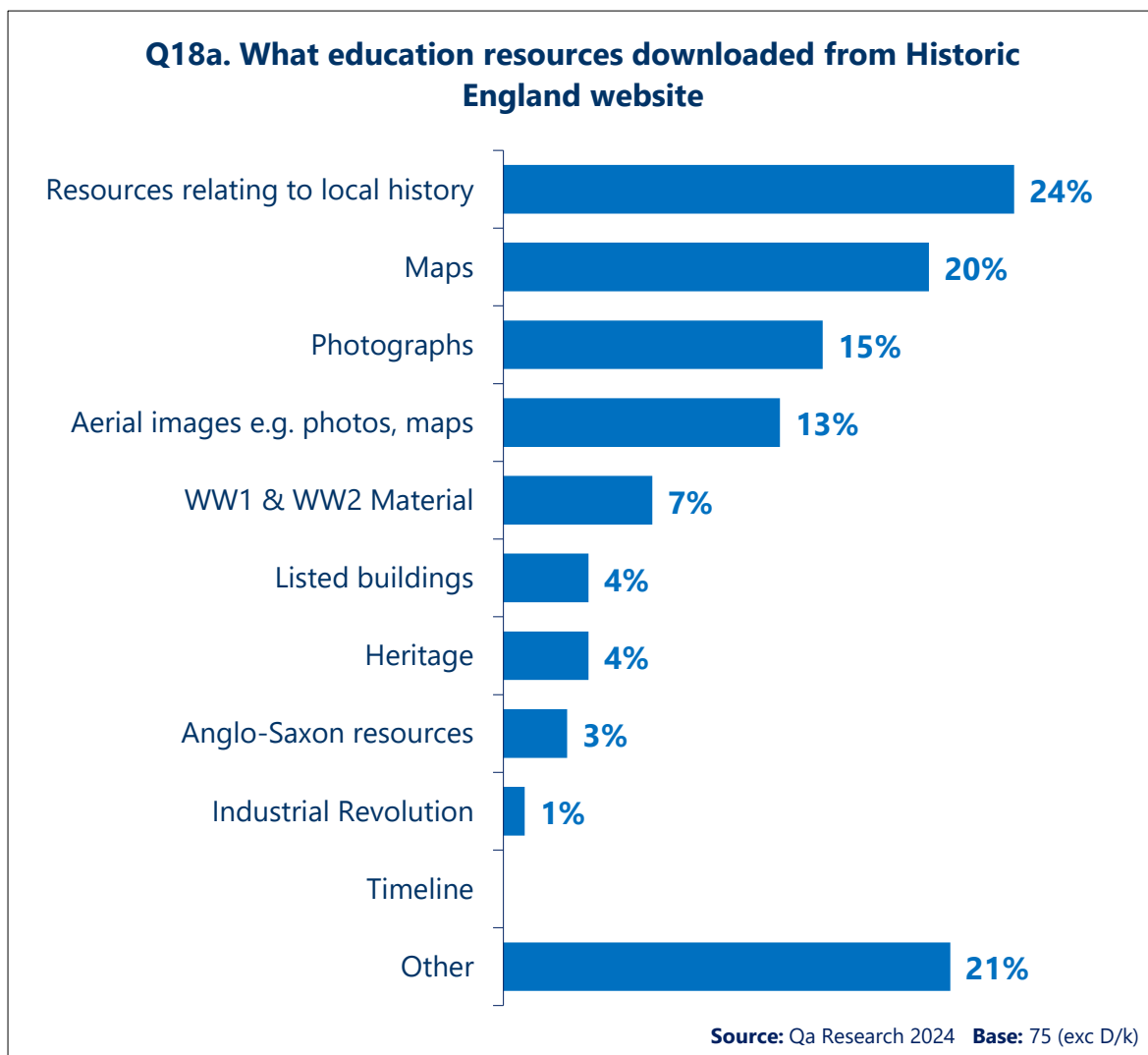


6.4 Downloading and using educational resources

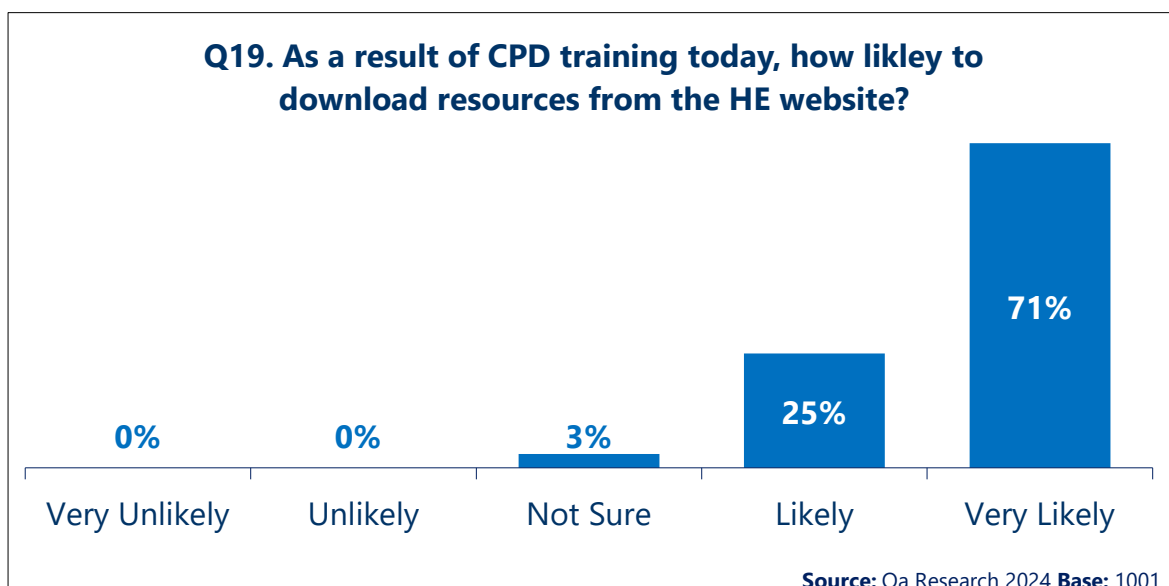
Only 14% of those attending CPD training had ever downloaded education resources from the Historic England website (although this figure is up from 9% in 2022-23).

This was highest amongst Secondary school teachers (19%) and Key Stage 2 Primary school teachers (16%) and lowest amongst Initial Teacher Training students (4%), Key Stage 1 teachers (10%) and Newly Qualified Teachers (10%).

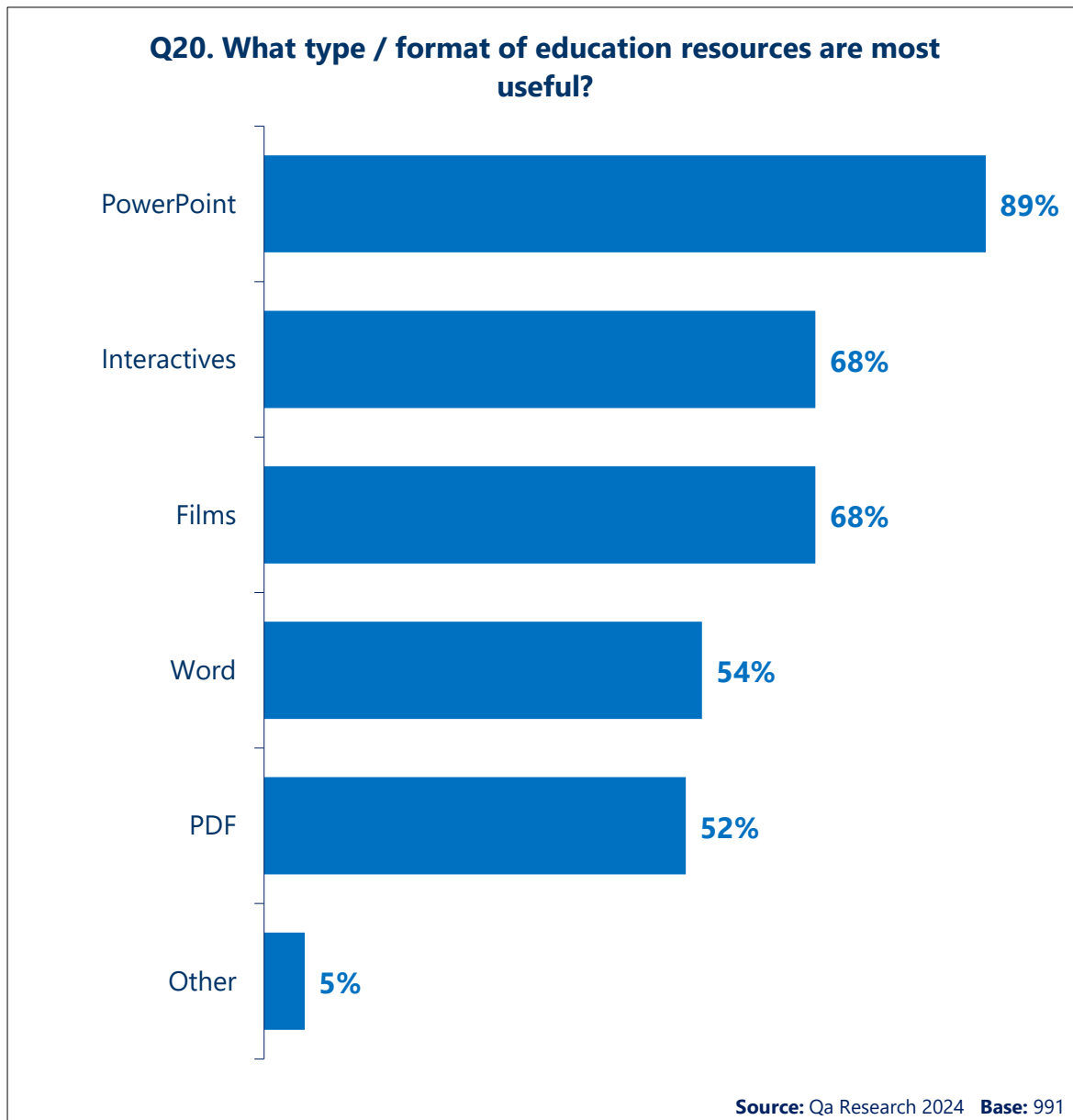
Amongst those who had done so and could remember what they had sourced, the key resources cited that they had downloaded from the Historic England website included:



The CPD training is clearly useful in highlighting and promoting what resources are available to teachers and heritage organisations from Historic England.



The most useful format for education resources are shown in rank order below, but also reflect that teachers are happy to have resources in a range of formats. Content, relevance and usability are more likely to be the determining factor, rather than the format it is in.



Although over 20 different websites were mentioned, when preparing lessons, the most popular humanities websites used for resources by teachers are shown in the table below, ranked from most to least cited amongst KS2 teachers.

Humanities websites used for preparing lessons	KS1 teachers	KS2 teachers	Secondary teachers
Google	31%	27%	18%
BBC	14%	19%	11%
Historical Association	19%	17%	5%
Local History sites	17%	12%	21%
Digimaps	3%	9%	3%
Twinkl	8%	8%	3%
Historic England	4%	6%	11%
Know Your Place	4%	5%	13%
Ancestry	3%	4%	-
Council website	3%	4%	13%
Grammarsaurus	1%	4%	3%
English Heritage	-	3%	3%
YouTube	3%	2%	3%
Buxton Museum	1%	2%	-
National Archives	3%	2%	18%
Kapow	6%	2%	-
Wikipedia	2%	1%	5%
Cornerstones	1%	1%	-
Key Stage History	6%	1%	-
TES	-	1%	11%
Other	13%	18%	16%
Base	119	282	38

As for humanities websites used by pupils in the classroom, or for homework, many teachers did not know which ones pupils had used (70% of primary and 74% of secondary teachers gave no answer) but amongst those who gave answers the websites used are shown below, ranked from most to least cited by KS2 teachers.

Humanity websites used by pupils in the classroom or for homework	KS1 teachers	KS2 teachers	Secondary teachers
Google	35%	30%	25%
BBC	29%	29%	6%
Digimaps	10%	15%	6%
Local History sites	4%	6%	13%
Wikipedia	-	4%	6%
Ancestry	-	3%	-
Council website	-	3%	-
Historical Association	2%	3%	-
Twinkl	4%	2%	-
English Heritage	-	2%	-
Library	4%	2%	6%
Historic England	4%	2%	6%
YouTube	4%	1%	-
Buxton Museum	-	1%	-
Grammarsaurus	-	1%	-
National Archives	2%	1%	-
Know Your Place	-	1%	13%
TES	-	1%	-
Kapow	2%	-	-
Other	19%	18%	31%
Base	48	141	16

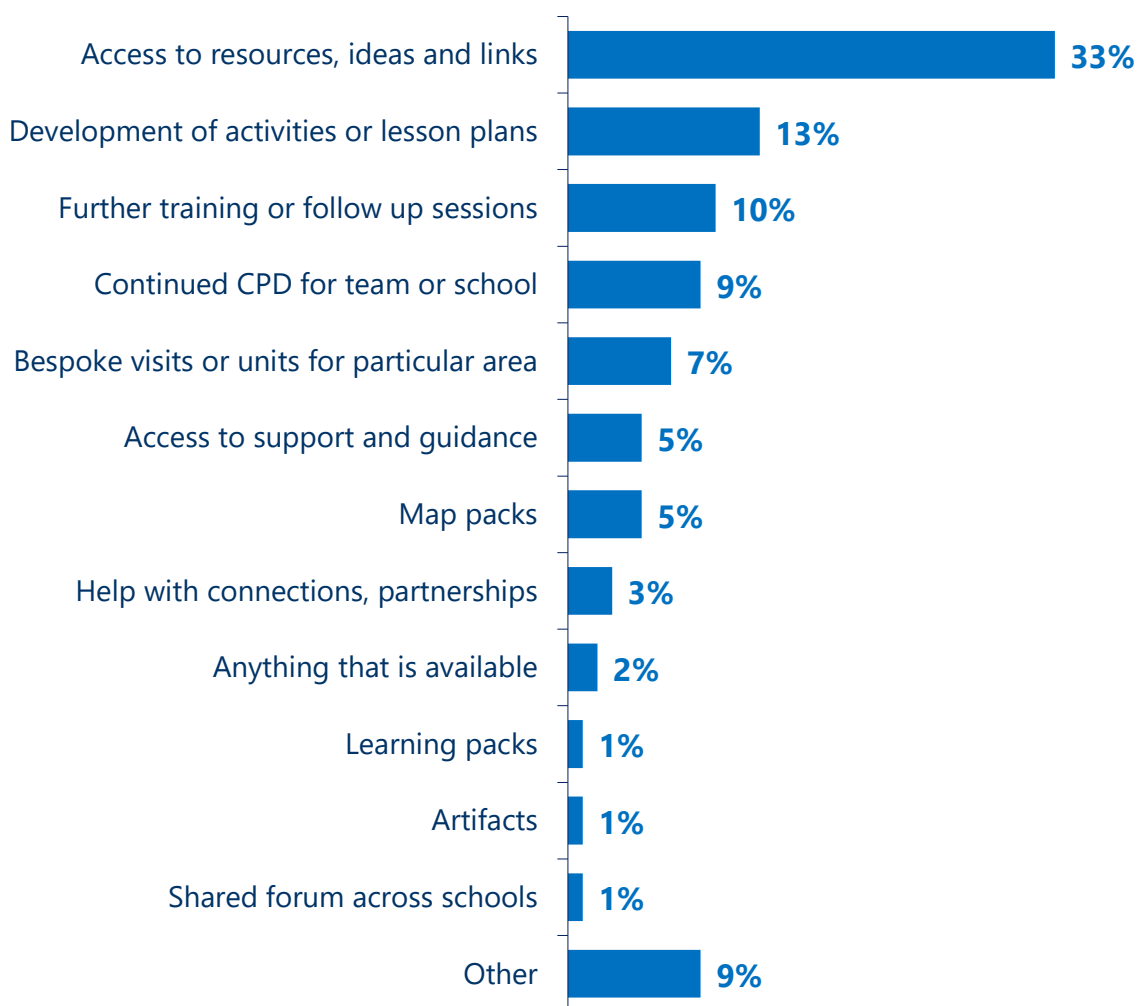
6.5 Any additional support desired

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.

The common theme across the suggestions given is continued support with training, providing resources, guidance and ideas.

Q23. Additional support from Heritage Schools which would be helpful



Source: Qa Research 2024 Base: 445

6.6 Summary of quantitative survey findings

The majority of those attending the CPD training are from the Primary School sector (53%), followed by a third (27%) who are undertaking teacher training, and a smaller proportion from Secondary School teachers (5%). Although far fewer in number, the Secondary teachers attending the CPD training work in schools with an average of 759 students (compared to 301 pupils in Primary schools) so the lessons learnt are likely to be cascaded down to more students.

A third of all Primary teachers and the same for those doing their Initial Teacher Training have no formal academic history qualification (i.e. not even a GCSE / O level in history). High quality CPD training in history is required before teachers can deliver high-quality history lessons and projects. 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. Indeed, 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.

Even after a decade the Heritage Schools programme continues to work with a majority of schools who have not previously received any training from them. Amongst all teachers, only 36% work in a school that had been involved in Heritage School projects or training prior to the CPD course they were attending. 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.

There is strong agreement over the positive impacts gained from attending a Heritage Schools CPD training session. Training has shown teachers how to embed local heritage into the curriculum (97% agree), made them aware where to access useful resources (97%) and has helped develop skills they can use in their teaching (97%).

The impact from the CPD training is likely to have on pupils is rated very positively with 93% agreeing learning about their local heritage will raise their pupils aspirations, 99% that it will improve their sense of place and 98% that it will increase their sense of pride in their local area. Without Heritage Schools CPD training teachers are unlikely to have the confidence, skills or knowledge to change the way they teach using local heritage or look to embed local heritage into their curriculum.

There is a desire amongst attendees for continued support from Historic England from additional training, providing resources, guidance and ideas which is a reflection of how well the CPD training is regarded.

7. Key findings - Qualitative case study visits

7.1 Summary of qualitative case study findings

- The case studies highlight a wide variety of different Heritage Schools projects, but what they all have in common is that they are underpinned by CPD training, guidance, ideas and resources provided by Historic England's Local Heritage Education Managers.
- Training is an essential first step in enabling teachers to effectively use their local area as impactful learning stimulus, providing teachers with information, ideas, activities, knowledge, confidence and resources to use in their classroom. The case studies show how Heritage Schools training for teachers, on how to use local heritage, has transformed their teaching, and thus their pupils' learning.
- Heritage Schools training helps connect schools to resources, heritage organisations and opportunities many would otherwise not have known about, or thought to use in the classroom, or known how to effectively use with their pupils.
- Studying history, using stories, evidence and events taken from local areas that pupils know, helps make the topic considerably more relevant. High quality local history projects have provided relatable subject matter and a vehicle to learn about national and global history from the starting point of something closer to home. Many projects have enabled pupils to know and appreciate more about the past, present and future of their area, and for schools to build stronger links with their local communities. Project have used local heritage but go beyond history to cover other areas such as citizenship, aspiration, community and local pride.
- Working with heritage partners has helped create high quality online resources and education packs that can be used by schools across the region in the years ahead, as well as showcase and signpost teachers to what external resources are available locally to support their teaching.
- Projects undertaken either would not have happened without the funding and support provided by Historic England or could have happened but would have been very inferior in scope, ambition or outcomes without the CPD training, resources and guidance from the Heritage Schools Local Heritage Education Managers.
- The common feedback is that support from Heritage Schools has been invaluable in helping teachers and heritage organisations to have the confidence, knowledge and resources to develop engaging programmes of study, which go far beyond what they would have designed and developed without this external support.

The Heritage Schools Local Heritage Education Manager (LHEM) and Historic England's Archive Education Manager worked closely with the African Lives in the North East team to create a suite of learning resources⁶ to supplement the wall chart: an interactive map showing where people lived or visited, a PowerPoint presentation about the people with questions to encourage further research, and a digital version of the wall chart.

