



Gloucestershire Local History Association

<https://gloshistory.org.uk/>

Guidelines for Local History Societies on working with schools

Introduction

Local History projects are part of the statutory requirements of the National Curriculum (NC) History syllabus, for infant, junior and secondary children. **(See Appendix 1)**

Local History Societies (LHS) often receive requests from schools for help with local history projects. These requests vary from simply asking for information to wanting people to talk to students or to lead local walks.

What is the best way to respond?

Your LHS may wish to offer help to schools in learning about the history of your local area.

How can you go about this?

GLHA have asked for the experiences and advice of their member societies and have put together some of their ideas and suggestions in these guidelines. If you would like further help with working with schools please contact us enquiries@gloshistory.org.uk and we will try to put you in contact with someone who can help.

Responding to requests for help from schools

Questions to ask

What is the age and ability of the children involved?

What is the topic they will be working on?

Which NC subjects does this topic link with as well as history? e.g geography, art, music

How long do they intend to spend on it? i.e. is it one or two lessons looking at maps or is it a whole term's work on a major topic such as the Industrial Revolution?

When do they need the information/help by?

How much would they like you and your members to get involved? Do they want you to simply provide some information, or to help with lessons in or outside the classroom?

Points to consider

How much help can you offer?

Do you have the resources required or will it require some research on your part?

Do you have the expertise among your members to help?

Have you got time to provide the help they need?

Can the teachers' requests/ideas be modified to the help you can offer?

Who can you refer them to if your group feels that it cannot respond? **(See Appendix 2)**

Planning the project

Make sure you know exactly what they need and when by. When can you deliver it and collect it?

Discuss with the teacher involved how they intend to use the resources or where your visit to school fits in.

What will the children have learned already about the topic?

What is expected as the end result? For example: a display, a presentation or a piece of written work?

Offering your help to schools

Let the school know you exist and can offer help

- Society members could spread the word through their normal contacts with schools – family connections, teacher/parent organisations, governors, volunteering, help with school clubs.
- Send your newsletter/link to website/Facebook etc to the schools.
- Get involved with community activities – fetes, exhibitions, activity days.
- Set up a local history quiz or competition for the children. Offer a prize.

Building a partnership

- Identify the person responsible for History in the curriculum.
- Link history to other curriculum areas – drama, art, geography etc.
- Be flexible - respond to what the school wants and how they want it.
- Don't be disappointed if they don't accept your offer or only a small part of it.
- Allow schools to develop your ideas – provide them with resources, walks and talks and let teachers take it forward.

Ways of working

Using your expertise

- Identify any teachers in the history society membership whose expertise/knowledge can be tapped into (curriculum/how schools work/how the society can best work with schools).
- Understand the school curriculum, look at schemes of work, become familiar with historically correct vocabulary.
- Identify topics where your knowledge can help.
- Identify members who can talk to groups or who can lead walks.

Working together

- Share expertise with other GLHA member groups, offer help, observe or shadow.
- Put the school in touch with other people who may help.
- Collaborate with other Gloucestershire organisations e.g. Gloucestershire Archives, County Library and Museums.

Creating resources

- Work with teachers to plan lessons, activities, resources.
- Make your society's collections available by loan or by digital copies or online.
- Create bespoke pages on your website for particular projects.
- Prepare a display for their classroom.
- Create a local history book for children.
- Suggest online resources. See Appendix 2 for links to various useful organisations and websites.

Ideas for successful projects with schools

- Find out about the history of their school.
- Relate their topic to real people from your town e.g. soldiers on the war memorial, local clothiers, local nurses, parents, grandparents and other relations.
- Take children out on local history walks led by your members.
- Compare buildings of different dates.
- Interview shopkeepers or local councillors.
- Talk to local residents about their lives e.g. life in wartime, working in local factories, moving to your town, going to school in past times, going to church.
- Help prepare timelines.
- Use old artefacts for “time travel”.
- Produce a children’s book about the history of your area.
- Produce a simple quiz – based on the individual letters in the name of your school/town/village or a local personality.
- Introduce the string game – let a length of string represent a defined length of time and, using knots, section it up to show events within that time.

Safety considerations (Appendix 3)

- Discuss safeguarding considerations with the school.
- Are there any children with disabilities that you should be aware of?
- Have you seen the school’s risk assessment for any activities with which you are involved.

Appendix 1

History in the National Curriculum

The National Curriculum sets out the programmes of study and attainment targets for all subjects at all four [key stages](#).

