



Local Heritage Planning – Guidance 3

The deep dive in an inspection – how does local history and heritage improve engagement and learning?

How does local history and local heritage help in an inspection?

Local history and fieldwork are compulsory elements of the curriculum at Key Stages 1, 2 and 3 for history and geography respectively – see guidance 4 and 5. As a result, being able to talk about and demonstrate through your documentation how both local history and fieldwork are central parts of your curriculum in each subject is essential.

Whether you study local history in separate units or weave it throughout your curriculum, always link what you do to what else your pupils study.



Think about the following:

- How does the knowledge and understanding gained from local history strengthen pupils' substantive knowledge and their disciplinary knowledge?
- How does all you cover in local history, heritage and fieldwork link to broader national and global themes?
- How will local history and fieldwork support the progression of knowledge, understanding and skills? In both history and geography?
- How will what has been learned through local history and fieldwork support learning across the rest of the curriculum?

Local history and the locality are part of your school's context. Consider making local history a golden thread which runs through your curriculum starting with the Early Years.

Use local connections whenever possible, so it helps ensure pupils understand and appreciate the relevance of what is being taught.

In the Research Report for history published in 2021, Ofsted noted that high-quality history education may include a curriculum which '*supports pupils to contextualise their own experience and identity within the history of their local community, Britain and the world*'. The local area is part of the school's context.

Ofsted, Research review series: history, Published 14 July 2021

<https://www.gov.uk/government/publications/research-review-series-history>

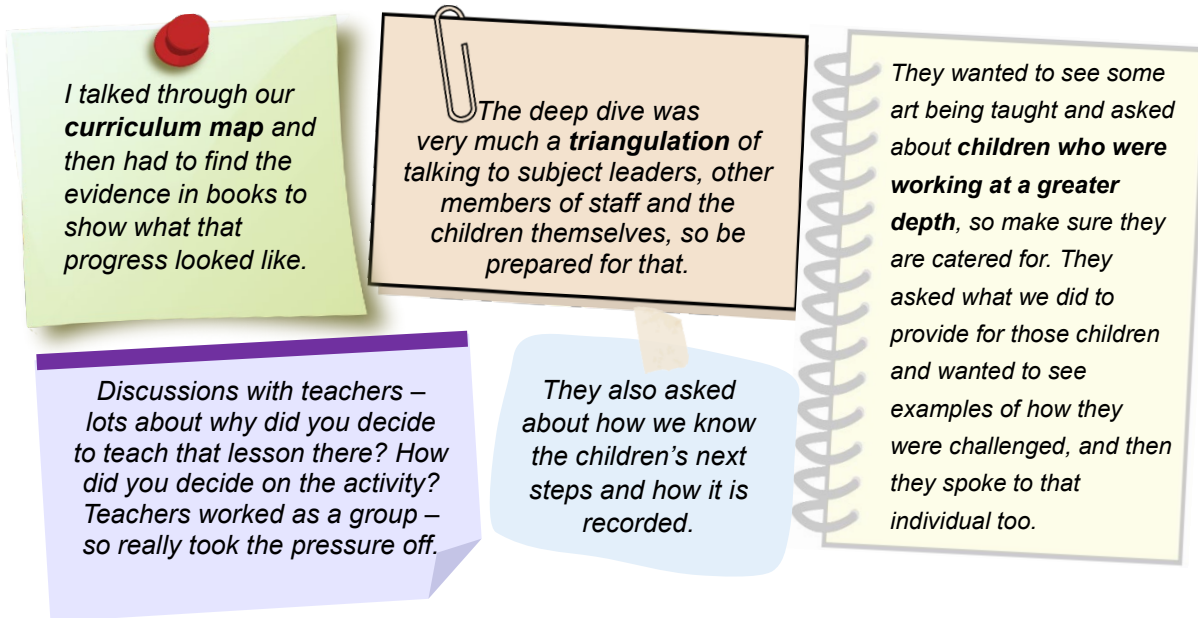
Use local history and the local area to make the curriculum meaningful to your pupils.





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The Lessons: Guidance from Heritage Schools' teachers who have recently experienced a deep dive in history (spring and summer terms 2023)



Subject focused questioning: - for example:

1. How have you designed your curriculum?
2. How many hours is [your subject] allocated per week?
3. How have you supported colleagues on your journey with [your subject]?
4. What does [your subject] look like in the EY?
5. How do you present trends and concepts? [e.g. 'power' in history]
6. How do you support children with speech, language and communication needs?
7. How has your assessment criteria been designed? How do you ensure progression?
8. How do you assess – both formative and summative?
9. How would you support a colleague facing challenges in teaching [your subject]?
10. Are you allocated time out for [your subject]?