"As in the risk of focusing only on enslavement and the 'victim' status of African people, there is a risk in focusing only on high achieving Africans or those of African descent. It is a necessary antidote to racism and exclusion, yet our teaching needs to demonstrate a valuing of each other as human beings, rather than high achievers or model citizens" - African Lives in Northern England, Introduction & Guidance for Teachers

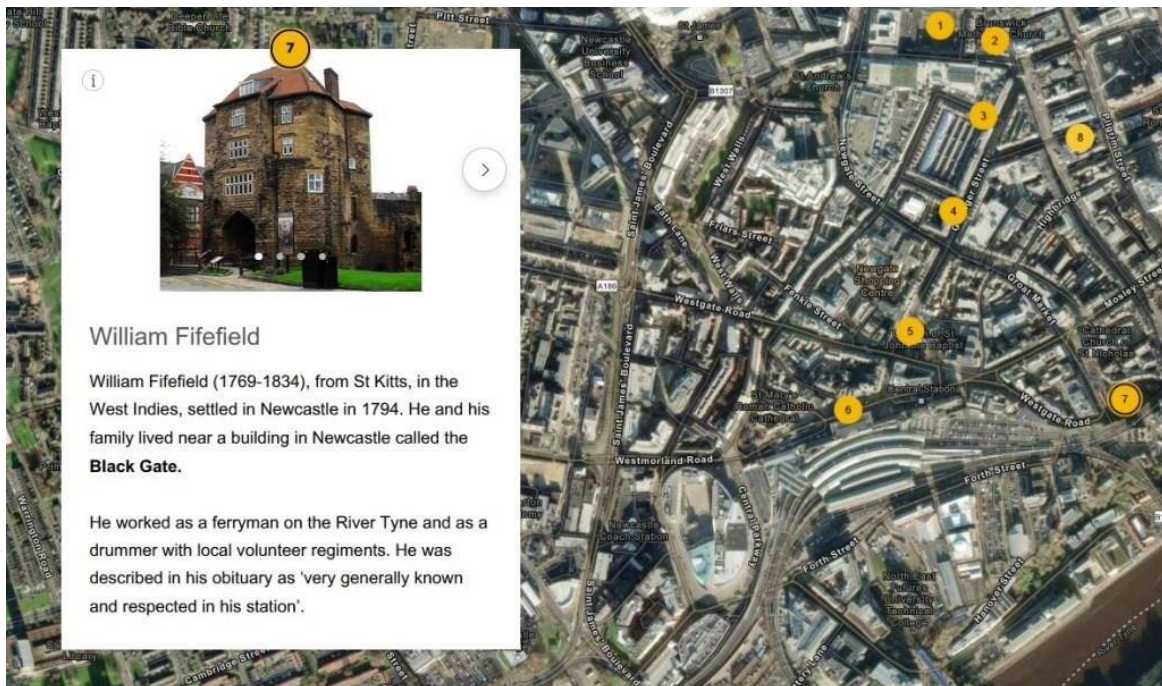
The following year (2024), Heritage Schools and the African Lives in the North East team decided to produce two StoryMaps^{7 8} which could be used by adults or children, so that they could see the diverse and lesser-told stories of the city's buildings and understand how the built heritage of Newcastle was related to people of African descent. The African Lives in the North East team suggested the people, buildings and content which should be included, and they worked very closely with the LHEM and Historic England's Archive Education Manager, who produced the two StoryMaps and the accompanying resources. The StoryMaps and resources can be used in the classroom or as walks in Newcastle.

The LHEM trialled the StoryMap walks with three Primary schools and one Secondary. In addition, the African Lives in the North East team and the LHEM delivered a CPD walk for 25 teachers from other schools so that they now have the confidence, skills and knowledge to lead the walks themselves for their pupils. The online resources include detailed guidance for leading the walks and using the resources, including using appropriate language, how to deal with emotional responses and challenging questions, and realising that finding out about these African Lives is likely to have a different effect on the descendants of those enslaved and the descendants of those far removed from enslavement.

⁶ <https://historicengland.org.uk/services-skills/education/teaching-activities/african-lives-northern-england/>

⁷ <https://historicengland.org.uk/services-skills/education/teaching-activities/significant-people-from-africa-newcastle-ks3/> (Newcastle North walk)

⁸ <https://historicengland.org.uk/services-skills/education/teaching-activities/significant-people-from-africa-newcastle-ks2/> (Newcastle Central walk)



Screenshot of part of the Central Newcastle StoryMap

"We were hoping to correct the misconceptions about people of African descent and of the history of the North East. We were hoping to provide a more accurate picture. We were hoping that they would be able to see that it was something embedded in the North East, not something in a book or something that people told them about, but something they could experience themselves and something which was in a very familiar place, like the [Eldon Square] Leisure Centre or Central Station – something they could see as a real part of their lives" - Project Co-ordinator, African Lives in the North East

Case study interviews

For this case study, interviews were carried out with teachers and pupils at two of the schools which piloted the walks: St Cuthbert's Catholic Primary, Kenton, Newcastle and Kingsmeadow Community School, Dunston, Gateshead; and with the project co-ordinator of African Lives in the North East.

St Cuthbert's Catholic Primary is in a suburb of Newcastle. It has 240 pupils, 29% of whom are eligible for pupil premium and 19% have English as an additional language. The school had already achieved the Heritage Schools Award before taking part in the African Lives in the North East walk.

Pupils who are keen on History can apply to be Heritage Heroes and are given History-related tasks to do. The four Heritage Heroes, and two other applicants, from years 3, 5 and 6 went on the walk, along with nine pupils from St Cuthbert's partner school, St

George's Catholic Primary, Newburn. St George's is working towards the Heritage Schools Award.

Kingsmeadow is a diverse secondary school with 950 pupils, 45% of whom are eligible for pupil premium. Many pupils have arrived relatively recently from other countries, and over 30 languages are spoken. Kingsmeadow is working towards achieving the Heritage Schools Award, which will include a more local focus across the curriculum.

All the Year 8 pupils (seven classes) trialled the African Lives walk in summer 2023, as part of their study of the American Civil Rights Movement. Dr Martin Luther King Jr. had visited Newcastle in 1967 to receive an Honorary Doctorate in Civil Law at Newcastle University.

Paul Robeson West Indies House Early African Exhibitions Martin Luther King Jr. Royal Victoria Infirmary The Colonial Students' Club Frederick Douglass Ida B Wells

This photo shows Martin Luther King Jr. and Vice Chancellor, Mr Bosanquet, on the day of the degree ceremony.

Martin Luther King Jr's lasting legacy includes the Letter from a Birmingham Jail, his 'I have a dream' speech and the 'unprepared and unforgettable speech' he gave when accepting this degree from Newcastle University.

00:00 / 01:24

Reading of King's 'I thank you' letter, for his degree

Transcription of above audio.

Part of the online resource about Dr Martin Luther King's visit to Newcastle University

The African Lives in Newcastle walks

There are two routes, Central Newcastle and North Newcastle, which have been designed to stir curiosity and a sense of pride in Newcastle's rich and diverse past. Each walk focuses on individuals, groups of people and places associated with men and women of African descent who have visited, lived, worked or studied in Newcastle, for example abolitionist Olaudah Equiano who visited in 1792 and Muhammed Ali who came to raise funds for boys' boxing clubs in 1977.

The schools which trialled the walks chose locations from both of the walks, to fit best with what the pupils were studying and their interests. The African Lives team and the LHEM from Heritage Schools emphasised to the teachers (and to those on the CPD walk) that it is important to choose a variety of people for the walk, and not just focus

on enslavement and abolition, for example, so that participants get a broad perspective and stereotypes are not perpetuated.

Teachers who wish to lead walks themselves can choose which locations to visit, and use the photographs of the relevant people and buildings, and background information provided in the online resource.

Impacts on pupils of the African Lives walks

St Cuthbert's Catholic Primary



LHEM with St Cuthbert's pupils at the Black Gate, near the home of William Fifefield

Before the walk, the pupils had not known that people of African descent had been living in and visiting Newcastle for hundreds of years, and that they had been involved in many fields: medicine, education, theatre and so on. They found out more about enslavement and abolition and agreed that it was important to learn about it:

"We found out how Black people had to work harder to get their say, and they had to group together to try and be heard. They had to have lots of different routes to get out of slavery" - Year 6 pupil

The pupils also found out about contrasting reactions to people of African descent. Referring to abolitionists such as Frederick Douglass (who lectured in Newcastle in 1846 and 1860 to huge audiences, and whose freedom was bought with the help of the Richardson family of Newcastle) for example, one pupil said:

"Some people didn't judge by their colour or religion. Some White people helped them get their statements heard" - Year 6 pupil

In contrast, the pupils were dismayed to learn that in 1950 a Nigerian couple (Victor Oyenuga, studying Agriculture at Newcastle University and Sabinah Onabajo, training

to be a nurse at Princess Mary Maternity Home) could only find one church, St John's Grainger Street, which would welcome them. However, they did have great support amongst the wider local community, because 4,000 people attended their wedding.

"I expected that everyone would be welcomed in church then" - Year 5 pupil

The pupils said that taking part in the African Lives walk, and the other local history topics which they have studied, has made them feel more proud of where they live.

"Knowing that people who were impacted by the transatlantic trade in enslaved people – knowing that they came to Newcastle – that was quite impactful, and it's not just an abstract concept. We have quite a good abolitionist legacy in Newcastle – it makes it relatable. It's a huge topic and it makes it relatable for the children" - History Lead

The knowledge gained on the walk has piqued the pupils' curiosity, and they said that they would now like to find out about how people, who had been enslaved, lived once enslavement was abolished. For example, how they made a living and whether they were still judged for having been enslaved.

Kingsmeadow Community School

Kingsmeadow trialled the African Lives walk as part of their study of the American Civil Rights movement. The Head of Humanities and the LHEM had chosen parts of the Central and Northern walks, to include the people most relevant to the students. They went by train to Newcastle Central Station to start the walk. Many of them do not go to Newcastle and had not travelled by train before, so this was a new experience for them. Frederick Douglass, the abolitionist, had arrived in Newcastle at Central Station, as had Dr Martin Luther King Jr. Visiting Newcastle University, where Dr King had received his honorary doctorate, was another place which the school wanted the students to experience. The students had already learned about Dr Martin Luther King Jr. as part of their Civil Rights studies, but the other people featured on the walk were new to them.

The Head of Humanities said that the students had engaged very well with the content of the walk and were respectful of the information which was shared, as some of it was challenging with regard to racism and injustice.

"What seemed so far away, that they had been studying about America, was really relevant in their home city and they had a lot to be proud of about their heritage of acceptance and equality. It was a positive message of acceptance and the power of engaging with other people" - Head of Humanities



The LHEM with Kingsmeadow students near the location of the former West Indies House (14-16 Lovaine Place, now demolished), a hostel for African and Caribbean workers in Britain

The four students who took part in this case study interview said that what they had learned on the walk had made them more proud of Newcastle:

"I was surprised how many people came to the North East – how many inspiring people there were and they caused stuff to happen and changed the future for the better for everyone else so that everyone has equal rights" - Year 9 student

The Head of Humanities felt that it was hard to say how much impact the walk had had on the students, compared to the whole Civil Rights topic which they had studied, but the walk had definitely opened the students' eyes to the power of peaceful protest through learning about people who had spoken about abolition of enslavement at public meetings in Newcastle, such as Ida B Wells and Frederick Douglass. The students were already aware of the importance of acceptance of diversity, as the school has students from so many different ethnic backgrounds.

The students used some of the online resources in the classroom after the walk. They each researched one of the featured people, and designed a blue plaque to commemorate them.

Impacts on teachers and the school as a whole

St Cuthbert's Catholic Primary

The History Lead had not been aware of many of the people featured in the African Lives walks, nor of their connection to local places.

"The amount of times I've walked past these places – I didn't know there was a music hall on Nelson Street" - History Lead

The Nelson Street Music Hall was the venue for many speakers against enslavement, including Henry "Box" Brown. Henry "Box" Brown escaped enslavement by being posted in a wooden box from Richmond to Philadelphia, where enslavement was illegal and he could become free. The pupils had already learned about Henry "Box" Brown in school because the History Lead felt that his story is quite an accessible way to learn about enslavement, but he had not known that Brown had visited Newcastle.

The History Lead plans to use information from the African Lives walks where possible for all year groups, and will take pupils on the walks as well as using the resources in the classroom. This also fits in with teaching British Values and increasing Cultural Capital.

In previous years the school had focused on people such as Harriet Tubman, the African American NASA mathematicians and Nelson Mandela for Black History Week. In future the History Lead will include some of the people from the African Lives walk to provide more local context. Thus, all children in the school can benefit from this resource and better understand the impact of people of African descent in Newcastle.

Kingsmeadow Community School

From next year, the African Lives walk and resources will be used as part of Year 9's study of the 1950s and 1960s as the school's History curriculum is changing. The project has shown Newcastle is a historically important area for equality and human rights, and staff and students will use the African Lives in the North East resources for other year groups where applicable. The Head of Humanities said that it will definitely change how she teaches the Civil Rights movement – the topic had focused on the United States with a little about the Bristol Bus Boycott, but now there will be more emphasis on local North East people and places associated with civil rights.

"We will continue to use the Storymap and make sure the students realise it is near where they live" - Head of Humanities

African Lives in the North East is the first Heritage Schools project which the school has taken part in, and the Head of Humanities is keen to explore how local heritage can be included more in the curriculum with a view to achieving the Heritage Schools Award. A curriculum focusing on local heritage has been shown, through other Heritage Schools case studies, to increase students' engagement and attainment and increase their understanding of where they live.

Impacts on the African Lives in the North East project, through working with Heritage Schools

The African Lives team had a vision for how they wanted to reach schools with their research as a means of combating racism and so that children and young people could learn about the roles of people of African descent in the North East, and the places associated with them. They knew that partnering with Heritage Schools would provide them with the contacts and skills to promote African Lives in the North East to schools.

"The whole thing is about tackling racism. We have to be very careful in the walks to keep it up front, and to talk about resilience and challenge and working together, so I think we are very aware of the possible emotional impact of the walk and how do you work with that, and how do you allow yourself not to be distracted into just talking about enslavement or talking about other oppressions. I think it's emotionally packed: language, resilience – these are the things we want to bring out. It's action-oriented learning – not just learning at a cognitive or emotional level, it's like: "now we know, what are we going to do?" - Project Co-ordinator, African Lives in the North East

Working with Heritage Schools has enabled the African Lives in the North East project to connect with schools in the region, through the LHEM introducing schools to the walk and the online resources. African Lives in the North East is promoted in all the other CPD sessions which the LHEM delivers, to reach as many teachers as possible.

Historic England's Archives Education Officer created the comprehensive StoryMap and online learning resource, which supports teachers to lead walks themselves, or they can use the resources in the classroom. The learning resource is on the Heritage Schools website, so any school (in the North East or beyond) can easily access it.

Summary

The African Lives in the North East online resources and walks are proving to be an effective way to enable children and young people to understand issues regarding racism, diversity, inclusion; the history of people of African descent in the North East and the places associated with them. The African Lives team have been able to reach a much greater number of schools through partnering with Heritage Schools.

The pupils and teachers who took part in this case study said that they had learned a lot about the achievements of people of African descent who had lived in or visited Newcastle. They found out that Newcastle has a history of supporting equality and promoting the abolition of enslavement. They could relate more easily to these issues because they could visit the locations “on their doorstep” where the people of African descent had lived, worked and given talks to create change and made a difference.

St Cuthbert’s Catholic Primary and Kingsmeadow Community School now have the African Lives walk and online resources embedded in their curriculum for future years, and the other schools which took part in the CPD walk are equipped to lead their own walks to find out more about African Lives in the North East.

Case Study: Bristol Temple Quarter

Providing CPD training, enabling teachers to effectively use local regeneration as stimulus in lessons to teach about the past, present and future of the city

Background

The transformation of Bristol Temple Quarter (BTQ) is one of the UK’s largest regeneration projects. The 130 hectares of brownfield land around Temple Meads station and St Phillip’s Marsh will, over the next 25 years, be redeveloped with a mix of residential, commercial, leisure and cultural areas.

This transformation in the heart of Bristol aims to unlock the city’s potential, bringing sustainable new homes, jobs, skills, innovation, and opportunities.

Community engagement is part of the regeneration project, to ensure the investment benefits the people who live, work and study in Bristol.

“When you’re trying to talk about this city changing, this is not actually for anyone who’s sitting here now. It’s actually for those young people who are today sat in a classroom somewhere. They’re the ones who can reap the benefits of this. Therefore, connecting with schools is absolutely vital” – BTQ engagement team

CPD training – collaboration and partnership

Heritage Schools’ Local Heritage Education Manager (LHEM) worked with the Bristol Temple Quarter Regeneration project team to put together CPD training days for teachers, covering heritage and regeneration of the Temple Quarter area. The University of the West of England’s Inspire Sustainability team were invited to talk

about their Minecraft package for schools, and Platform team came along to talk about free rail travel and workshops for schools.

"It's the beginning of an ongoing process of engagement and part of a wider engagement programme, so any help that we can get, we are very grateful. It's not a short-term project, the regen[eration] will reach into 2040" – BTQ engagement team

There were separate training days for Primary and Secondary teachers, enabling them to explore and discuss how they could use the regeneration as stimulus in their teaching, looking at history, heritage, geography and urban planning. Bristol Temple Quarter links into both GCSE and A level geography curriculums, including around how places change.

The CPD training days provided useful knowledge and information about the history of the Temple Quarter area and how and why the area is changing. Teachers had a walking tour of the area surrounding Temple Meads Station to highlight the heritage, history and changes being made. The CPD training also highlighted and signposted teachers to useful resources and activities available to support learning, with time to discuss how they could be used in the classroom.

Bristol Temple Quarter Heritage and Regeneration training and information day

Free event
9.15am-3pm Tuesday 14 November
Engine Shed, Station Approach, BS1 6QH

Who is it for
Primary teachers interested in local history, regeneration and railways

About Bristol Temple Quarter
The transformation of Bristol Temple Quarter is one of the UK's largest regeneration projects. Temple Quarter sits at the heart of Bristol, one of the UK's most productive and fast-growing regions and a focal point for the West of England's £39bn economy. The vision is to transform over 130 hectares of brownfield land over the next 25 years into a series of thriving, well-connected mixed-use communities, creating 10,000 new homes, thousands of new jobs and bringing £1.6bn annual income to the city economy.

The Temple Quarter area contains several listed buildings including Temple Meads Station (Grade I), Brunel's Old Station (Grade II), and Bristol and Exeter House (Grade II*). St Philip's Marsh has a varied and interesting history, from being open grazing land to hosting a residential community, to its current largely industrial use.

What will be covered

- The day will cover the history of the Temple Quarter area and how and why the area is changing
- There will be a tour of the area surrounding Temple Meads Station which will discuss history and heritage of the area, and talk about the changes proposed, or already in motion. The tour will take approximately 1.5 hours.
- The resources and activities that are available to teachers to support learning

Tea and coffee will be available from 9.15am with a start at 9.30am.
Lunch will be provided at Engine Shed.

Free event and financial assistance to schools to attend
This session is being organised by a partnership of Historic England and Bristol Temple Quarter. Historic England are supporting the cost of the event so there is no charge for teachers to attend.

Historic England can provide up to £130 for supply staff in each school to cover attendance.

If you would like to attend or have any queries, contact TempleQuarter@bristol.gov.uk




Bristol Temple Quarter Heritage and Regeneration training and information day

Free event
9.15am-3pm Tuesday 3 October
Engine Shed, Station Approach, BS1 6QH

Who is it for
Secondary History and Geography teachers interested in local history, regeneration and Temple Quarter as a case study.

About Bristol Temple Quarter
The transformation of Bristol Temple Quarter is one of the UK's largest regeneration projects. Temple Quarter sits at the heart of Bristol, one of the UK's most productive and fast-growing regions and a focal point for the West of England's £39bn economy. The vision is to transform over 130 hectares of brownfield land over the next 25 years into a series of thriving, well-connected mixed-use communities, creating 10,000 new homes, thousands of new jobs and bringing £1.6bn annual income to the city economy.

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- The resources and activities that are available to teachers to support learning including online resources, tours and presentations

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If you would like to attend or have any queries please email TempleQuarter@bristol.gov.uk




Flyer for Primary & Secondary teachers CPD training events

Heritage Schools highlighted various teaching resources and approaches, the Temple Quarter team led the walking tour and UWE highlighted their Minecraft resource.