Key Stage 1 Reception, Year 1, Year 2 - age 4 to 7 years (Infants)

Key Stage 2 Years 3 to 6 - age 8 to 11 years (Juniors)

Key Stage 3 Years 7 to 11 - age 11 to 16 years; Years 10 and 11 are GCSE exam years

Key Stage 4 Years 12 - 13 (6th Form)

Teachers, having read the National Curriculum statutory syllabus, provide a **Scheme of Work** which aims at addressing the following requirements:

Primary

Key Stage 1 (Infants)

Pupils should:

... develop an awareness of the past ... know where the people and events they study fit within a chronological framework ... identify similarities and differences ... use everyday historical terms ... ask and answer questions ... understand some of the ways in which we find out about the past.

Pupils should be taught about:

significant historical events, people and places in their own locality, changes within living memory, locally and (if applicable) nationally

Key Stage 2 (Junior)

Pupils should:

develop an awareness of the past and changes within living memory ... events beyond living memory and significant nationally or globally lives of significant individuals, some should be used to compare aspects of life in different periodsand continue to develop chronologically knowledge and understanding of British, local and world history ... they should note connections, contrasts and trends over time and develop the appropriate use of historical terms ...

Pupils should be taught:

a local history study

suggested – pre- and post- 1066; which are applicable locally and could include:

Stone Age, Iron Age; the Roman Empire and its impact on Britain; the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

For further and fuller information and the non-statutory examples for Primary Schools go to https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf

Secondary

Key Stage 3 (Secondary)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire curiosity .. teaching should equip pupils to ask perceptive questions and think critically... understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups ...

A local history study

Examples (non-statutory)

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

For further and fuller information for **Secondary Schools** go to

https://assets.publishing.service.gov.uk/media/5a7c66d740f0b626628abcdd/SECONDARY_national_curriculum_-_History.pdf

Appendix 2

Useful websites and organisations

National Curriculum in England: history programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

English Heritage: Local learning

<https://www.english-heritage.org.uk/learn/teaching-resources/local-learning/#:~:text=Studying%20local%20history%20provides%20a.of%20local%20features%20through%20time.>

The Historical Association: Local history KS2

<https://www.history.org.uk/primary/categories/ks2-local-history>

The Historical Association: Local history KS3

<https://www.history.org.uk/secondary/categories/ks3-local-history>

Gloucestershire Family History Society

<https://gfhs.org.uk/>

Archives

Discovery section of the National Archives <https://discovery.nationalarchives.gov.uk/>

Gloucestershire Archives <https://www.gloucestershire.gov.uk/archives/>

Glosdocs <https://gloshistory.org.uk/glosdocs/>

Maps

Know Your Place Gloucestershire <https://maps.bristol.gov.uk/kyp/?edition=glos>

National Library of Scotland <https://maps.nls.uk/>

Google maps <https://www.google.co.uk/maps/>

Planning Applications

National Planning Applications <https://www.planningportal.co.uk/>

Local planning portals often have useful maps, sections on the history of the area to be developed, local archaeological finds e.g. <https://www.cheltenham.gov.uk/maps>

Street and trade directories

Trades people and householders could pay a small sum for inclusion in the street directory which was regularly updated. Most contained a list of the important people in a town or village, a list of shopkeepers, advertisements and information about the post service, and times of coaches and trains. Town directories often listed traders by streets and you can use this to track the way shopping areas have changed over time.

Find on <https://www.ancestry.co.uk/> (free in public libraries)

Census returns

The first census was in 1801 and one has been held every ten years since then, but only from 1851 was every occupant of every household with details of their age, occupation, and place of birth included. Find these on <https://www.ancestry.co.uk/> (free in public libraries)

Appendix 3

Safeguarding – some issues to be aware of when working with schools

- Do I need a DBS (Disclosure & Barring Service) check?

Find out here: <https://www.gov.uk/find-out-dbs-check> Tel: 0300 020 0190

- Always work in pairs and with a teacher or other member of staff
- Let teachers do the disciplining
- Let school staff take children to the toilet
- Don't take photographs unless the teacher says it is allowed
- Don't show children your phone
- Be careful about what you say: disability & learning difficulties, 'gory' details, be sensitive to children's experiences such as death, empathy
- If a child discloses something to you, do not promise not to tell anyone
- Speak out if you are not comfortable
- For trips out of school - do a risk assessment in advance – schools generally do one
- Schools generally bring a First Aid kit and someone trained to use it
- Make sure everyone in your group knows what they are doing: be clear and specific, don't assume everyone knows what to do! Keep your group together