In a deep dive there will be some non-subject-specific questioning – for example:

1. What training have you had about safeguarding? When?
2. What is safeguarding?
3. Do senior leaders support behaviour concerns?
4. What is your whistleblowing policy? What would you do if you have a complaint about your headteacher?
5. What is 'Prevent'?

TOP TIP

Be prepared for whole school questions in any deep dive – especially safeguarding.



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Some summary advice:

The school website is very important - Curriculum maps, Progression documents etc. need to be available.
What is the curriculum Intent, Implementation, and Impact for the subject?

Include the EY

Action plans - starting points - areas for improvement – do leaders know their subject?

Training / CPD, time in staff meetings.
What did you do?

What have the pupils done this year?
How was the curriculum designed?

What time do Curriculum Leaders get to support with leading their subject?
Linked to teachers' well-being as well as subject knowledge.

How is the subject assessed, and how is the curriculum adapted for SEND children?

Practice the 'deep dive' so everyone knows what might happen and leaders can speak confidently and comprehensively

Triangulate all aspects of the curriculum – know the subject across the school

Be open and honest – relax – enjoy the experience.



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Overview of Deep Dives

The Background: What are deep dives and why do they take place?

The Experience: What happens on a deep dive? What are inspectors looking for and how do they gather the evidence they need?

The Lessons: How might you prepare?

Top Tips

How does local history and heritage learning help?

The Background: What are deep dives and why do they take place?

Since the introduction of the current inspection framework in 2019, Ofsted has placed greater emphasis on the curriculum. When inspectors evaluate the quality of education during an inspection, they carry out 'deep dives' in order to understand the school's curriculum. This involves gathering evidence on the curriculum intent, implementation and impact over a sample of national curriculum subjects.

- **Curriculum intent** is what a school is trying to achieve through its curriculum
- **Curriculum implementation** is how it is being delivered
- **Curriculum impact** is what difference all this is making to pupils' learning

NOTE: History is the most popular foundation subject for a deep dive – 2022/23: 46% primary school inspections and 55% secondary school inspections had a history deep dive.

TOP TIPS

THE CURRICULUM:

- Is not just the subject
- Is not the same as teaching activities: the curriculum is **WHAT is taught** - not HOW it is taught
- Is not the same as in every other school – much will be similar, but **CONTEXT matters, and 'locality' is one aspect of the school context schools can use to help build a high-quality curriculum by making the selection of what is learned more relevant**

Context – make sure your curriculum reflects the school's community e.g. locality and diversity

- Is not about devising extra or more elaborate or creative activities.

It is not vague but a specific plan of what children need to know in total, and in each subject.



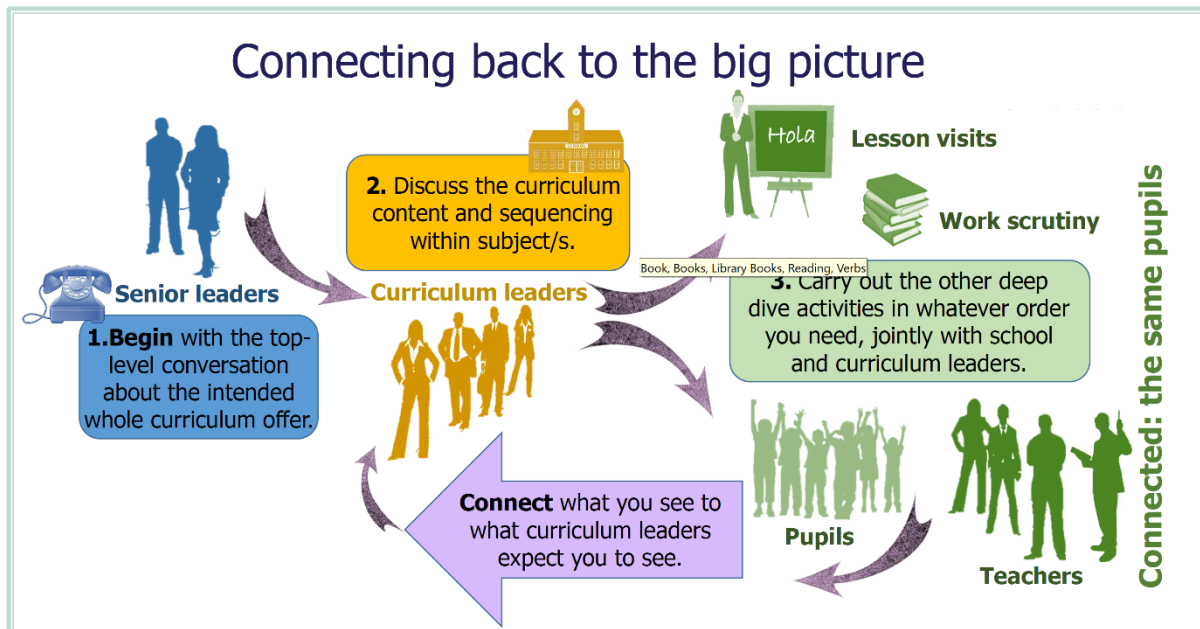
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The Experience: What happens on a deep dive? What are inspectors looking for and how do they gather the evidence they need?