"We wouldn't be able to do what Michael [LHEM] does in terms of helping teachers understand how to put it into the classroom. Michael provides that classroom framework, and then we are providing all of this data to fill that framework; and then you've got a nice little project but it needs all those ingredients" – BTQ engagement team

Heritage Schools funding meant the CPD training could be offered for free to those attending, with monies also made available to cover the cost of supply staff. This helped remove one of the main barriers, which is cost, to teachers being able to access and attend external training.

Over the two training sessions, 19 teachers from different schools in the city attended.

Impacts of Heritage Schools CPD training

The aim, via training teachers and getting the BTQ regeneration used as stimulus within the classroom, is to encourage pupils to think about how Bristol is changing and has evolved over time.

A prerequisite to effectively teaching local heritage is for teachers themselves to feel confident in the knowledge that they have.

"The teachers learned loads and it also opened their eyes to different ways of looking at things" – BTQ engagement team

From the CPD evaluation forms, filled in at the end of the event, 100% of teachers attending *agreed* (74% *strongly* and 24% *agree*) that they now had a greater understanding of how to embed local heritage into the curriculum.

The training was engaging and informative, giving teachers practical ideas of how they could use the ongoing regeneration of the area to undertake either geography or history projects with their pupils.

"Really enjoyed it and love the idea of learning outside the classroom" – Secondary teacher taken from feedback forms

The CPD training provided teachers with new resources, knowledge, and ideas to incorporate into their lessons. The training showed teachers how to use historic maps provided by Historic England, old photographs, census records and other resources

that they can go on to use in their classrooms, along with training teachers on how to effectively use these resources with pupils.

From the CPD evaluation forms, 84% *strongly agreed* and the other 16% *agreed* that they had developed skills they could use in their teaching.

Teachers were shown the *Know Your Place* website (which was originally created by Bristol City Council City Design Group to cover Bristol but now includes all of the West of England – the resource is free to use and was funded by the Heritage Lottery Fund) where historic maps can be overlaid with modern maps and aerial photographs, and then the reader can swipe across to see changes and continuity between the two. The maps also have various information dots which show old photographs, drawings and additional information about the buildings that are or were located there. Without the CPD training, many teachers would not have known about this very useful and engaging resource.

“We created the website, Know Your Place, which we use for all these sorts of projects as a starting point, and then it's also available in the classroom. So if a school is doing a project about this [Temple Quarter], they can use that as their starting point in terms of enquiry and say let's look at this place, what is it like now? What was it like in the past? You can go back in time on that website” – Peter Insole, Principal Historical Environmental Officer, Bristol City Council



Know Your Place – showing Temple Meads from 1844 from a paper map overlaid with, and swipeable between, an aerial photograph from 2012

Bristol Temple Quarter in Minecraft

An interactive curriculum-linked STEM workshop for KS2, giving students the chance to design and build sustainable solutions and ideas for the upcoming Bristol Temple Quarter regeneration project.

Using a Minecraft model of the area as a design tool, their creative ideas and solutions will be collected and considered by the Temple Quarter team, as it draws up future plans for Temple Quarter

UWE Bristol

1-2 hour flexible session length

Max of 1 class per session

In your classroom or at UWE School of Engineering

No cost to school and no special equipment required

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engineeringourfuture@uwe.ac.uk

The University of the West of England Inspire Sustainability team showed teachers the Minecraft model they had developed for schools, and talked about the KS2 STEM workshops they run for free where pupils can design new buildings for the Temple Quarter.

All of these additional resources provided extra ways teachers could use the Temple Quarter development as a cross-curricular project with their pupils.

As well as Bristol Temple Quarter providing a relatively low cost field trip for local schools, the LHEM along with representatives from Platform told teachers about <https://platformrail.org/about-us/> who can

arrange complimentary train travel for classes so they can take a trip, whilst learning about rail safety and sustainability. Most teachers were unaware of this offer.

The walking tour element of the CPD training gave teachers the opportunity to see the various historic buildings that can be visited within the Temple Quarter, engage with the physical environment and discuss how to use the physical infrastructure to help bring history and geography lessons to life.

Using Temple Quarter as a learning resource will provide a more hands-on, immersive learning experience for pupils. By taking pupils on fieldwork visits and providing interactive materials to use, the Heritage Schools training and resources will help bring history and geography lessons to life in a way that classroom-based learning alone cannot. Following the CPD training, 95% of teachers *strongly agreed* (with the other 5% *agreeing*) that they are now more aware of where to access useful resources.

"It's a way to think about learning in a different way, an approach to start to enable that imaginative learning to happen" – BTQ engagement team

Only three teachers attending had previously downloaded education resources from Historic England's website, but once shown what is available on the site, all said they were likely to do so in the future.

Involving a range of organisations in the training day provided a broader experience.

"We're stronger and we have more knowledge together. You could do it both separately but I don't think it would be as rich" – BTQ engagement team

“The links with different providers was very useful, we will follow up with UWE for Minecraft and Platform, as well as with Historic England” - Primary teacher taken from feedback forms

Having a whole day of CPD training, outside of their schools gave teachers a chance to step away from their day-to-day work and focus on local history and how they could use the BTQ regeneration project as a tangible example with pupils.

By connecting the curriculum to the local area, it is hoped and expected that pupils will develop a stronger sense of their local history and community. Knowing more about and using the past, present and future of the area in lessons should help foster a stronger sense of place and community pride in the pupils.

“It’s been valuable because those teachers wouldn’t otherwise have had the opportunity to make those connections and start to look at how their curriculum, the way they cover a certain concept, how that could be enriched [by using the regeneration of Temple Quarter]” – BTQ engagement team

From the CPD evaluation forms, 74% of teachers *strongly agreed* and 21% *agreed* that learning about local heritage will increase their pupils’ sense of place.

There have been a number of schools that have asked for follow up workshops within their schools through Heritage Schools and tours of Temple Quarter through the BTQ team. There has been significant value in making the connections to schools and starting to build relationships with teachers for ongoing participation.

Summary

Overall, the CPD training shows the value of taking a collaborative approach, providing teachers with more information, ideas and resources to use than if the training had just been provided by one of the organisations involved.

The training helped connect schools to resources and opportunities many would otherwise not have known about, or thought to use in the classroom, or known how to effectively use these with their pupils.

The training provided a structured way for schools to connect with and learn about local heritage and history, giving teachers resources, activities, and guidance on how to incorporate local history into their curriculum.

Overall, the CPD training seems to have been an effective way to show teachers how they can integrate local history and heritage into school curriculums and teach this in

an engaging and impactful way, along with thinking about sustainability and using the Bristol Temple Quarter as a learning resource.

Given that the regeneration will have a direct impact on young people living in Bristol, using it as stimulus in lessons should help pupils know and appreciate more about the past, present and future of the area.

Case Study: Christ Church Primary School, Chadderton, Oldham

A Primary School which has recently achieved the Heritage Schools Award

Background to Christ Church Primary School

Christ Church Primary School is in Chadderton, a former cotton mill town in Oldham, Greater Manchester. The school has 270 pupils, of whom 29.5% are eligible for free school meals. 12.6% of the pupils have English as an additional language.

Some of the pupils' parents had attended the school themselves as children, and the new housing being built in the area is attracting new families. The school has recently celebrated its 50th anniversary. For this case study, in-person interviews were carried out with the History Lead and two Year 4 pupils.

Christ Church Primary's involvement with Heritage Schools

Christ Church Primary achieved the Heritage Schools Award in 2023, having successfully demonstrated how local heritage is included across the school's History curriculum. In 2021, one of the teachers attended an online CPD session, run by the Heritage Schools Local Heritage Education Manager (LHEM) for schools in Oldham, to find out methods of using local heritage in the curriculum.

Since then, the LHEM has delivered a further online CPD session for all the teachers at Christ Church, and some of the teachers have attended additional sessions focusing on different topics such as World War 2 and the Suffrage movement.

Christ Church has received a set of historic maps and aerial photographs, centred on the school, from Historic England. The maps are also used in Geography (land use patterns), Maths (scale) and to locate local green areas to support the school's work as an Eco School. As a result of this training, each year group, including Reception, studies at least one local heritage topic each year.

Local heritage across the History Curriculum



During the summer term 2024, Christ Church Primary held a Local History Exhibition in school, where each year group had a stall with a display about the local heritage topic which they had studied. Parents and families were invited to attend. This provided an opportunity for the pupils on each stall to talk about what they had learned about their local heritage to the visitors, and to the other pupils in the school. One of the visitors to the exhibition said:

"What a lovely way to showcase the children's learning across the school. Lots of lovely examples and the children all spoke really well explaining each part" - Exhibition visitor

All the pupils attended the exhibition, and the History Lead commented that many of them reminisced about the topics they had studied in previous years, were excited about what they would learn in future years, and could see how the topics fitted together. For example, Year 5 study World War 1 and they build on that knowledge by studying World War 2 in Year 6. The History Lead explained that they start topics, such as the World Wars, by looking at the international scene and then focusing in on how the wars impacted Oldham.

Years 4 and 5 find out about local people who had a national impact, such as Annie Kenney who was a working class Suffragette and a leading member of the Women's Social and Political Union. The LHEM had provided information about Annie Kenney as part of the CPD sessions she delivers for teachers. Annie Kenney had been a "half timer" as a child, working in a cotton mill for half the day and going to school for the other half-day; the pupils could compare children's lives in the late 19th century with their own. The pupils visited her statue outside the Old Town Hall in Oldham. Although some of the pupils had seen the statue before, most of them did not know of her importance before they began this topic. The pupils manning the stall at the Exhibition

found that most of the visitors did not know about Annie Kenney either, and they were keen to find out about her achievements.

Years 3 and 4 use census documents to study ordinary people, such as mill workers, who lived in Chadderton around 100 years ago. They found out that families often had more children than nowadays, and that many of the women worked as midwives or maids as well as in the mills. Some men worked repairing motor cars, which were becoming more common. The pupils learned about “half timers” – children who worked half time in the mills and went to school for the other half of the day.

Years 1 and 2 learn about the Industrial Revolution and the development of the five cotton mills which operated in Chadderton. Reception find out about how the school has changed in the past 50 years, and meet people who have attended the school in the past.

Since joining Heritage Schools, Chadderton Primary has worked with local heritage providers for visits and resources to give a local focus wherever possible so that the pupils can relate to what they are studying more easily. Gallery Oldham provides historic photographs of the area, and Christ Church borrows loan boxes on various topics from Touchstones, Portland Basin and Gallery Oldham. Pupils visit Castleshaw Roman Fort to study the Bronze Age and the Romans with the Friends of Castleshaw volunteers. Pupils also visit the local studies exhibition at Gallery Oldham whilst learning about the Industrial Revolution.



Being Roman, with the Castleshaw volunteers

In a previous year, pupils in Year 5 worked with a local artist to make ceramic tiles to recreate a painting of the Peterloo Massacre, in which two men from Chadderton were killed. The tiles are now displayed at the Crossley community centre in Chadderton where a plaque has been mounted to honour the bravery of members of the local community. Pupils from Christ Church were invited to the unveiling of the plaque and

the History Ambassadors (pupils who have a passion for the subject and promote this throughout school) performed a poem about the massacre.



Tiles created by pupils, based on an 18th century illustration of the Peterloo Massacre

In 2023, Christ Church Primary took part in the Heritage Schools exhibition held at Gallery Oldham. All the Heritage Schools in Oldham produced panels about aspects of local heritage which they had been learning about, and three pupils from each school talked about it. One of Christ Church Primary's panels was about Annie Kenney, and the pupils were excited to find that other schools had been learning about her too.

Impacts on pupils of learning about local heritage

"It's given the pupils a sense of place and an understanding of where they live, their locality, and how their community has been shaped by events which have taken place and by significant individuals. It gives them a real purpose for their learning. The children are starting to make links and talk about what they have learned about – "My street used to be Ramsey Mill, it was destroyed and houses were built. This person used to live at number ... on Denton Lane and they used to work in the mills as well!" -History Lead

The History Lead commented that the pupils' local heritage studies had helped them understand the significance and importance of Oldham as a textile-producing town and of the former mill buildings in Chadderton; in the 1870s, Oldham was the most productive cotton spinning town in the world.

Working with historic maps and photographs, census documents and so on has increased pupils' skills in working with primary sources.

At the Local Heritage Exhibition, the pupils were very confident and enthusiastic to tell the visitors about their local heritage topics, and the History Ambassadors were confident to perform their poem about the Peterloo Massacre at the Crossley Centre. The History Lead considered that the pupils' pride in their local area has increased as a result of greater knowledge about it, and the Year 4 pupils who were interviewed said that they are proud of where they live.

The History Lead said that learning about Annie Kenney has had a particular impact, especially on some of the girls:

"They are very passionate about her as a Suffragette, what she stood up for and how she was such a significant figure in our local area" - History Lead

"Annie Kenney was born in Oldham and she basically changed the world" - Year 4 pupil

The two Year 4 pupils who were interviewed for the case study talked enthusiastically and knowledgeably about Annie Kenney and her achievements. They had told their families about what they had learned about her – *"they didn't know about Annie Kenney before, but they do now"* – and explained how she had inspired them:

"She has encouraged me to never stop believing in things which people want" - Year 4 pupil

"She has encouraged me that whatever gets in the way won't discourage me from trying to change something" - Year 4 pupil

Impacts on teachers and the school as a whole

All the teachers attended the whole-school CPD session which the LHEM delivered. In addition, the History Lead has shared with the teachers the learning and resources from the other Heritage Schools CPD sessions which she has attended. She emphasised the high quality of the resources, advice and information which the LHEM provides. The teachers are now confident to use the historic maps and photographs provided by Historic England, and to use websites to research, for example, censuses and Commonwealth War Graves records. The teachers were not familiar with these sources of information before the Heritage Schools training, and even though the History Lead lives in a nearby town, she did not know about Annie Kenney's role as a Suffragette or about a mill in Chadderton being used to make aircraft during World War 2.

With support and advice from the LHEM, the History Lead re-designed the History curriculum alongside the Head Teacher and Teaching & Learning Lead. They ensured

every Year Group carries out a local study at least once per year, and local heritage is included in other History topics wherever possible. The History Lead created medium-term plans and knowledge organisers⁹ for each topic, working with local heritage providers to gather key information, such as with Gallery Oldham for the topic about Annie Kenney.

The History Lead gave a presentation at one of the LHEM's recent CPD sessions for the Heritage Schools local network, to describe Christ Church Primary's journey to achieving the Heritage Schools Award and to encourage other schools to embark on the same.



The History Lead presenting Christ Church Primary's Heritage Schools work to teachers from other schools

The teachers at Christ Church Primary will continue to be involved in the Heritage Schools network, attending CPD sessions on different topics and sharing experiences with other schools.

Impacts on families and the local community

Following the success of this year's Local Heritage Exhibition, Christ Church Primary plans to hold another exhibition next year and involve the wider local community, for example to invite people who do not have a current connection with the school but

⁹ Key facts and a glossary of important words

have lived in the area for many years. The pupils can share with them what they have learned about Chadderton's past.

The History Lead commented that many of the pupils talk to their families about what they have discovered about local landmarks and significant people who have lived nearby in the past.

Years 1 and 2 have a two-year curriculum cycle, and last year they learned about the invention of radio. To make a local heritage link, they had a tour of Oldham Community Radio's studio, and the presenters of the History radio show came into Christ Church Primary to broadcast a programme about the Coronation. Now, Oldham Community Radio comes into school to cover topics in other subjects as well, such as English, PSHE, Wellbeing and Sport.

Summary



Christ Church Primary achieves the Heritage Schools Award, March 2023

In the three years since Christ Church Primary started with Heritage Schools, they have achieved the Heritage Schools Award and made local heritage a focus across the History curriculum. All the teachers are confident in using the training, resources and advice provided by the LHEM. The curriculum plan is designed so that from year to year, the pupils build up their knowledge and understanding of Chadderton and Oldham's local heritage, and they develop skills in using primary sources such as historic maps and census documents. The school has good links with local heritage organisations, which provide visits and resources.

Using local heritage has strengthened links with the local community, through the Local Heritage Exhibition, work with the Crossley Centre and Oldham Community Radio.

The pupils gain a good understanding of how Chadderton and Oldham have developed since the Bronze Age, and the significance of the former mill buildings as the town expanded during the Industrial Revolution. Comments from visitors to the Local Heritage Exhibition, and from teachers, show that pupils in all year groups are enthused by learning about their local heritage.

The teachers will continue to focus and deliver the teaching of local heritage because they understand its value:

"I don't want it just to be the case of "we've got the [Heritage Schools] Award – we want to continue the journey and make sure that we give the children the best education that we can" - History Lead

Case Study: North Denes Primary School, Great Yarmouth

A Primary School which has been involved with Heritage Schools since the start of the programme

Heritage Schools in Great Yarmouth

This case study provides a longitudinal review of North Denes' involvement with Historic England's Heritage Schools programme, since the programme started in 2012. North Denes Junior School (as it was then, with pupils from Year 3 to Year 6) joined Heritage Schools along with 11 other schools in Great Yarmouth. In the first year of Heritage Schools in Great Yarmouth, the Local Heritage Education Manager (LHEM) worked with the schools to pilot local heritage projects, as this was a new way of working for Historic England and for the schools themselves. This was a learning process for Heritage Schools, to find out what would work successfully, as well as for the schools to find out how they could use their local heritage. The LHEM delivered CPD sessions on how to use local heritage, carried out research for the schools' projects, provided resources, and put schools and heritage organisations in touch with each other. Schools may not know what museums, archives, and other heritage venues have to offer, and the heritage organisations may not know how best to make contact with schools. These introductions by the LHEM have been beneficial to the schools and the heritage organisations.

The LHEM continues to provide CPD (for the History Leads of the pilot schools together, as well as for each individual school), advice, resources and research for the teachers, so that they can continue to extend the use of local heritage in the History curriculum.

North Denes Primary's involvement with Heritage Schools

North Denes has remained involved with Heritage Schools since 2012, and received the Heritage Schools Award in 2016. The school is now a Primary School with 373 pupils from Reception to Year 6. North Denes had amalgamated with another Primary School in 2018 and moved to a new building in 2020. Throughout all these changes, the school has continued to use more local heritage wherever possible across the curriculum and the LHEM has supported the History Lead to do this, providing advice and resources for new heritage projects, and delivering CPD sessions for all the teachers.

As Heritage Schools was a completely new programme, in 2012 the LHEM worked with the participating schools to develop projects with a local heritage focus. North Denes' pilot project was with Year 5, who studied Admiral Nelson (who had lived in Great Yarmouth) and Invaders and Settlers (Anglo Saxons and Vikings) in Norfolk. To study Nelson, the pupils carried out a series of enquiry questions to explore his significance nationally and locally; used artefact boxes and workshops from the local Nelson Museum; had a visit with artefacts from the Nelson Society. For the Anglo Saxons and Vikings, they looked at Norfolk finds in the online gallery of artefacts from Norwich Castle Museum and took part in a workshop with Norfolk Archaeological Service. The LHEM had liaised between the pilot schools and the heritage organisations, to develop these activities. As part of the Heritage Schools case study carried out with North Denes in 2013, the pupils said that learning about their local heritage made them want to learn more about history, it made events in history easier to understand and it made them feel more pride in where they live.

In 2015 the History Lead from North Denes and teachers from the other pilot schools took part in the creation of a session at the Elizabethan House, based on the story of Cinderella. The children could experience the Victorian kitchen where Cinderella might have worked, and learned dances which she might have danced at the ball. This session is still used by the Elizabethan House today, and the North Denes Reception class attend it.

The LHEM introduced enquiry-based learning to the teachers, which was a new approach for the History Lead:

"Kate taught me about enquiry questions, how key questions drive the learning, for example, how did life change when the Romans arrived? Did they settle in our local area? How did houses change when the Romans arrived?" – History Lead

Schools which joined the Heritage Schools programme when it began in 2012 received a grant from Historic England for three years to cover costs of visiting heritage sites, and for heritage organisations making visits to the school. The History Lead

commented that this funding had been so beneficial; many of the North Denes families are not very well off so they are not able to contribute towards visits, etc. The funding enabled pupils to visit places beyond Great Yarmouth, such as Grimes Graves and Gressenhall Workhouse. Unfortunately this funding is no longer available, which restricts North Denes to arranging visits locally because of the high cost of transport.

The school continues to take part in pilots of new sessions at several heritage venues. During 2023/24, Year 5 took part in a session being developed by Time and Tide Museum about the recently-discovered shipwreck of HMS Gloucester which sank off Great Yarmouth in 1682 carrying the future James II. Year 3 have taken part in a session about the Great Fire of Norwich, at the Strangers Hall in Norwich

Developing a locally-focused curriculum for North Denes

In 2014, the History Lead created a new whole-school History curriculum for North Denes, with advice and research support from the LHEM. Local heritage was included in each topic where appropriate. As part of this new local focus, the Year 6 pupils took part in *To End All Wars* at the Theatre Royal, Norwich, a drama about soldiers and conscientious objectors in World War 1¹⁰. The show involved several Heritage Schools working with drama practitioners, and was hosted by actor John Hurt. It gave North Denes pupils an opportunity to work with pupils from other schools:

"It has been an amazing experience being able to connect with other people, doing different things, learning about the past which is amazing – it's something I can get to do which is an honour" - Year 6 pupil

In 2015 North Denes began using a published curriculum scheme for all subjects, to be sure that all the teachers were covering all the necessary skills in the right year groups. Although this was satisfactory for some subjects, the History curriculum was generic and did not provide many opportunities to incorporate local heritage: for example, in the Romans unit there was no scope to find out whether the Romans had been in the vicinity of Great Yarmouth – in fact Burgh Castle Roman Fort is just six miles from the school. In 2020 it was decided to stop using this curriculum scheme, and the History Lead wrote new History units with a local focus for all the year groups, all with an enquiry-led approach. Local heritage is now included in all the other curriculum subjects.

"Each medium-term [History] plan is underpinned by an overarching enquiry question which drives the learning and ensures the teaching is focused with the

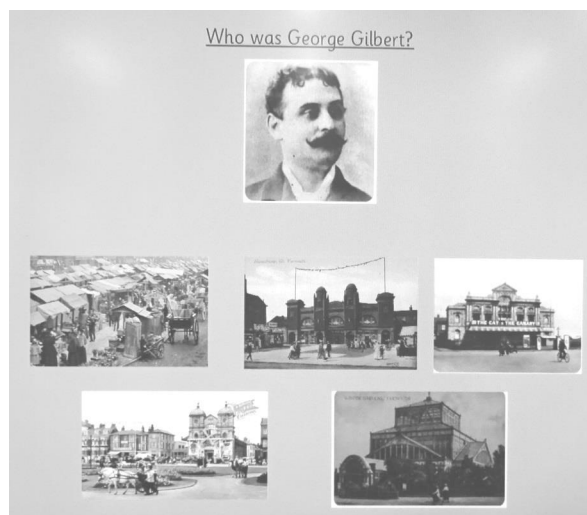
¹⁰ <https://www.youtube.com/watch?v=7kRkPvmZshM>

children working towards a clearly defined and meaningful outcome. The overarching question is broken down into small sub-enquiry questions, giving children a sense of incremental progression and making large chunks of content more manageable” - North Denes History Statement of Intent, Implementation and Impact

Current heritage activities

*“Where possible, each unit of work is enriched by a school trip or by a visitor coming into school. This offers a range of rich historical experiences to evoke the children’s interest, creating memories and positive attitudes towards the subject”
- North Denes History Statement of Intent, Implementation and Impact*

During the case study visit to North Denes, it was possible to visit the classes which were doing their local studies work that day. The Year 1s were learning about circus showman George Gilbert, and the Hippodrome Circus building which he designed in 1903. The LHEM had carried out research about Gilbert and the Hippodrome, and provided a comprehensive PowerPoint resource. One of the Year 1 class teachers, who is an Early Career teacher, and the History Lead both commented on how helpful the LHEM’s research is, because she has the skills and more time to carry out the research than the teachers do.



George Gilbert and the Hippodrome; part of the resource provided by the LHEM



Year 3 pupils learn about the herring fishing industry at Time & Tide Museum

Some of the Year 3s who had visited Time & Tide museum and the Lydia Eva steam drifter talked animatedly about what they had learned about the herring fishing industry in Great Yarmouth, and about the hard lives of the fishermen and the herring girls who travelled the East Coast gutting and packing herrings for export. Fishing had been the main industry in Great Yarmouth until fish stocks declined in the 1960s.

Year 4 were studying the town walls and Rows (narrow passageways with houses on each side) of Great Yarmouth. The pupils visited the walls and Rows, and in class they looked at historic maps and 16th century illustrations of Great Yarmouth to compare features and landmarks with what can be seen today.

When pupils study topics about other civilisations, a connection is made with local heritage. For example, when Year 3 learn about Ancient Egypt, they compare it with the Bronze Age Must Farm in Cambridgeshire, and Year 5 compare the Mayans with the Viking presence in the Great Yarmouth area.

Current CPD for teachers

The LHEM continues to provide CPD sessions for the Great Yarmouth Heritage Schools' network, which teachers from North Denes attend, and whole-school CPD for all the teachers in individual schools. North Denes' most recent whole-school session covered how the area has changed over time using historic maps, starting with Doggerland (Mesolithic and Neolithic periods) up to the present day. Teachers learned the Memory Markers technique: identifying locations on present day maps (such as main roads and churches), then locating them on earlier maps to see how routes, buildings, etc have developed.



Google Satellite view of North Denes, annotated to show key features

"We have already used Memory Markers to see how the seafront has changed. We used to just look at photos, but since the CPD session I have found an 18C map and compared it with 2024 to see how the seafront has changed. [The pupils] enjoyed it" - Year 2 teacher

Year 3 had also used historic maps. While they were walking to the Lydia Eva, the pupils were looking at the buildings they passed:

"One of them spotted a building dated 1910 and said "It would have been on this map, but not on this one." They were having the conversations as they were walking" - Year 3 teacher

"I used the CPD training for our Geography Field Study week, to see how different types of building on the seafront have changed. The old school building was on the previous map. We went back to before the schools and houses were built – there was just one windmill here in 1907. They were amazed by how much the coastline has changed – it was very straight but the land has built up" - Year 6 teacher

Impacts on pupils of the Heritage Schools programme

"They are more invested in learning about [local heritage] because it's about them. A lot of them have stories to tell about their families" - Year 6 teacher

Studying their local heritage, by going out of school and in the classroom, has increased the pupils' attainment and engagement. Visiting historic buildings has made them more aware of their environment, and they will now look up at buildings to see what details are above the ground floor. They know what the places are (or were) used

for and can tell their families about them. For example, one of the Year 3 pupils said that he had often walked past the Lydia Eva, but had not known of the vessel's importance until his class had visited.

Teachers commented that pupils are often more confident to contribute to discussions because they already know a bit about the place and topic which they are studying, because it is local to them. Many of them talk to their families about what they have learned; for example, some families walk their dogs at Burgh Castle Roman Fort but they did not know about its history and importance until the children had learned about it at school.

The pupils enjoy learning more when they can relate to what they are learning about, for example using the school's location when learning about 6-figure map coordinates; using a map of Norfolk to locate place names of Roman, Anglo-Saxon and Viking settlements; hearing about the Head Teacher's childhood experiences growing up in Great Yarmouth; learning that the Deputy Head of the school had been killed while serving in World War 2.

The current History units, developed by the History Lead with support from the LHEM, progress from year to year so that the pupils can connect new knowledge with what they have already learned. For example, Year 6's study of the impacts of the World Wars on Great Yarmouth builds on the Hippodrome unit in Year 1, tourism and the coming of the railways in Year 2 and the fishing industry in Year 3.

"It's like weaving, linking between different years and making it cohesive. It reminds them of what they have learned" - History Lead



Year 6 enquiry: "Which war had the greatest impact on Great Yarmouth?"

Impacts on teachers and the school as a whole

The History Lead commented that before their involvement with Heritage Schools, local heritage had been an add-on rather than integrated into their curriculum. The training has given her the tools to use the local environment and so she could plan History units more easily, and was less reliant on worksheets – the children could find out information for themselves by using resources such as historic maps, photographs and census documents, which is more engaging for them and more effective for their learning.

“We plan and teach much differently now; it’s skills-based, linked to knowledge. It’s a hundred times better than before we started with Heritage Schools” - History Lead

The LHEM continues to provide support through CPD sessions and researching and creating PowerPoint presentations for the Local Studies topics which the pupils study. This is of great benefit to the teachers because the LHEM already has the contacts, knowledge and research expertise to create these resources, whereas it would take them very much longer to do the research themselves. One of the Early Career teachers said she found it particularly helpful because her degree was not in History, and during her school-centred initial teacher training she had only had two sessions specifically about teaching History.

Teachers now take a more local view of national topics, such as Boudica leading the Iceni in revolt against the Romans, the impacts of the World Wars or local figures such as Howard Carter, who discovered Tutankhamun’s tomb. Local heritage is included in all subjects where possible, such as Geography (the beach, local farming), Science (local species of trees), Art (paintings and drawings of Great Yarmouth) and RE (visiting Great Yarmouth Minster).

During the recent OFSTED inspection, there was a deep dive into History which was very successful. The OFSTED inspector was particularly impressed that the local heritage was used throughout the history curriculum.

Summary

“It used to be fact-giving, not exploring - that’s what’s different about our teaching now” - Year 3 teacher, who has been at North Denes since before the school started with Heritage Schools

Having visited North Denes for the Heritage Schools case study in 2013, and returning again in 2024, it is clear how effective local heritage learning, and the training, resources and support provided by the LHEM, has been across the curriculum and the

impact it has had on the pupils and teachers. In 2013, Year 5 were piloting the Heritage Schools approach by visiting local places, using local resources, and having visits from local experts in their study of Nelson. The three years' grant funding, for visits to heritage sites and for specialists to come into school, enabled North Denes pupils to have experiences which they would not have done otherwise. In 2014 the school created a new History curriculum, with the LHEM's support, which incorporated enquiry-based learning and local heritage throughout.

The school began using a published curriculum for all subjects in 2015, but it only gave a limited opportunity for including local heritage in the History topics. As a result, in 2020 the History Lead created new units for all the History topics in all the Year Groups. The local studies focus on particular aspects of Great Yarmouth, other topics (such as the World Wars) link the local with the national and international, and topics focusing on other civilisations (such as Ancient Egypt) compare what was happening at that time in the local area. Now, local heritage is incorporated wherever possible into other curriculum subjects.

The current teachers all endorsed the value of the training, resources and support provided by the LHEM. Some of the teachers without a History background said that they would find it very difficult, and very time-consuming, to carry out the necessary research themselves. All the teachers have found that the techniques they have learned for using local heritage across the curriculum have transformed their teaching, and thus the pupils' learning.

Case Study: Sheffield Museums & Heritage Schools CPD teacher training

An effective multi-partner approach to providing effective history CPD training for Primary School teachers working in Sheffield

Background

Heritage Schools has worked with Create Sheffield (the city's Local Cultural Education Partnership which aims to connect Sheffield's education, cultural, arts and youth sectors to provide greater and equal opportunities for young people) and Sheffield Museums Trust to put together a multi-partner approach to providing heritage CPD training for Primary school teachers working in Sheffield.

This is the first time this three-way partnership has put on joint training for teachers.

In total 25 different schools from across the city have attended the training events.

CPD training – collaboration and partnership

CPD training consisted of four different days, each session building on the previous one, showing teachers how they can effectively use local heritage in the curriculum.



The first session was an online twilight training session to introduce the Sheffield Heritage Schools Programme, explore what is meant by 'heritage' and how it fits within the primary school history and wider curriculum.

The other three sessions have all been full day in-person training, starting with a day at Manor Lodge where the Heritage Schools' Local Heritage Education Manager (LHEM) from Historic England provided information on how Sheffield has changed, from its earliest beginnings to the present day, how this links to the national story and can fit within the history and wider school curriculum. The session also showed teachers how they can use maps, aerial photographs and other digital resources in the classroom. In the afternoon, teachers learnt about how Sheffield's heritage organisations can support schools, before visiting Manor Lodge (a medieval deer park and Tudor Turret House which once held Mary, Queen of Scots prisoner) and having a guided tour of Castlegate (an archaeological site where Sheffield as a city began).

Teachers visiting Manor Lodge and Castlegate archaeological site

The third CPD session, hosted at Weston Park Museum involved teachers doing various potential classroom activities looking at local and national buildings, famous people, objects and landmarks from Sheffield, asking enquiry questions such as which of these are most important, why do people get put on pedestals, which buildings should be saved and why. Teachers were also given guidance on designing a bespoke curriculum based on their own very local heritage. In the afternoon, teachers had a guided tour of Weston Museum to learn about their school visit and workshop offer, before going on a Big Buildings Tour of the city centre, highlighting potential places to visit (including Graves Art Gallery and Millennium Gallery – both operated by Sheffield Museums Trust) and other heritage sites which could be used on a walking tour.



CPD training is hands on – showcasing activities that could be used in the classroom

The final session will be held at the National Emergency Services Museum, with training covering how teachers can use their own school area, along with local maps, aerial photographs, local memorials, census records, trade directories and the National Heritage List to undertake a very local and engaging heritage study. Teachers will learn how to create their very own local heritage trail. They will also have a tour of the museum to hear about the school offering available, including the loan boxes and outreach workshops they can provide.

Benefits of joint CPD training

There is very little history or heritage CPD available in Sheffield, or indeed nationally for the Primary sector despite having lots of History Leads who are not history specialists themselves, who are looking for help and guidance to develop an engaging curriculum. For many teachers, this is the first history CPD they have gone on in a very long time.

Historic England funding has meant the training days have been able to be offered for free to the schools attending.

As many do not live locally or have not grown up in the area, teachers themselves often require cultural and heritage knowledge of the local area before they can use examples with their pupils. The CPD training has provided them with a wealth of new knowledge, researched and presented to them by the LHEM through various activities.

"As a teacher I want to teach something that I know about" – teacher

Training has modelled to teachers how they can use a wide range of activities and resources to help teach local history in an exciting and engaging way. The LHEM has demonstrated, via hands-on activities, how these could be used in the classroom, with advice to teachers on how to adapt these to suit their own schools and pupils.

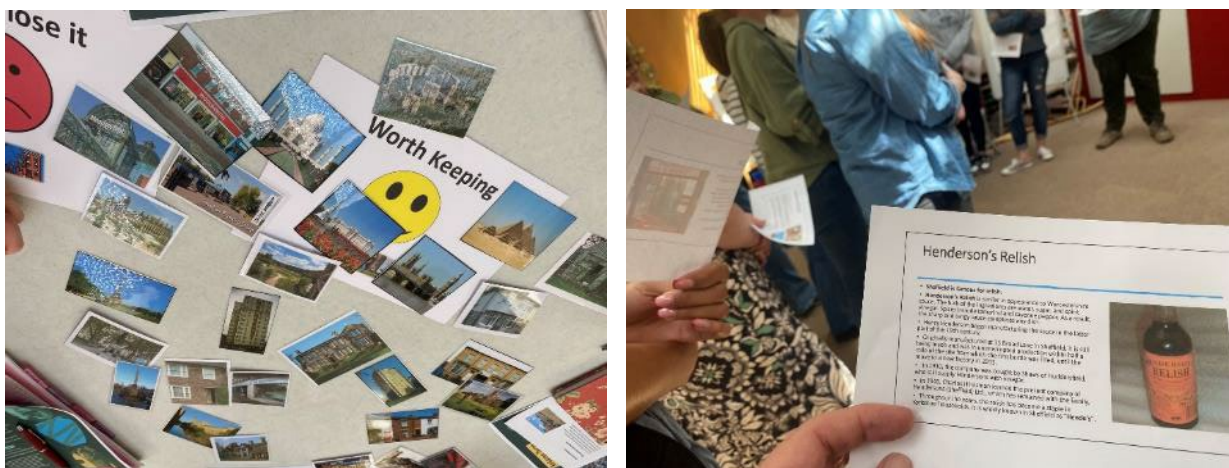
"Opinion lines is something we do regularly, it's a good way to get them to discuss and have an opinion, but I'd not thought about using it for local history" – teacher

"There's so many easy wins to do, so many little ideas you can drop in" – teacher

The training has been hands-on, with teachers doing the same activities as they could get their pupils to do, to understand how it might work in a group and classroom setting. Teachers have the opportunity to swap ideas with each other on how they might adapt or use the ideas shown to them, with their pupils.

"It's useful to learn by doing as it gives you things to think about and how you might use it" – teacher

"Ideas for how to use resources. How to make resources engaging. How to use local heritage more effectively" - teacher



Teachers undertook sorting exercises and opinions lines using examples of local (and sometimes national & international) heritage which imparted knowledge and demonstrated how discussions about historical importance or significance could be undertaken with pupils

The practical and transferable training approach has given teachers the skills, confidence and licence to plan and use their local heritage when teaching.

"It is the sort of activity we could do with our pupils" – teacher



Teachers learning about the heritage of Sheffield inside & outside the classroom

On the Sheffield city heritage walking tour, teachers were shown and told interesting stories about buildings and objects they often walk past and do not think much about.

"I have walked past here so often and never noticed these [Sheffield stars of famous local people outside the town hall]" - teacher

The knowledge imparted and ideas shown have gone beyond covering subjects such as history, English, geography or art to using their local area to raise debates, or cover bigger topics such as civic pride, citizenship and migration.

"The relevance is clear, why it is important to introduce local heritage and easy to see why children will be engaged and connected with it" - teacher

In each session, Historic England have provided teachers with a free Sheffield-specific resource pack to take away with maps, aerial photos, digital resources and all the teaching and activity ideas that have been demonstrated, explained via written instructions and with the showcards reproduced. Teachers can then share this with their colleagues in schools, giving a wealth of resources to use or adapt so the CPD training can be easily replicated in the classroom.

"It's given us lots of resources to look through, which we can use in the classroom" - teacher

"It means you are not starting with a blank sheet of paper ... the ideas are practical, transferable and useable unlike many other training courses" - teacher

Some of the schools have already used some of the resources and activities discussed, such as the *Where's Wally* approach to using maps with pupils (looking for key symbols or recurring features), and what evidence can be used when going on a local heritage walk. Others have been inspired to think about setting up a whole school project-based Sheffield week.

Teachers have also shared ideas and additional resources they had used with each other (e.g. the Sheffield Blitz app which shows where bombs fell across the city).



Different museums have been used to host the training sessions, enabling them and their education teams to showcase what they can offer schools.

Teachers often do not know in detail what locations and venues can offer schools, or how their collections or the workshops they deliver can enhance what is being taught in the classroom. As part of the workshop days, teachers have had tours of various galleries in different museums, and the education staff have been able to tell them about the workshops they run for schools.

It has also provided an opportunity for museum education teams to find out from teachers what sort of things they want from a school visit offer.

Summary

The CPD training sessions have provided an opportunity for Heritage Schools and various Sheffield Museums involved to showcase and signpost teachers to resources available, which can be used to enhance any local heritage study they undertake.

The ideas presented are tangible, practical (rather than theoretical), adaptable and useable; something very much appreciated by the teachers attending.

"Some of the best training I've been on" – teacher

"So many practical and useful resources and activities which I will be able to do with my children" - teacher

Without the knowledge, confidence, resources and enthusiasm provided by the CPD training sessions, it is very unlikely teachers would be as well equipped to develop their own local heritage project, and use their local heritage as engaging learning stimulus. Other school-based Heritage Schools case studies from this and previous year's evaluations demonstrate the powerful impact local heritage projects have on pupil's quality of work. The first step to this is CPD training, enthusing and equipping teachers to deliver such projects.

"Amazing resources ... with practical ideas to take back to the classroom ... training has been really enjoyable and useful" – teacher

"Training was fab - love the enthusiasm and wealth of knowledge shared, simply great!" - teacher

Teachers, Heritage Schools' LHEM, Create Sheffield and staff from Sheffield Museums Trust all feel the CPD training sessions have been a really good use of time, bringing so many Primary teachers together to receive some really comprehensive training, which will have a significant impact on their pupils who will ultimately be the beneficiaries of these high-quality collaborative training days.

Case Study: Snape Wood Primary School, Bulwell, Nottingham

Using the school site for a unique, bespoke and engaging local heritage project

Background

Snape Wood Primary School serves the surrounding council estate. The school is located 4 miles from the city centre in the north of Nottingham.