Deep dives encompass a range of activities. They usually include inspectors:

1. Talking to senior leaders: evaluation of the intent for the curriculum in this subject or area, and their understanding of its implementation and impact
2. Talking to curriculum leaders: evaluation of their long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing
3. Visiting lessons: evaluation of the curriculum in practice – visits to a deliberately and explicitly connected sample of lessons – usually joint with senior and/or curriculum leaders
4. Looking at pupils' work: scrutiny of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors
5. Talking to pupils: usually from the lessons observed
6. Talking to classroom teachers: to understand how the curriculum informs their choices about content and sequencing to support effective learning

The deep dive process works like this:





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TOP TIPS

THINKING ABOUT THE CURRICULUM

When thinking about your curriculum, consider these four elements because doing this will help you to ensure that your curriculum does what you want it to do!

For scope and coherence think about:

- Do the identified components ensure that pupils achieve end points that match the ambition of the national curriculum's attainment targets?
- Does the subject curriculum equip pupils with the knowledge to succeed in life?

For sequencing think about:

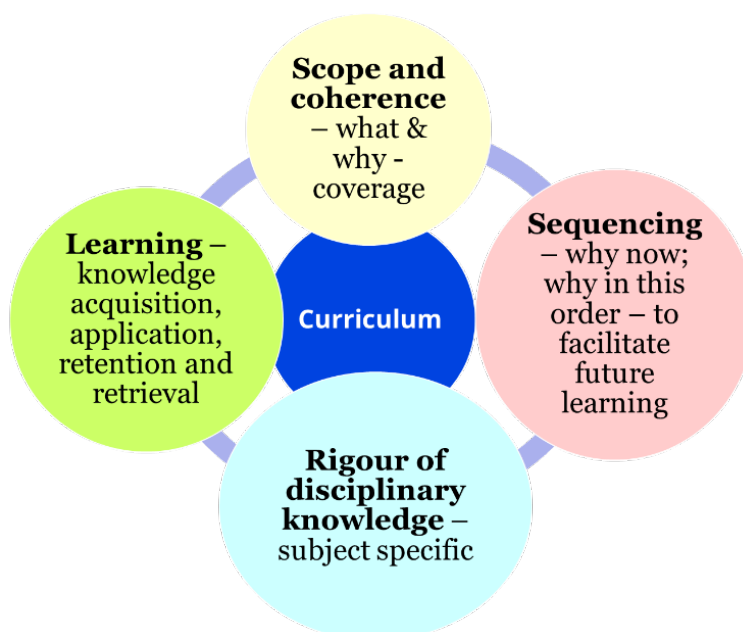
- Is the subject curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points?
- Does curriculum planning identify small enough component steps so that all pupils can ultimately achieve ambitious end points?

For disciplinary knowledge think about:

- Where relevant to the subject do pupils gain disciplinary knowledge and engage in disciplinary practices?
- Do teachers ensure pupils are drawing on enough knowledge when answering subject-specific questions?

For learning think about:

- When pupils struggle, do teachers check which knowledge components are missing and fill the gaps?
- Do teachers identify crucial components and emphasise these to ensure they are remembered long-term?





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TOP TIP

KNOWLEDGE

Knowledge is sticky!

To help pupils remember, make sure new knowledge is linked to previous knowledge. When designing a history curriculum, it is worth thinking about:

Core knowledge:

the most important for pupils to secure in their long-term memory – at their fingertips

Hinterland knowledge:

background information which helps to make core knowledge meaningful by placing it in context

Learning must be retained!

To achieve this, learning must enter long term memory so new learning has to be presented and revisited in ways to ensure it is remembered

The Lessons: How might you prepare?