It is a small school, with one class per year group. There are 155 pupils on roll, starting at Reception and going up to Year 6. The school serves a deprived catchment area; 63% of pupils are eligible for free school meals.

The role of Heritage Schools

The Local Heritage Education Manager [LHEM] had arranged CPD training for teachers from across different local schools, where they learnt how to use historical maps of the local area, timelines, census records, local houses, and other evidence to put together an engaging local historical enquiry. This started the school thinking in more detail how they could better utilise local heritage in their curriculum.

The History Lead at the school also attended the Heritage Schools symposium where other schools presented what they had done in their Heritage Schools projects. This provided a wealth of ideas and inspiration from other schools for things which could be adopted and adapted at their school.

"It's okay doing it yourself and having that confidence to do it. It's another thing seeing somebody else's project and taking those ideas and sharing them. You know that sharing of ideas has been really, really key to this" – History Lead




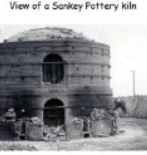




Although there is now a local history focus across all year groups in the school, this case study focusses on a single year group and how they have used the history of the site the school was built on to develop a term's worth of work.

Year 3 - a very local history project

On initial view, the school and surrounding housing estate, built in the 1980s, do little to reveal the history and stories which have taken place here. However, looking at the local maps centred on the school which Historic England provided revealed that a large pottery, owned by Richard Sankey, had occupied the site. The Sankey Pottery, founded in 1855, was the best known manufacturer of earthenware flower pots in the world, producing 60,000 handmade clay pots a day, which were distributed across the globe.

Sankey Pottery held three Royal Warrants and their terracotta garden pots are still highly sought after and collectable today.

"I looked at the map and thought there's a pottery here. There was a huge factory which was the biggest manufacturer of plant pots for about 150 years. They got three Royal warrants. This stuff's all over the world, absolutely all over the world. You could buy in Canada and New Zealand, Australia, and no one knows it was here ... nobody knows about it" – History Lead

<p>Key Vocabulary</p> <p>Victorians Census Industry Factory Pottery Terracotta Export Royal Warrant British Empire</p>	<p>Sankey terracotta pot</p> 	<p>Sankey Pottery was founded in the 1850s by Richard Sankey. For over 120 years it was the largest maker of plant pots in the entire world. 'Sankey Bulwell' pottery was transported around the world and is still famous today. Many of the pots have still survived and are now collected by people.</p>		
<p>Timeline of Sankey pottery</p> <ul style="list-style-type: none"> • Founded in 1860s by Richard Sankey • Bankrupt in 1877 • Death of Richard Sankey 1895 • 1939 started producing plastic pottery • 1970s stopped producing clay pottery • 1980 Sankey's burnt down • 1981 factory was rebuilt at Blenheim • 2014 Sankey's was rebranded Fiskars • 2015 production was moved overseas 	<p>View of Sankey Pottery</p>  <p>View of a Sankey Pottery kiln</p> 			
<p>Modern-day Snape Wood site</p>  <p>Historic Snape Wood Site</p> 				

Extracts from pupil's workbook – the school is where the pottery / factory was

The evidence of the pottery is seen by the pupils every day at school.

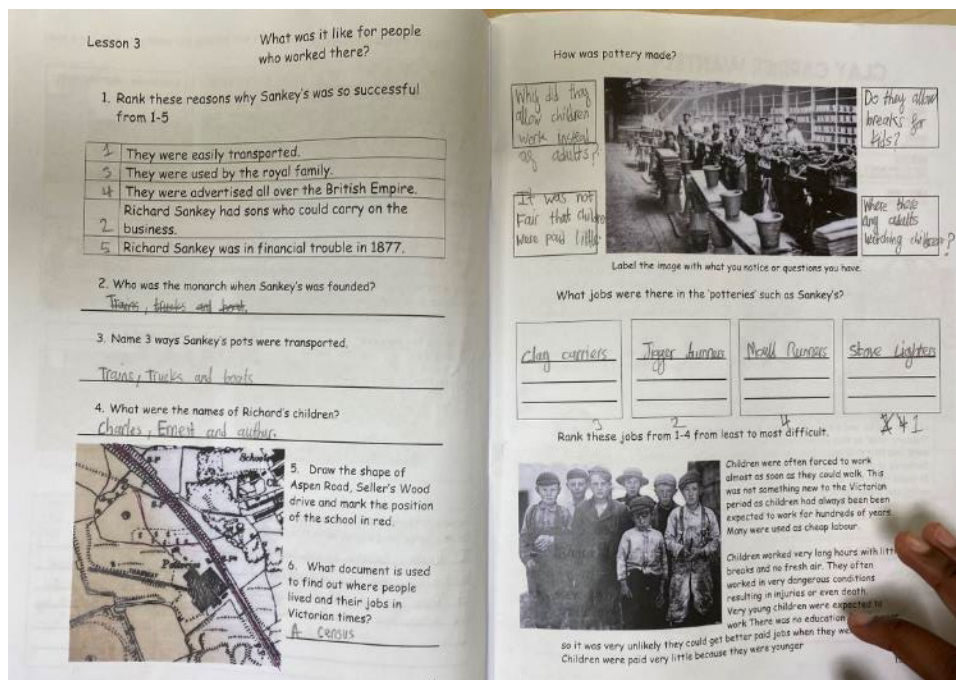
"If you look down here [in the school grounds], this is all Sankey Pottery. So the kids are literally digging it [broken bits of terracotta pots] out of the ground, so from that we've taken a real journey about how do we develop our local history" – History Lead

This connection has led to a local study, covering a half term of activity, to explore what was here before the school and to learn about the Sankey Pottery.

The starting point is to use the maps provided by Historic England to take the pupils from the present day, back in time, identifying change and continuity and to start asking questions about what was here before and why have things changed over time.

Their study involves timelines and chronology, interpretation, using evidence to support opinions, change over time and extended writing.

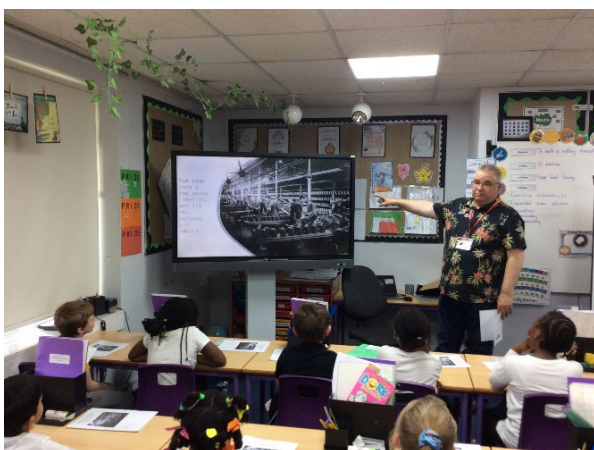
Looking through local newspaper clippings the History Lead has uncovered articles about children working (and dying via workplace accidents) in the pottery. These have been used for historical interpretation work the pupils undertake.



Year 3 pupil workbook - using historical evidence to answer questions

Whilst looking for resources the History Lead came across a local expert, Paul Turton, who used to work for Sankey Pottery. Not only did he come into the school to do a Q&A session with the pupils, he brought in various artefacts including original pots, old photographs and the royal warrant stamps used. The pupils had to use their knowledge to devise a number of questions to ask their expert visitor.

"We planned beforehand questions that they might want to ask based on what we already knew, and then what else we wanted to find out" – teacher



Pupils learning more about the pottery located on their school grounds from a local expert who brought in lots of evidence and artefacts

The local history study has incorporated other subjects, such as English & PSHE – including persuasive writing using child labour in the Sankey Pottery back in Victorian times as inspiration to write a letter to their MP back then to change the law - and art – with pupils making their own clay plant pots on potters wheels with instruction from a local potter. The school is also looking to undertake its own archaeological dig in the school grounds (originally this was to be in conjunction with the University of Nottingham which may happen in subsequent years but for this year times and diary commitments mean the school will be doing a dig themselves).

“I'd say have a look at also adding a practical element because I think it's a really good way for children to learn and be excited and curious” – teacher

Along with providing new opportunities such as working with a potter and undertaking their own archaeological dig, both being ideas which have spun out of developing this local study, the school is also looking in the future to potentially offer pottery lessons for parents, as an opportunity to bring them into school, become part of this heritage project themselves and engage more with their children's learning.

Impacts of Heritage Schools on teachers and pupils

The Heritage Schools programme has had a significant impact on the school.

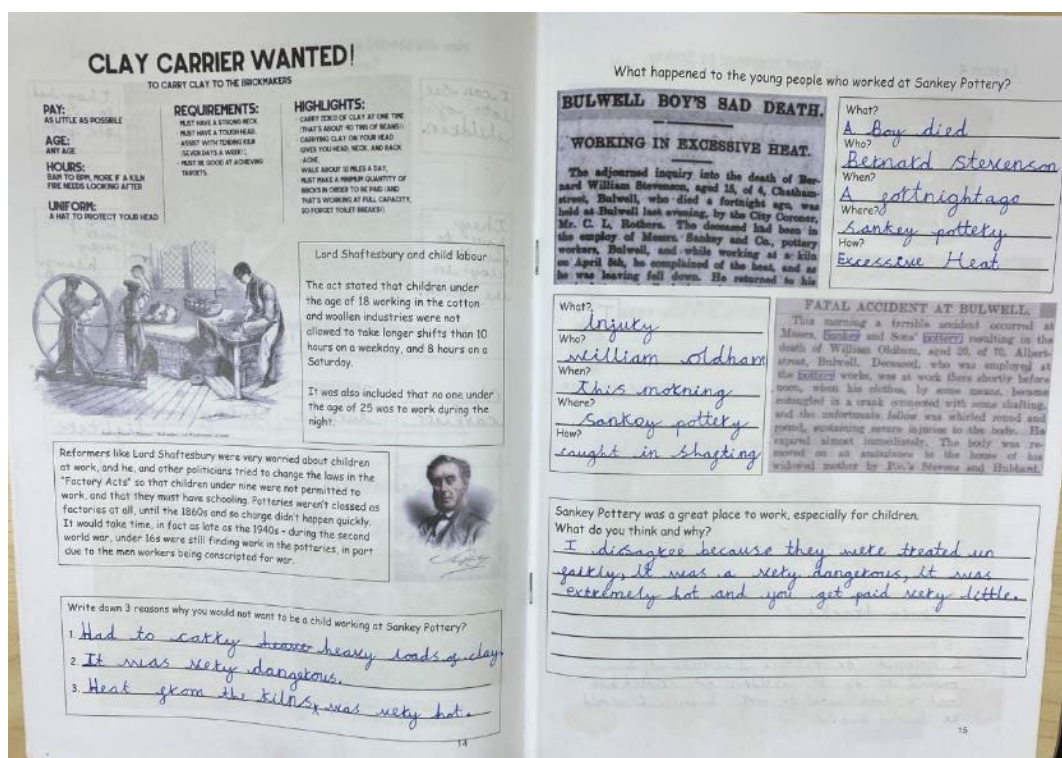
“If I hadn't had gone on that training with Ismail [LHEM from Historic England], this unit wouldn't have happened because nobody knows it was here. It's a direct result from that training that we have managed to go on and develop this” – History Lead

The CPD training from Heritage Schools has transformed the school's understanding and approach to teaching local history. Before being involved with Heritage Schools, the school's history curriculum was quite generic, but the training and resources provided by Heritage Schools has allowed the school to dig much deeper into the history of the local area, using maps, census records, and other primary sources.

“When I say transformed, I mean it has really transformed how we teach history. We wouldn't be using census documents, we wouldn't be using the historic maps and certainly, you know that inspiration to use those stories and connections probably wouldn't have happened without it” – History Lead

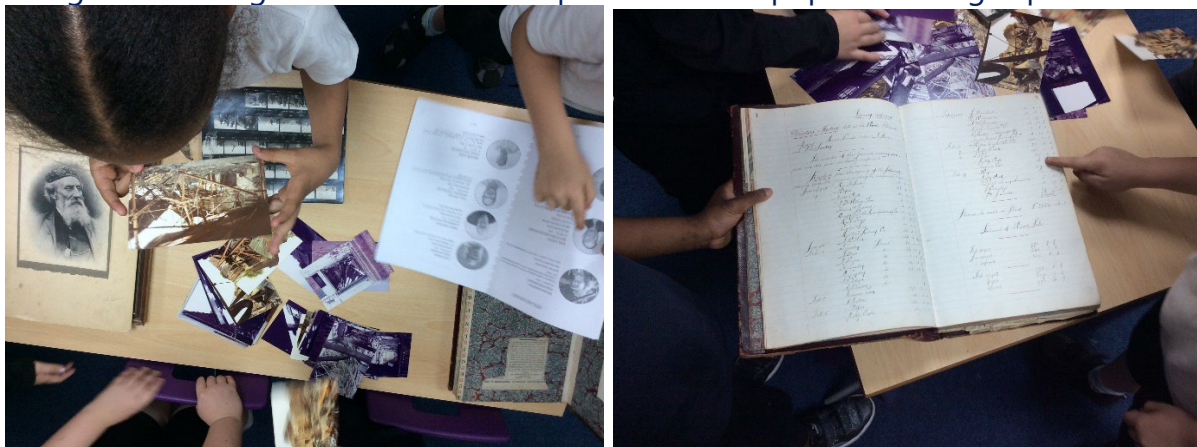
Heritage Schools has provided the school with valuable connections to heritage experts and resources, such as Historic England's Local Heritage Education Manager, that in turn has helped the school develop more engaging, relevant and impactful history lessons. The school has been able to bring in guest speakers and use primary sources that they may not have had access to otherwise.

Showing teachers how to use different resources, such as maps, images of the local area and census records has given them the skills, knowledge and confidence to use these in the classroom with their pupils. The History Lead has uncovered newspaper articles which are used in the classroom, reporting the death of children as young as 6 who were working in the factory, which is used as evidence by pupils to write letters to support changes in legislation.



Year 3 pupil workbook – using newspaper accounts as evidence

Using local heritage as stimulus has helped enrich the pupil's learning experience.



Pupil's using primary evidence to answer investigation questions

"They're all really engaged because they can relate to it, we're talking about their local area. They all have lots of questions. They've all contributed to discussions,

even some of the children that don't necessarily enjoy history as much as other subjects, I say they all really enjoyed this topic" – teacher

"It is really interesting to learn about the past and what was here before in the local area" – pupil

"Narrative is king. If you can bring a story to it, they are far more likely to remember it than if you are just giving a whole list of facts" – History Lead

The pupils have applied the knowledge they have learnt to practice skills such as historical interpretation, group discussions and writing for a purpose. The level of recall due to the pupils' engagement and their quality of writing are both perceived to have been higher when doing local heritage rather than more general history lessons.

Learning about the history on their doorstep, has helped pupils know more about and therefore connect more deeply with the history within their community, in ways they were not doing before the assistance, guidance and encouragement provided by Heritage Schools. The school is planning to erect an information board in the school playground with old images of what the site looked like when the Sankey factory was there, before the school was built.

"I think it's probably more meaningful, and something they're probably more likely to remember, given the local context you can tie it into ... it's less abstract and a bit more real" – History Lead

"As a school, we're just trying to promote children to be curious and aware of their local area, have more of an understanding of where they come from" - teacher

How successful was Sankey Pottery?

SANKEY'S FAMOUS GARDEN POTS.

ASK your Gardener, Florist, or China Dealer for them. Used by the best Nurserymen and in the principal Noblemen's Gardens throughout the Kingdom. Plants thrive better in them than in others. Lightest, strongest, most porous, best shape and colour and do not turn green.

SANKEY & SON, Bulwell Potteries, Nottingham.

Printed by James Gurney, Northern Road and Albert Lane - 112, London W.C. 2.

Sankey Pottery was advertised in newspapers throughout the country. People could send orders through the post and the pots were sent all over the world.

They were so well-known that they achieved 3 royal warrants from the royal family. A royal warrant is given to recognise that the king or queen has regularly used goods or services. We know that Sankey Pottery was used by King George VI, King Edward VII and his wife, Queen Alexandra.

Because Britain was part of the British Empire, goods could be transported around the world very easily on trains and ships.

9

By exploring the history and significance of places like having a world-famous pottery literally where they live, the school is able to help pupils appreciate their local area and instil a sense of pride. Learning about the Sankey pottery, which was and is famous, has been exported around the world, can still be seen in historic houses like the National Trust today and is still sought after can help pupils believe success is possible, and help raise their aspirations and ambitions.

“Get the children to walk a little taller and be proud of their area. And that's something we're really, really after, that pride and knowledge of your local area, it does matter, there is heritage here and we can tap into that” – History Lead

“It's been really nice for them to see the impact because Sankey pottery was so successful and the pots were sold all around the world. That it's not just them here, there's links to everywhere else. I think that was a really nice part of it as well” - teacher

Learning about the stories of the people who worked at Sankey Pottery and what happened to the products made, also has a resonance when trying to build community cohesion, identity, a sense of pride and belonging.

“If the roots aren't strong from where people are coming in, you need to try and make them stronger where they are now. Let's really push so they can feel a sense of identity. The history of this site, people moved from all over the country when it was developing, and then the stuff here went all around the world; so that's something we can tap into” – History Lead

Summary

Successful Heritage Schools projects need the passion and enthusiasm from teachers, but once they are shown various tools, resources and ideas to use to bring history to life, they soon adapt and develop these to create a unique and exciting curriculum which their pupils positively respond to.

The training and help provided by Heritage Schools has enabled the school to delve much deeper into the history of their local area, using primary sources like maps, census records, and newspaper articles to uncover rich stories and details.

From discovering they are situated on the old Sankey pottery site, and with the help and assistance from Heritage Schools the school has turned this into an engaging project which goes beyond history to cover other areas such as citizenship, aspiration and local pride.

Overall, the Heritage Schools programme has transformed the school's history curriculum from a superficial overview to a much more in-depth, engaging, and meaningful exploration of local history that is having a positive impact on pupils' appreciation of, and pride, in their local area.

Case Study: Heritage Schools in Surrey with Good Shepherd Trust schools

A delivery partnership between Surrey Heritage, Surrey Museums Partnership and Heritage Schools

Creating the partnership between Surrey Heritage, Surrey Museums Partnership and Heritage Schools

In 2023, Historic England took the Heritage Schools programme into Surrey by working in collaboration with Surrey County Council's Surrey Heritage (the county archives service) and Surrey Museums Partnership (representing the county's 43 museums and galleries).

Since 2012, Surrey Heritage and Surrey Museums Partnership (SMP) have run a countywide cultural schools' programme called *Learning On My Doorstep*. This supports Surrey schools to embed locally-based teaching resources, knowledge and experiences across the curriculum, and CPD for how teachers can use them in their teaching, so that teachers do not have to rely on generic resources which have no local connection. *Learning On My Doorstep* mainly works with 18 museums and galleries, Surrey Archaeology, Surrey Arts and Surrey Libraries to further increase the opportunities for building local heritage across the full breadth of the curriculum.

In 2022, both the Heritage Schools Local Heritage Education Manager (LHEM) and Surrey Museums Partnership were invited to speak at a History teachers' networking event, organised by The Weald Primary School, Dorking – a Good Shepherd Trust school. It was here that both organisations realised the potential to work together to bring the Heritage Schools programme into Surrey, with Good Shepherd Trust.

Good Shepherd Trust schools become Heritage Schools

The Good Shepherd Trust¹¹ (GST) comprises 23 primary and secondary schools across Surrey and Hampshire. 11 of the Surrey GST schools are taking part in the Heritage Schools programme. Although Surrey is often perceived as an affluent county, there are many significant areas of deprivation. As GST schools work in geographic hubs, the work of Heritage Schools in Surrey would reach those areas of deprivation through their catchment areas, increasing children's access to local cultural opportunities.

¹¹ <https://www.goodshepherdtrust.org.uk/>



Curriculum planning with the LHEM, Surrey Heritage & Surrey Museums Partnership

In 2023, the LHEM, the Museum Engagement Officer for Surrey Museums Partnership and the Heritage Learning & Communities Officer for Surrey Heritage delivered two CPD days for the participating schools. On the first day, teachers found out what local heritage resources and opportunities are available within the county and how the Heritage Schools programme works. On the second day, Surrey Heritage staff and the LHEM helped teachers with their curriculum planning to incorporate more local heritage links, and plan realistic timeframes for their schools to achieve the Heritage Schools Award. Of the 11 schools which attended the training days, 9 are now accredited Heritage Schools and the others are working towards it. To achieve the Award, a school submits a selection of evidence to Historic England which demonstrates the ways in which it is providing children with quality local heritage engagement across the school curriculum with different year groups, and support for staff development.

Cultural Marketplace

One example of staff development was a Cultural Marketplace event hosted by St. Mark & All Saints Primary in Godalming in February 2024 for the four schools¹² in its GST Central Hub (one infant, three primary and one secondary). The Marketplace was organised by Surrey Heritage and SMP as an effective way for school staff to meet multiple cultural organisations under one roof. Nine Surrey museums and galleries¹³ took part and each group of teachers (by year group) was given a 10-minute session

¹² St Mark & All Saints CofE Primary, Godalming; Queen Eleanor's CofE Junior School, Guildford; St Mary's CofE Primary, Chiddingfold; Christ's College, Guildford.

¹³ Chertsey Museum; Elmbridge Museum; Godalming Museum; Guildford Castle, Gallery and Museum; Haslemere Educational Museum; The Lightbox; Rural Life Living Museum; Surrey Heritage; Watts Gallery Artists' Village.

with each one. This allowed time for museums to explain what they offer regarding visits, workshops and local resources, and for teachers to ask questions linked to their planning. Teachers are always surprised by what is available, for example, some teachers were not aware that the Rural Life Living Museum about country life could offer art sessions as well as history-based ones.



Cultural partners and teachers at the Cultural Marketplace

The museums and the teachers who attended the marketplace said how beneficial it was to have time to talk about what the museums offer, and what teachers would like to gain from museum visits either on site or as outreach visits to the schools. Some of the teachers commented:

"Very well run, lots of information. Good to have the time to hear of what's on offer"

"A super opportunity to inspire the teaching teams about learning options out there"

"What an amazing idea, possibly one of the best uses of INSET I can think of"

Impact of Surrey Heritage, Surrey Museums Partnership and Heritage Schools working together

"We are used to working successfully with schools and our cultural partners, but it has been so good to work with Historic England to take what we do to another level. We know children are benefitting [from learning about local heritage] and teachers are more confident [in using it], but to see schools receiving Heritage

Schools Awards is really exciting for us – it's that extra bit of kudos for a school to be recognised for building on what they already do so well, and for Surrey Heritage and SMP supporting them to reach that point" - Museum Engagement Officer

Historic England's Heritage Schools funding has covered the cost of the Surrey Heritage and SMP staff time and resources to prepare and deliver CPD days and the Cultural Marketplace, as well as provide support for schools as they prepare and submit evidence to achieve the Heritage Schools Award. It has covered the cost of backfill for teachers to attend the CPD days, and for the preparation of new learning resources.

"The Heritage Schools project has given us time – time with the teachers that allow us to explain all those connections, and give them the time to get it into their planning. Teachers are time-poor, but having this funding to have the CPD days together created an opportunity when they can talk to their colleagues with us available to troubleshoot the bits they're unsure about" - Heritage Learning & Communities Officer

The resources which Surrey Heritage and Heritage Schools provide are complementary to each other, rather than competing against each other, which has made this a strong partnership:

"It has been a really good way of complementing the work we do already. We have found that rather than crossing over or competing, we have been able to offer a more in-depth service" - Heritage Learning & Communities Officer

The partnership with Heritage Schools has enabled Surrey Heritage and SMP to work with a Multi-Academy Trust (MAT) in a new way. Previously, they have built relations with individual schools across the county, but this has enabled more effective engagement across a group who are already communicating with each other. This was strengthened by The Weald Primary School in Dorking who were strong advocates of Heritage Schools having received support for their localised curriculum, and who championed the initiative amongst other Good Shepherd Trust schools

Following the success with the Good Shepherd Trust schools, Historic England is supporting Surrey Heritage and SMP to develop Heritage Schools in Surrey with another MAT in the coming academic year. This will include infants and secondary schools, which tend to be less involved with local heritage than primary schools. Surrey Heritage and SMP already work with a few secondary schools, and working with this MAT will enable them to further develop their skills and resources for working with Reception and Key Stage 1 children.

“It’s great to go into this new group with a model which we know has worked successfully” – Museum Engagement Officer

Surrey Heritage staff mentioned how valuable the second CPD day was in particular for allowing them to have plenty of discussion time with teachers about their curriculum planning. They could suggest the many ways in which local heritage could be incorporated into different History topics, and into other curriculum subjects.

Surrey Heritage has found that more teachers from across the county are coming to them to seek advice about local heritage. Teachers have often wanted to build more local heritage into their curriculum, but haven’t known how to, or they haven’t had the time or the confidence. OFSTED’s focus on local heritage has also encouraged teachers to contact Surrey Heritage for support. This has given opportunities for Surrey Heritage to promote the *Heritage Schools in Surrey* learning resources to schools beyond the Good Shepherd Trust group. Surrey Heritage staff consider that these schools would be able to provide sufficient evidence, with the support of Surrey Heritage, to achieve the Heritage Schools Award themselves.

Impact on museums participating in the Cultural Marketplace

For this case study, interviews were carried out with Guildford Heritage Services, Elmbridge Museum and the Rural Life Living Museum near Farnham.

The schools which attended the Cultural Marketplace are quite close to Guildford, but they are outside Elmbridge Museum’s normal catchment area, and the Rural Life Museum is in a very rural location. Some of the schools already had links with the museums, making visits and borrowing resource boxes, for example. The Cultural Marketplace resulted in further take-up of the museums’ services by new schools. Some of these services are paid-for, so this provides increased income for the museums.

Elmbridge Museum is an outreach museum – it does not have a museum building, but takes its collections and activities to schools and other community venues, so it benefits the museum to make new contacts with schools. It has a membership scheme which schools can join to receive CPD, outreach sessions and loan boxes.

The museum staff welcomed the opportunities at the Marketplace to talk directly to teachers about what their venues can offer:

“The most important thing about it is that proper human connection ... to have a dedicated time to talk about how we can help them, all the wonderful fun things we can do to engage their children with their local community” - Rural Life Living Museum

The Access, Education & Engagement Officer at Guildford Museum commented that as a secondary school had attended the Cultural Marketplace, it had opened up opportunities for more work placements for Key Stage 3 and 4 students interested in careers in Heritage.

The museums interviewed for this case study are all keen to take part in future Cultural Marketplaces because of the good connections created with the schools.

Impacts on teachers and the participating schools

For this case study, interviews were carried out with The Weald Primary School, St Mary's Primary Chiddingfold, St Mark & All Saints Godalming, St Paul's Primary Addlestone and Ottershaw Junior School.

The teachers were all very enthusiastic about the CPD, resources and support they had received from Historic England's Heritage Schools in Surrey programme with Surrey Heritage and Surrey Museums Partnership:

"That's what was great about the [CPD] sessions. There was so much we didn't know existed" – St Paul's Primary

"They have given us a lot of resources and they are a place we know we can go to if we need any further support with curriculum planning" - St Mark & All Saints

The History Lead for the Good Shepherd Trust commented on how valuable the curriculum planning day was, because it gave the teachers dedicated time to create new plans in the company of colleagues from other GST schools and the Surrey Heritage and SMP staff, so that they could generate new ideas together. For example, Ottershaw Junior School had considered dropping the Great Fire of London from their curriculum as it was not directly relevant to the pupils, but found that John Evelyn, a Surrey diarist and contemporary of Samuel Pepys, had also written an account. They were able to compare Evelyn's and Pepys' accounts, and Evelyn's and Wren's proposals for rebuilding London after the Fire, providing a local angle on a significant event.

Schools use the Heritage Schools and Surrey Heritage resources for other subjects in addition to History, and to connect the local with national and international history:

"It grows wings. The more we try and increase that local knowledge, the more children find out and it inspires them" – The Weald Primary School

St Paul's Primary has found that using local heritage has given the school a stronger place in the community through working with local heritage venues and historians,

and some of the parents have commented about how much they appreciate their children learning about local connections.

The Surrey Heritage and SMP staff have supported the schools in preparing their evidence to achieve the Heritage Schools Award, advising on the type and quantity of evidence required. Many of the schools found, during the curriculum planning training day, that they were already covering a lot of local heritage and the advice given helped them to fine-tune their curricula and gave them confidence to apply for the Heritage Schools Award.

Impacts on pupils of Heritage Schools

Teachers said that learning about local heritage had had a positive impact on pupils' engagement and enthusiasm for learning:

"They get really engaged, learning about what is relevant to them. A lot of History we learn is quite abstract, especially for the younger years, and sometimes it's harder for them to put it into context. They've loved learning about where they live and where they're from. They are definitely more focused, willing to learn and willing to try their best" - St Mark & All Saints



Year 5 and 6 pupils from The Weald Primary visiting the Spike, Guildford

Now that teachers are more aware of the range of heritage places which can support their pupils' learning, some schools are visiting places which they had not gone to before, such as The Weald Primary visiting the Spike, the Vagrants and Casual Ward at Guildford Workhouse, as part of their enquiry question "How can Science help the vulnerable?"



St Mary's Chiddingfold Heritage Week exhibition, attended by families & local residents

Pupils in all the schools have learned new skills as well as new knowledge, as a result of the teachers attending the Heritage Schools in Surrey CPD sessions. For example, using censuses gives pupils experience of using primary sources:

"They can start to read some of the words on the census forms and it's really powerful for them. They say they feel like real Historians" - Ottershaw Juniors

Teachers said that the schools' heritage projects have helped pupils to feel that they belong in the locality. For example, St Mary's Primary, Chiddingfold, held a whole-school Heritage Week (inspired by the Heritage Schools CPD) which involved families and many other members of the community, and the pupils visited historic buildings in the village.

Summary

This partnership is enabling Surrey Heritage and Surrey Museums Partnership to work with Heritage Schools and embed the initiative in a new county. It is enabling Surrey's cultural organisations to work with a group of Good Shepherd Trust schools in a way that has built strong relationships and a greater depth of local heritage across those schools' curricula. Nine of the eleven participating schools have now achieved the Heritage Schools Award, and the remaining schools are working towards theirs. Teachers have increased skills and confidence in using local heritage in their curriculum and schools are making more visits to, and using resources provided by the county's museums and galleries. All of this ultimately provides Surrey's children with a greater understanding, sense of place and pride about the county in which they live.

Case Study: Whittington CE Primary School, Shropshire

How Heritage Schools involvement has enabled the school to better use the wealth of local history in the village – with unexpected opportunities for pupils

Background

Whittington Primary School is a small village school, with one class per year group. There are 238 pupils on roll, starting at Reception and going up to Year 6. One mile away is the town of Oswestry which has Anglo-Saxon origins, a castle, an Iron Age Hill Fort, was the home of Wilfred Owen and is near Offa's Dyke, so there is an abundance of local history close by.

However, the village itself has a wealth of history in its own right, with the community-owned Whittington Castle opposite the school, two now abandoned Victorian railway stations, with one disused railway line and another that is still active, an old army training base (now a housing estate) used in both world wars and 24 listed buildings covering every century since the 14th right up to the 20th century.

Before working with Heritage Schools, like most schools, the history curriculum could have been used in any school rather than being connected to their local area or utilising the history around them. The school did not even study castles despite having one in their village.



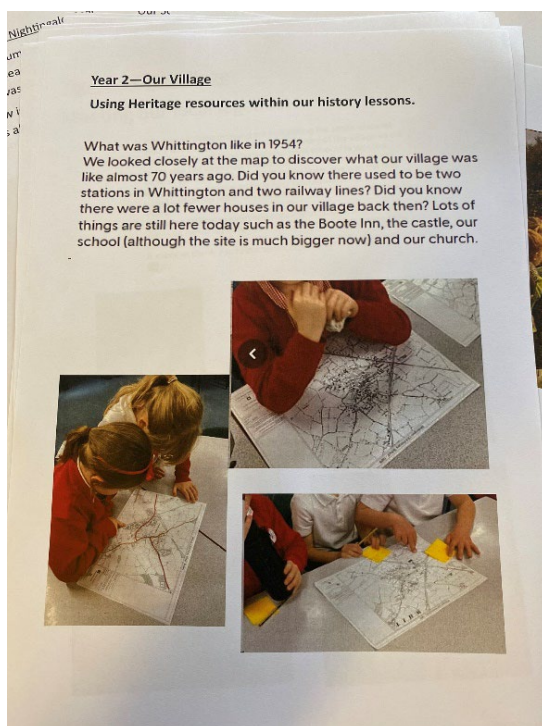
Whittington Castle – England's first community-run castle and c.150m walk from school

The starting point to really integrating local heritage into the curriculum followed a conversation with the Head from another local school in their cluster who had been working with Historic England for several years¹⁴.

"I said, right, where do I start? I want to revamp everything and they said you need to phone Martin Phillips [Local Heritage Education Manager] from Historic England. I just said, I need your help, what can you help me with and it just exploded from there. Now it's two and a half years on, and I'm so proud. It's completely changed how children perceive history, how teachers are teaching it, and it's all been driven by Martin. I have to say he's just incredible" – History Lead

The role of Heritage Schools

The Local Heritage Education Manager [LHEM] had numerous conversations with the History Lead, which led to history being made the focus of the school's development plan. The LHEM delivered two days of CPD training to staff which included taking teachers and TAs on a heritage walk to model how this could be done with pupils, showing staff how to use historic maps (provided by Historic England) with pupils and how to use resources such as Kelly's Directory and census records.



"I think if Historic England weren't available for schools, I don't know where I would have started. I'd feel really on my own" – History Lead

Through Heritage Schools teachers have gained access to useful resources, training, and support from Historic England to help enhance their history curriculum.

Support from Heritage Schools has been invaluable in helping teachers have the confidence, knowledge and resources to develop bespoke and exciting lessons.

The LHEM is still used as a resource to help provide knowledge, resources and advice.

¹⁴ see the Heritage Schools evaluation case study for Criftings CE Primary school from 2022

A local history curriculum which has continued to develop

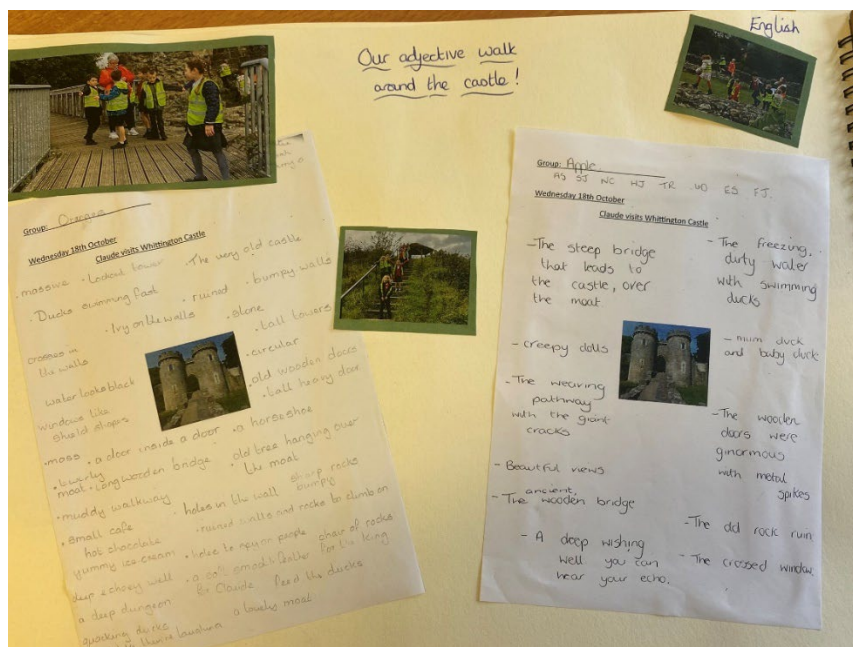
The school, currently in its second year of having a strong focus on local history, has a history curriculum which is chronological, where they aim to start each relevant topic with something local, before moving onto the national and, where appropriate, international story. Every year group has a local study.

Since working with Heritage Schools, the school has created a more tailored, relevant, and engaging history curriculum that is specific to their local area and pupils.

Other elements in the curriculum like art, English (factual writing and fiction), geography and PSHE have been taught or practiced using local heritage as stimulus.

For example Eglantyne Jebb, who was born locally and founded the Save the Children organisation at the end of the First World War, is the name of one of the school's four houses and is studied in PSHE.

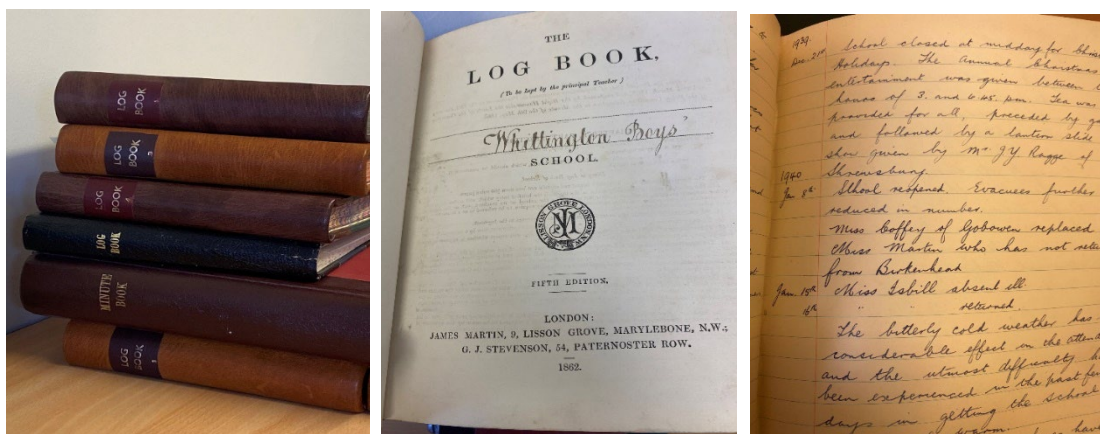
Year 2 read *Claude in the City* as a class book and use a visit to Whittington Castle as stimulus to write a story about Claude visiting there. Writing about his adventures provides the chance to practice capital letters, full stops and use adjectives invoked from their walk around this heritage site.



Year 6 read *Goodnight Mister Tom* in English whilst also doing a local study about Park Hall which, on the historic maps they use, was an army training base and now has housing where half the pupils live. They also use the school log books which record that 16 evacuees came to the school during the war and have a visit with a Q&A session with a former evacuee who lives in the village.

Having a focus on local heritage and seeking information has led to the History Lead having conversations with lots of local people and organisations, itself resulting in numerous unexpected opportunities for the pupils:

- Whittington Castle were working with Shared Past¹⁵ and Time Team which resulted in pupils being invited to have practical hands-on experiences to learn about archaeology – an experience they would not have had if the school had not been encouraged via Heritage Schools to connect with the Castle Trust
- The schools original log books, dating back to the 1860s, were rediscovered when redecorating the Heads office and are now used as a teaching resource. Entries from the 1940s include notes on evacuee children coming to the school
- Recently the school were contacted by Oswestry Library to say they had a visiting Australian family who would like to visit because their great, great, great grandfather had been the Head. The school still has the log books going back to 1863. The History Lead mentioned she was trying to piece together the history of the school for her Year 2 class, only for the librarian to say she had been researching this for several years but had never seen the log books before – the school and the librarian are now sharing information and stories
- Having been shown an interesting part of Offa's Dyke to visit by someone working for Historic England, as access to the land was considered too rough for pupils, the teacher tried to find out who owned a nearby field which had easier access. A boy in her class said was his granddad who was happy for them to walk to the Dyke across his land
- When talking to a local resident who is a long-standing friend of the school, it turns out he was an evacuee during World War 2, which the History Lead did not know. He came into school to talk to Year 6 pupils about his experiences.



School's log books going back to 1863 – including pages about evacuees in WW2 used by pupils and make the experiences they are learning come to life

¹⁵ <https://sharedpast.org/projects/whittington-castle/>

Given the age of many of the houses in the village, the school is looking to use census data to find out about who lived in different houses in the past – and then pupils will write letters to the current residents telling them what they have found out.

Impacts of Heritage Schools on pupils

Their knowledge of the local area is built up as they go through the school, along with the historical skills they develop and their sense of pride in where they are from.