Preparation

1. Read the key documents: the inspection handbook, the appropriate Ofsted subject publications and the National Curriculum. In particular, look at:
 - a. [Ofsted, Research review series: history, Published 14 July 202](#)
 - b. [Ofsted, Rich encounters with the past: history subject report, Published 13 July 2023](#)
2. Be clear about your curriculum – what is the intent, how is it implemented and how do you know if and when pupils have grasped it
3. Intent includes rationale and the age-old question: *why are you teaching, what you are teaching, when you are teaching it, how you are teaching it?*
4. Ensure the subject curriculum links to and builds upon the whole school vision and ambition
5. Ensure there are detailed curriculum plans – long term whole school and key stage overviews, medium term yearly and termly plans, and short-term unit and lesson plans



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6. Ensure that as subject leader you have checked what everyone will be teaching, is teaching and has taught from the EY to Y6
7. Include the EY provision in your subject overview – ignore it at your peril
8. Produce succinct summaries of your curriculum plans particularly rationale and overview – use the same ones that you might put on the school’s website or use with governors

Practice

1. Practice curriculum conversations with your colleagues – ask them to put you on the spot
2. Practice curriculum conversations with teachers – put them on the spot
3. Ensure consistency of response because everyone understands how and why the curriculum is constructed as it is
4. Help teachers to know the full picture so all teachers are aware of the subject from EY to Y6
5. Do not overdo it but practice yourself doing lesson visits, work scrutiny and pupil voice for the same group of pupils
6. Think through how you might answer the questions on scope, coherence, sequence, disciplinary knowledge and learning
7. Do not bother with consultants – turn to others in your school, your governors or to colleagues in neighbouring schools

Planning

1. Ensure concepts and all new vocabulary are explained and that definitions become more complex over time
2. When thinking about knowledge remember knowledge is sticky – so how do you make sure pupils stick new knowledge to old?
3. Think about creating knowledge webs to show them how new and previous work link together
4. Knowledge must be retained in long term memory, so how do you achieve that?
5. If you use knowledge organisers, be clear as to how you use them and why you use them in that way
6. Check how key vocabulary is explained and used in other subjects and know what is happening across the curriculum and how each subject links to and supports each other.

Progress

1. Remember the key elements of learning new material: access, knowledge, sequencing, and progress
2. The key to progress is being able to do more with it – so, through the key stages and across units create tasks which are of increasing complexity and require the use of previous knowledge



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3. In addition, when designing units:
 - a. Select content which will develop ‘old’ concepts that pupils are already familiar with (where possible) or can lead pupils to understand new content
 - b. Select content which provides a platform for ‘new’ concepts to be developed in later studies
 - c. Sequence the content in a way which rehearses previously taught content so that it can be regularly reviewed and integrated into a larger framework which the pupils need to develop
 - d. Do not overload the curriculum and the pupils in one year – identify the knowledge and space it across the years

As a result, the curriculum becomes the progression model

Substantive and disciplinary knowledge

It is worth considering at this point the term knowledge and the ideas surrounding substantive and disciplinary knowledge.

Ofsted explains these terms as follows:

‘Substantive knowledge: *in history, this refers to knowledge about the past.*’

‘Disciplinary knowledge: *this refers to knowledge about how historians and others study the past, and how they construct historical claims, arguments and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how historians have studied specific aspects of the past and constructed claims and accounts about them.*’

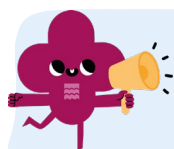
<https://www.gov.uk/government/publications/subject-report-series-history>

In effect, substantive knowledge is the content and disciplinary knowledge comprises the concepts we use to interrogate, think about, write about and view the content.

In terms of the concepts in history, the National Curriculum notes that pupils should:

‘understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyse’.

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



So, when teaching local history, link these concepts to the content. In particular use the concepts which have been underlined, namely continuity and change, cause and consequence, similarity, difference and significance.

In effect, explore the substantive knowledge by using the disciplinary knowledge.



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Whilst doing all this, think about how you will develop pupils' chronological understanding and their sense of period. These are important ways of helping young people use the disciplinary to think about the substantive.

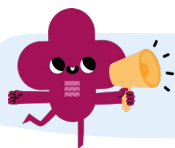
For chronology – remember sequence, interval and duration – events in the right order (sequence), distance between events (interval) and how long each event lasted (duration).

For a sense of period – draw in references to other subjects of the curriculum so you present an holistic view of a person or event.

Research

Look at the [Ofsted primary aide-mémoires for inspectors](#) – released unofficially autumn 2022 . The 'crib sheets' cover the various primary National Curriculum subjects which are subject to an Ofsted 'deep dive' and are marked '*official – for training only*'.

Copies of longer inspector guidance for each subject area have also been shared, and these go into much greater detail about the content of curriculum deep dives and the specific approach taken



**Take great care.
They are guidance for inspectors, not teachers.**

Disclaimer

This guidance is based on what has been said and published by Ofsted and what has been experienced by schools since September 2019. It has been written by experts in inspection and not by anyone at Historic England.