Using local history has encouraged pupils to be more curious and inquisitive, asking themselves and others questions. The physical remains of an old castle, a disused railway or a variety of different houses in the village provides plenty of stimulus.

In addition, the school has invited older residents in, with pupils asking them about toys they used to play with when they were children (Year 1), what school was like when they attended (Year 2) and what life was like as an evacuee (Year 6). This has all come out of doing local heritage projects.

"We're finding lots of children are asking their own questions and going off and saying, I just asked so and so and did you know [this or that], even as young as Year 2 ... they're becoming little historians themselves and want to find out more"
– History Lead



Heritage Schools has facilitated more interaction with the local community

Different Year Groups have gone to the Senior Citizens Club coffee mornings and asked the older villages about their memories of toys when they were young, or what it was like in school in the past. The Heritage Schools project work has provided a

purpose for these intergenerational conversations, with older residents becoming a useful and valuable resource.

"They had some good stories about what school was like in their day, things like the toilet being outside. It was crazy. The children absolutely loved it" - teacher

Having an actual evacuee come and talk to Year 6 was so much more impactful than simply reading about someone's experience.

"He talked for an hour and a half, they [the pupils] were so respectful to him and, asked really good questions, I think the fact that he was here actually talking to them in person, not just someone on the video or something ... and that it was places they knew, it makes it so much more relatable" – teacher

Teachers feel pupils' enthusiasm and engagement for history has increased, as they can relate more to studying this through the prism of local heritage.

"Now I'm teaching units [on our local history] that are never going to be in any other school and the children love it. For me the biggest difference is the children now, when they speak about history, you can tell they are really invested because every unit, apart from ancient Egypt, has a local element to it. It's all about their history, so they're so enthusiastic about it, you know, they want to know why [things have changed or developed as they have]" – History Lead

Having a very local focus has enabled the school to have even stronger connections between the school and the local community. It also means that the TAs have become more empowered as most have lived in the village for a long time and are interested in its history, as well as having their own stories which help bring the lessons to life.

Using local heritage and some of the ideas and resources provided by Heritage Schools has led to more purposeful and meaningful learning experiences for pupils, as they apply historical skills to the places around them.

The resources provided by Heritage Schools, such as the historic maps of the same local area covering different time periods, have been used to discuss change and continuity over time and helped with historical enquiry, using evidence that is more comprehensible to (and less abstract for) the pupils.

"One really good thing about using the old maps, is they can say that's where my house should be or that is my house. And that really just makes it relatable, doesn't it" – teacher

Physical evidence in their local village has helped comprehension and understanding when covering concepts such as historical interpretation, cause, consequences, similarities, differences and chronology.

For example, Year 5 do a study on railways, exploring why two lines and two stations once existed in the village, exploring why they were first built and why only one of these railway lines remains and why they have two abandoned railway stations.

"We never did anything about railways. I live opposite the railway, and there's a house in the village called Lower Level Station which is now a house. We started digging around and I thought, why on earth aren't we doing a railway unit. There's the old, disused railways where they all go on their bikes. Well, now they know, well, that was because that was the railway to Oswestry and we don't need it anymore" – History Lead

Teachers feel that their local study has improved writing skills, as pupils have been more engaged and consequently produce better written work. Their local studies have provided plenty of opportunity to write with a clear purpose, be it using a visit to the castle to inspire adjectives in story writing or writing a biography of Thomas Savin (railway engineer responsible for the Cambrian railway which went through the village and who lived locally) whose story they have had to research.

"Inspiration for writing is huge, they have to really be hooked but actually writing about something that is your local area, makes them have more empathy. The fact that it's their village, I think did produce some good writing" - teacher

Students have developed a stronger sense of pride and respect for their local community and the history and heritage of their local area. Meeting the volunteers who look after Whittington Castle, knowing why the place is of importance and why it makes their village different and special has changed how they view the place (which has free and open access).

"They actually really enjoy history now because it's relevant to them. But also they just have a bigger respect for the community as well, which is a massive thing ... they're at the castle now ... but we find they are just respecting that area more because they realise the history and it feels a bit like it's theirs because they learn about it here. They have a newfound respect for our village" – History Lead

"We had an awful situation where someone smashed all the swan eggs a few years ago [which were in the castle moat], which was just horrific. Straight away, we knew it wasn't any of our children, absolutely not. There was uproar, the children were disgusted because they feel like it belongs to them" – History Lead

Summary

The school has a wealth of history on its doorstep, with physical buildings including a castle, famous local people who have lived nearby, older residents in the village who have lived there a long time and even being in a Victorian school (with its log books) – but little of this was being utilised before working with Heritage Schools.

The support, resources, encouragement and guidance from the LHEM has helped the school turn the wish to utilise what was on their doorstep into teachers actually delivering local heritage lessons.

“The pupils are completely immersed in the history around them and again this is all thanks to Martin [LHEM] just for signposting a few things, giving us some training, and providing us with that pathway for us to go down. So without him, we would still be doing the history curriculum but it wouldn't be like this” – History Lead

Although it requires more time initially to prepare the schemes of work, changing their history curriculum so it has a very strong and definite local focus has created a scheme of work which is seen as richer and more engaging.

“100% hands down. It's worth every minute. I think that comes across when you're teaching it because then you are super passionate about it” – History Lead

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 was 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 18 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 2023-24 survey findings. Multiple answers / descriptors could be selected.

Q1. Which best describes type of organisation / service you represent	2023/ 24	22 /23	21 /22	20/ 21	19 /20	18 /19	17 /18	16 /17
Local Authority	33%	13%	26%	25%	20%	27%	12%	22%
Independent heritage organisation / service	22%	4%	21%	25%	22%	22%	9%	19%
Historical Society/Group	17%	22%	11%	4%	8%	10%	19%	13%
University/FE Lecturer	11%	22%	11%	29%	20%	13%	-	-
Education Consultant/Adviser	11%	17%	26%	13%	5%	3%	12%	10%
Historian	11%	9%	11%	13%	7%	2%	19%	11%
Museum	6%	26%	5%	17%	20%	28%	12%	15%
Researcher	6%	4%	5%	8%	3%	3%	14%	3%
Author of local history resource	6%	4%	5%	4%	5%	-	19%	4%
Library	6%	-	-	8%	-	3%	5%	1%
Archives	-	13%	-	13%	8%	8%	9%	8%
Volunteer	-	13%	-	4%	7%	8%	9%	19%
Film Company	-	4%	-	-	-	2%	-	3%
Artist	-	-	5%	4%	5%	3%	7%	6%
Storyteller	-	-	5%	4%	5%	-	7%	4%
Drama Group	-	-	5%	-	5%	2%	2%	3%
Arts Award Advisor/trainer	-	-	-	-	7%	5%	9%	6%
Other	22%	9%	21%	8%	-	15%	30%	17%
Base:	18	23	19	24	60	60	43	72

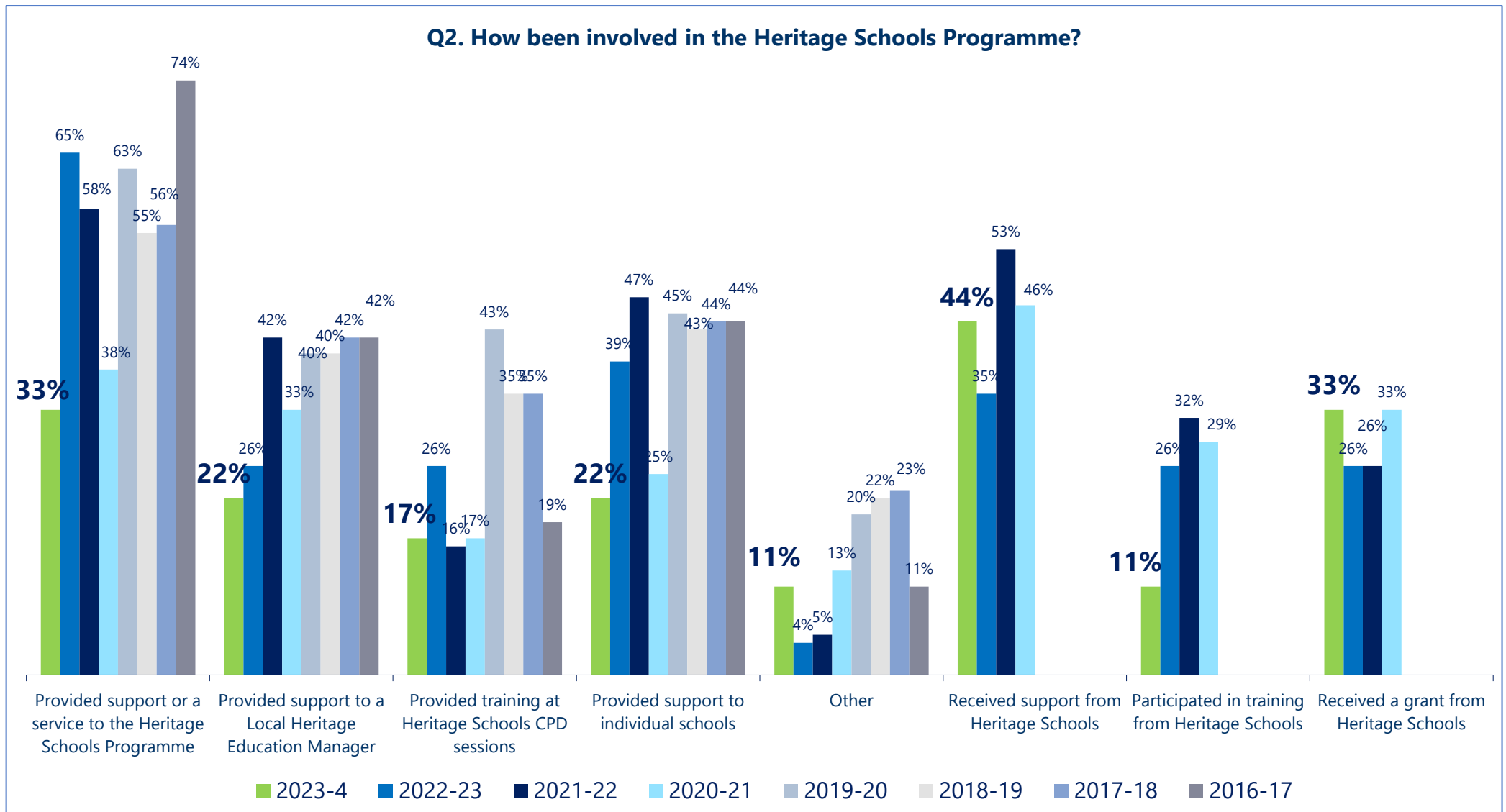
Involvement in Heritage Schools

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.

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

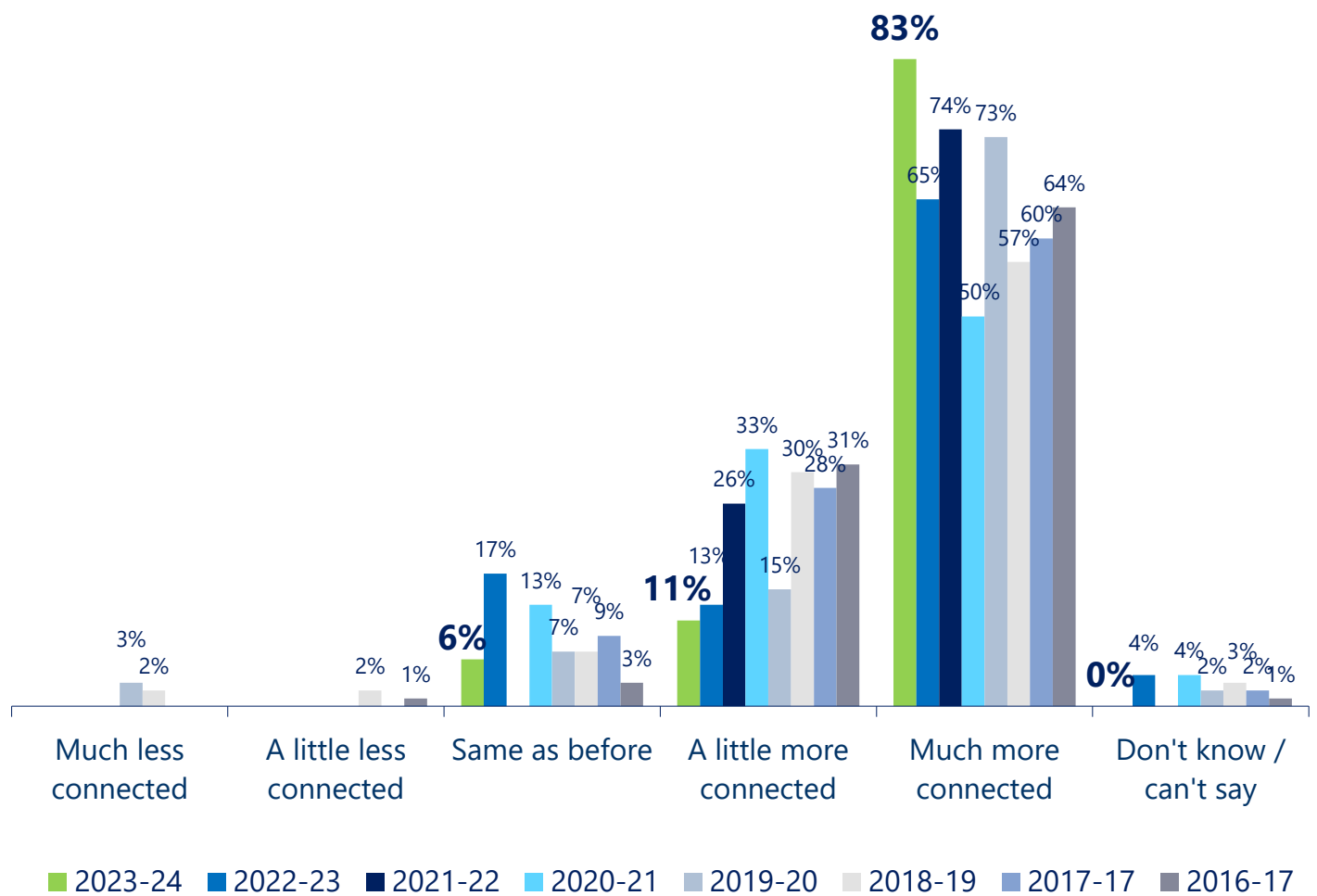


Impact of being involved with the Heritage Schools programme

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.

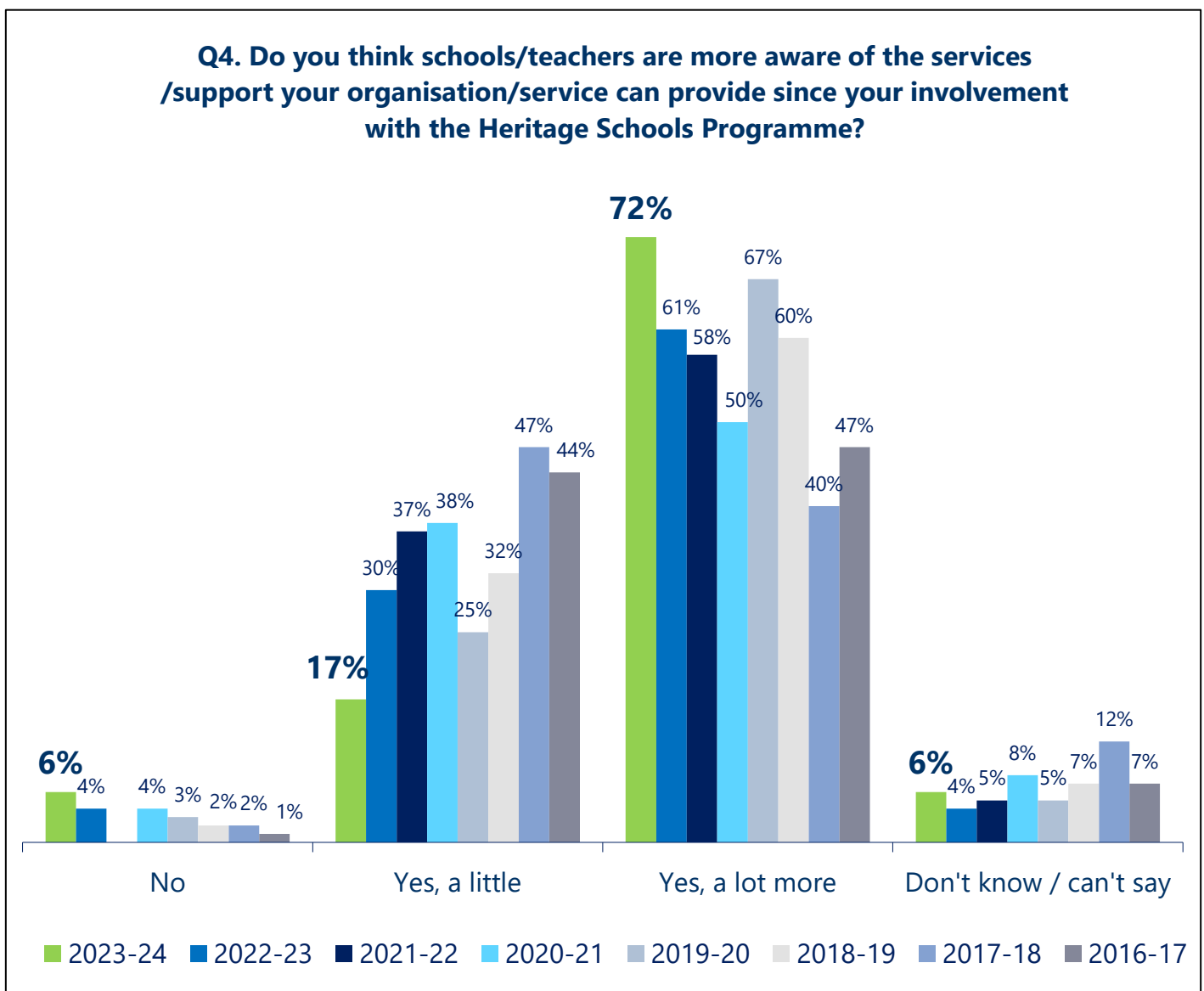
With 83% feeling much more connected, the Heritage Schools programme continues to be a very useful conduit in connecting partners involved in providing heritage services with schools, and 2023-24 has been the most successful year yet.

Q3. Extent feel your service/ organisation is more connected to needs of schools / teachers participating in the project because of your involvement with the Heritage Schools Programme?



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 89% (91% in 2022-23, 95% in 2021-22, 88% in 2020-21, 92% in both 2019-20 & 2018-19, 87% in 2017-18 and 91% in 2016-17) agreeing with this.

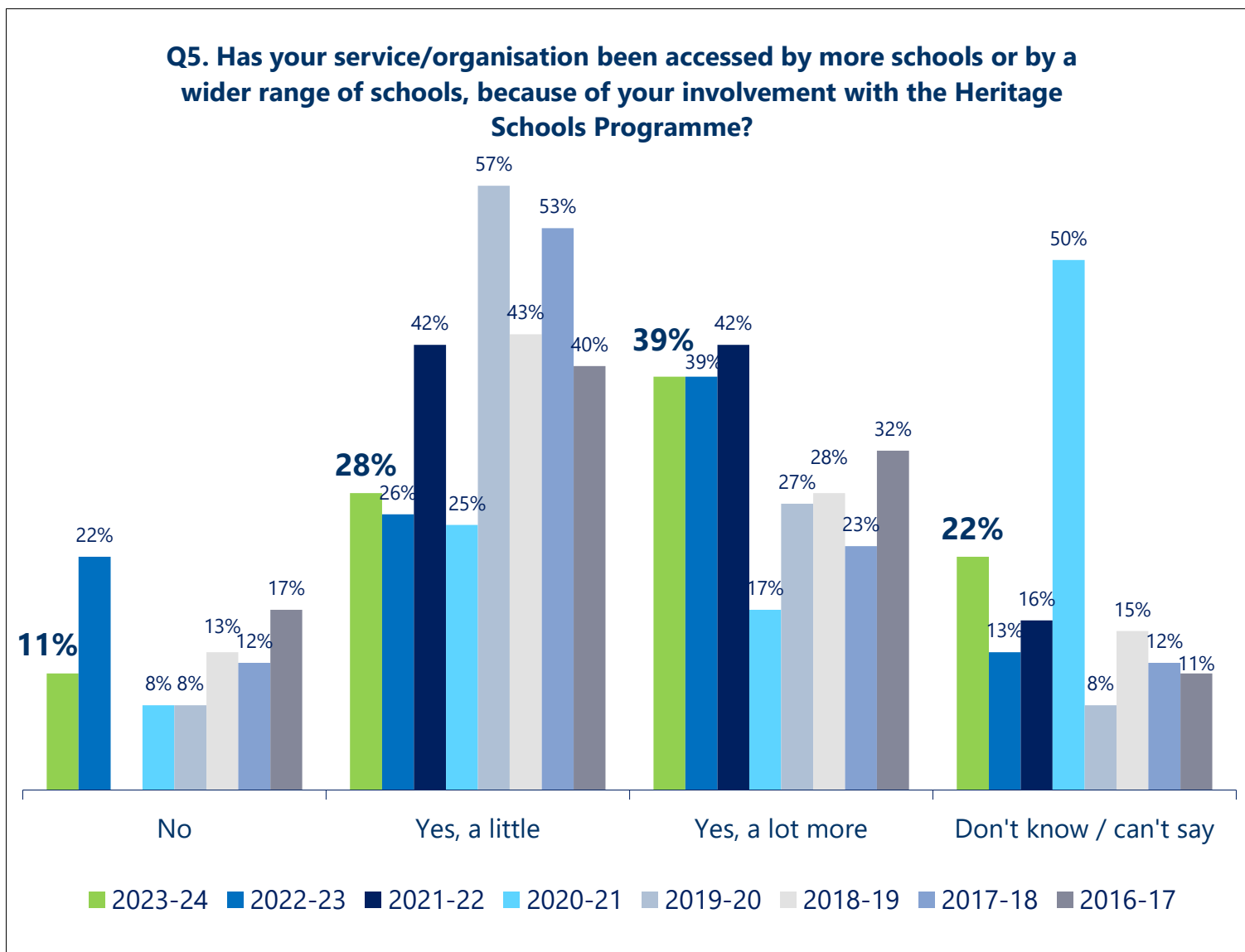
The qualitative case studies highlight a variety of ways that different partners have worked with schools and teachers, demonstrating the services they provide and how this can help enhance the local heritage projects being undertaken in schools and the positive impacts on pupils.



Two thirds (67%) of partners in 2023-24 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 shows a drop from the 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 agreed with the statement, but is consistent with the 65% in 2022-23.

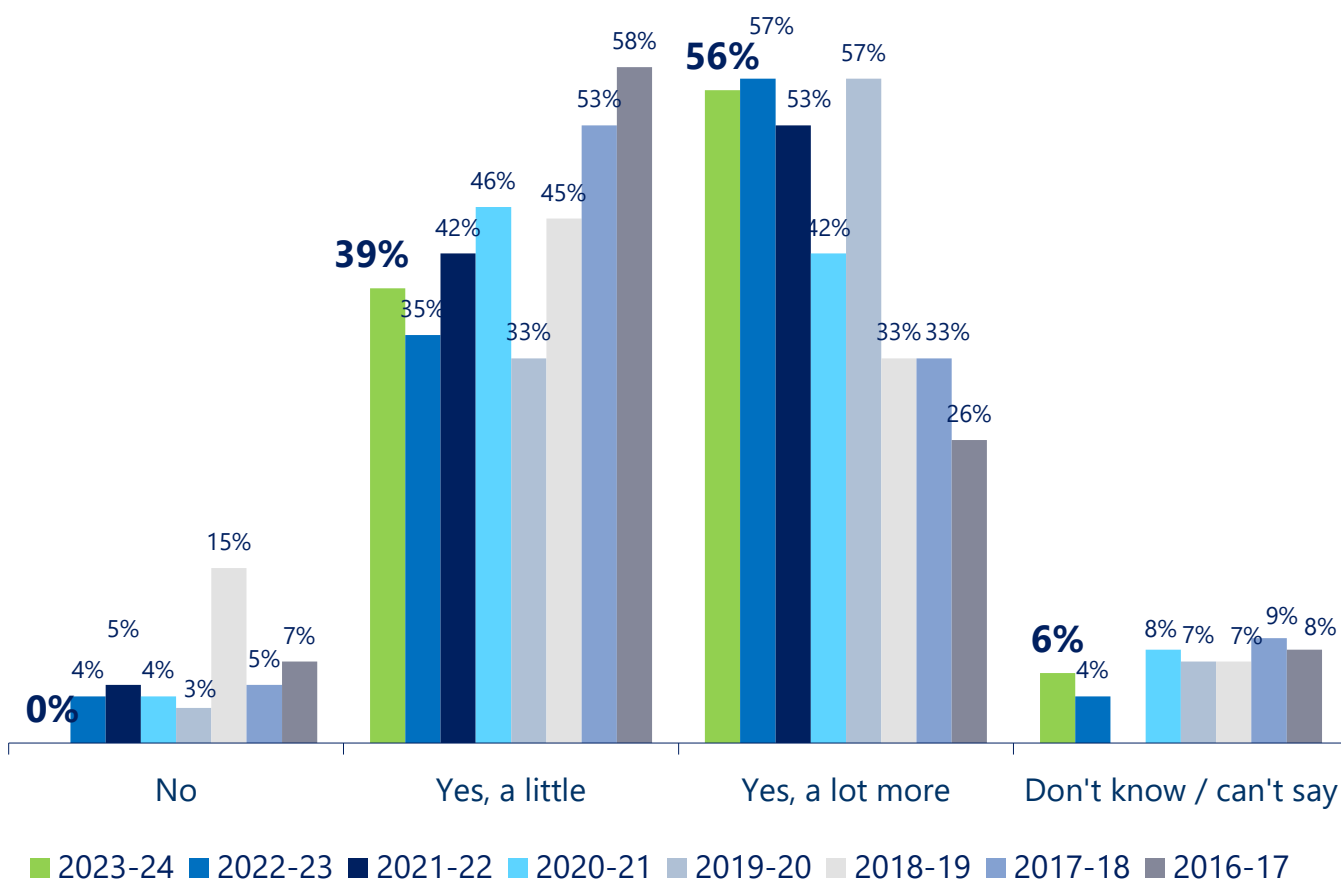
The qualitative case studies also highlight how schools have been made aware of and signposted to different external organisations in the CPD training and how external providers and visitors coming into schools have been used by teachers to enhance the local heritage projects undertaken and the impact these have had on pupils (see in particular case studies for African Lives in the North East, Sheffield Museums and Snape Wood Primary School).



Most partners, 94% in 2023-24 (91% in 2022-23, 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. For the first time in 2023-24, no partners said that their offer or service has not developed.

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 or better understand what schools need from them.

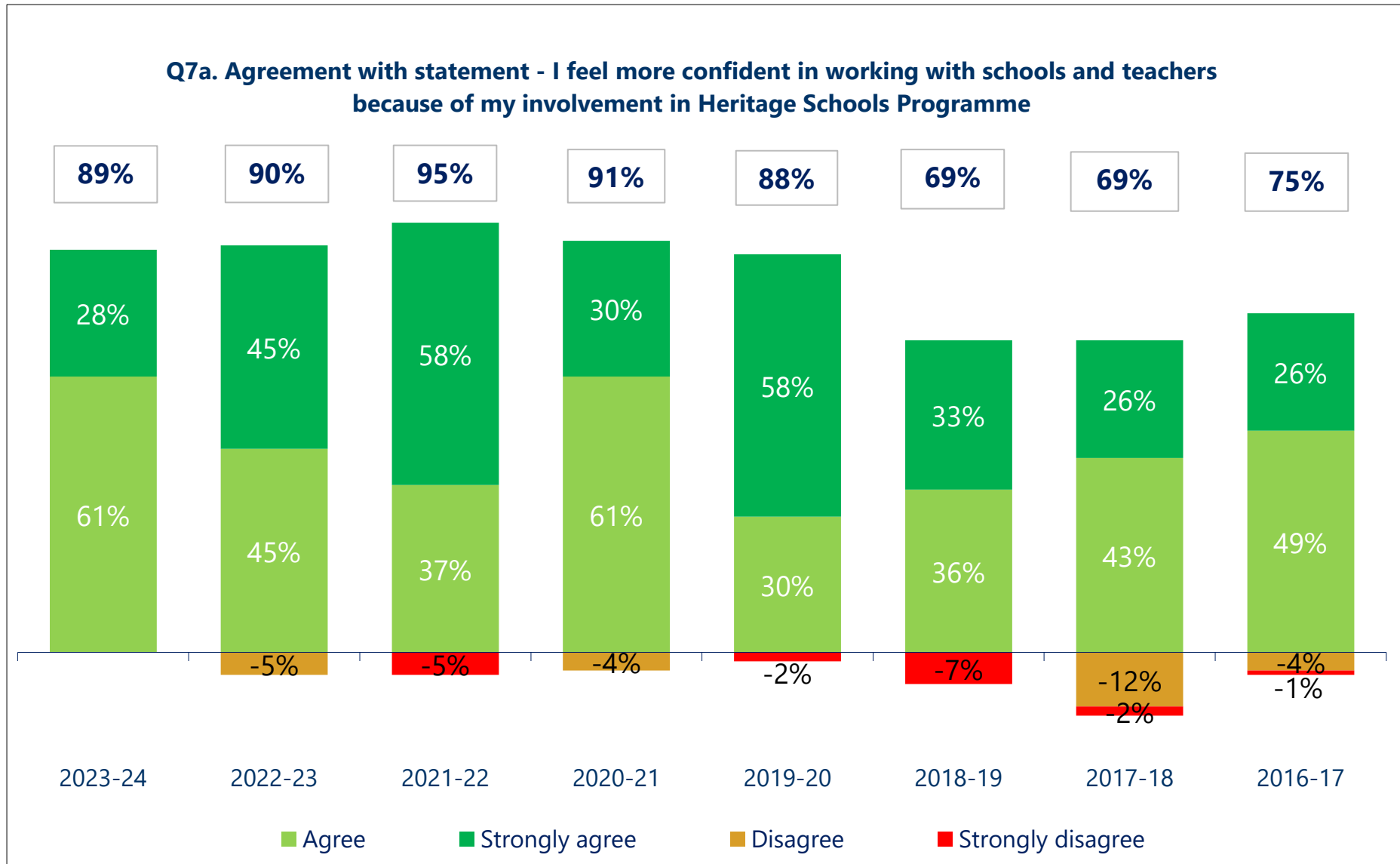
Q6. Has your offer/service developed, to support the delivery of the curriculum, through your involvement with the Heritage Schools Programme?



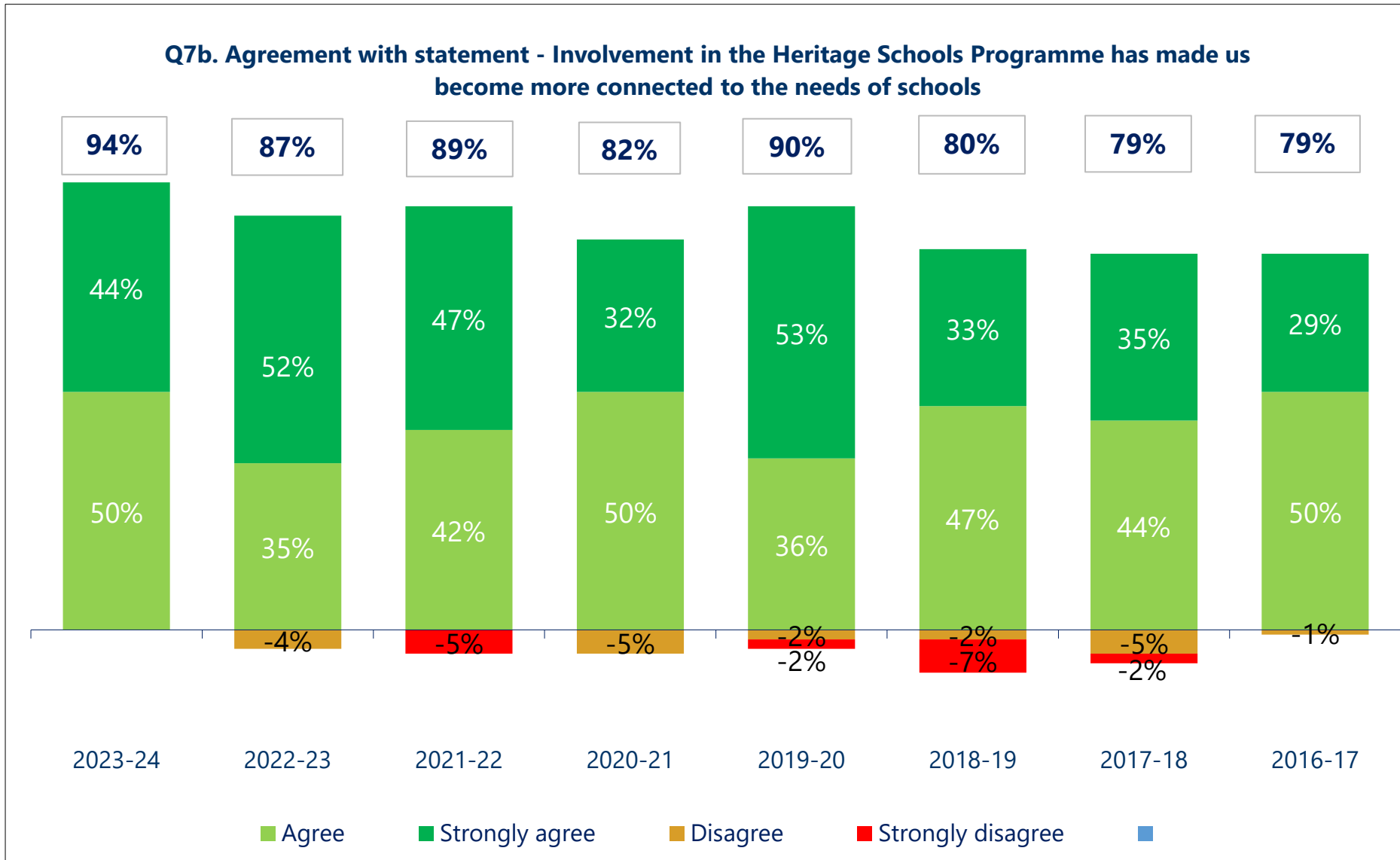
The same positive impacts are reiterated with the level of agreement with two attitudinal questions asked of partners which demonstrate that the Heritage Schools programme has increased the confidence and connections with schools of most partners.

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 successfully act as a conduit to bring together partners and schools to work together more effectively. In 2023-24, no partners said that they did not feel more confident working with schools and teachers or that they don't feel more connected to the needs of schools.



Q7b. Agreement with statement - Involvement in the Heritage Schools Programme has made us become more connected to the needs of schools



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.

The survey had options for 'yes', 'no' and 'don't know'.

- **100% would recommend participation** in the Heritage Schools Programme **to schools** not currently involved (in 2022-23, 2021-22, 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** (100% in 2022-23, 100% in 2021-22, 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 (100% in 2022-23, in 2021-22, 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).

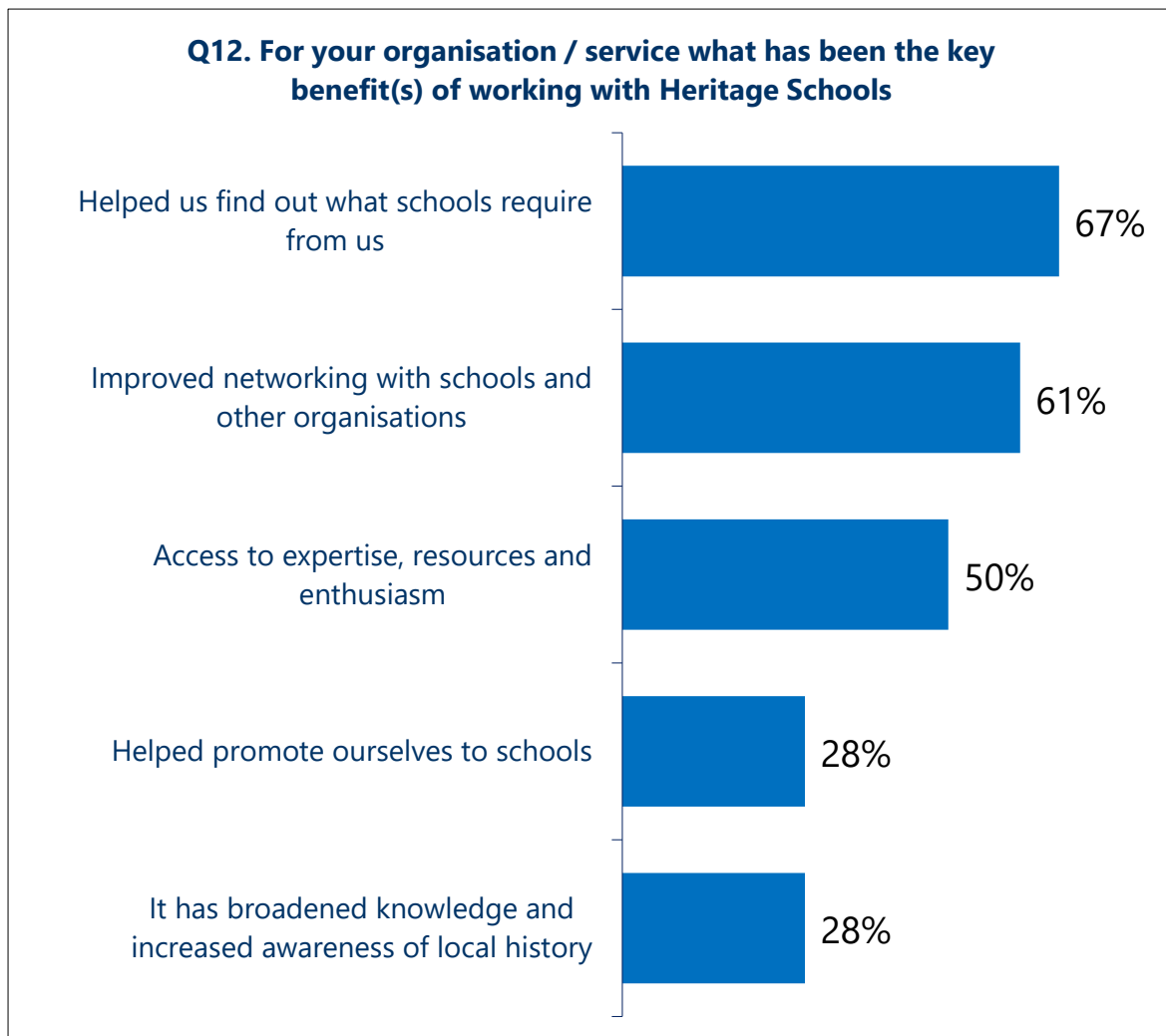
When asked for any suggested changes or improvements to improve the impact and effectiveness of the project, 94% either gave no answer or a general positive comment on the programme or their Heritage School contact (87% in 2022-23, 74% in 2021-22, 80% in 2020-21, 87% in 2018-19, 79% in 2017-18 and 82% in 2016-17).

There were very few suggestions for improvements, with just one participant specifying the following:

- *To have funding which will allow further educational and extracurricular subjects*

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 2023-24 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.

- *[We received] introductions to educational organisations we haven't previously worked with.*
- *The ongoing relationship has been so fruitful, allowing us to be part of a wider community, supporting or initiatives and helping us build on them.*
- *The ideas and thoughts emerging through conversations with so many experts has been valuable for us and ensuring ongoing best practice.*
- *Working with Heritage Schools Programme has provided us with the opportunities to work in really interesting projects that are local and pertinent to the schools and helped us widen our knowledge of the topics.*

- *We have managed to engage multiple schools with local resources about the history of their area and why passing this knowledge onto the next generation is so important.*
- *The breadth and knowledge of the SW manager has enabled a broader understanding of the needs of schools across the area we operate. He's brilliant at facilitation, joining up the dots and putting people in touch with each other to help with the implementation and delivery of a wide range of school projects.*

9. Appendix - CPD quantitative survey

Heritage Schools CPD Survey 2023/2024

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 truthfully as possible.

1. Course date (dd/mm/yy) _____/_____/_____ & location (town/city) _____

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 state) _____	<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

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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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