

Footprints

Step-by-step together

Your newsletter from the Diocesan Board of Education

October 2020



Paul Dunning
Diocesan Director of Education

Reading the contributions to this edition of Footprints I was struck by the rather obvious fact that history is all about people.

We are interested to learn about the past and its influence on us today. We are blessed as a family of church schools to have a rich, shared heritage going back over 200+ years of schooling. Our education system would not be what it is today if it wasn't for the vision and

compassion of our forebears recognising that education for all was vital for fullness of life and enabling opportunity. I wonder how we will be viewed in 200 years? Will we be seen as 'good ancestors' who have provided wonderful learning opportunities that have truly been open to all?

A new diocesan-wide vision is currently being consulted on where work with children and young people plays a prominent part. One of its priorities states that: *We will encourage every church community and church school to be engaged somehow, often in partnership, in loving service to its local, diocesan and world neighbours.* If we can live that out it will shape our legacy and maybe as people look back, they will say we've been good ancestors.

One aspect critical to all our work is promoting Equality and Diversity, and particularly at this moment in time, the BAME (Black, Asian and Minority Ethnic) element of this. Our writers had copy

deadlines before this year's Black History Month, but we have seen much good work in this area. However, one month's focus is not enough, and I know many schools are embedding such themes in their curriculum. The Board of Education is taking this area of work very seriously and will see it prominent in its strategic plan for a number of years.

I have been reminded recently how we are all part of God's Big Story. We do not know exactly which chapter we are in during 2020 nor how many chapters there will be. However, we can all make a positive mark with the people around us and continue to make history. The book of Esther (4:14) says: *"For if you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father's family will perish. And who knows but that you have come to your royal position for such a time as this?"* We may not be in royal positions, nor have books written about us but we are all part of His-story as loved children of God.

LISTEN

CELEBRATE

IMAGINE

EMPOWER

...MORE THAN WE CAN IMAGINE

Sophie Dickson
Headteacher
Ashwicken VA Primary School

The curriculum and its impact on pupils has a greater focus in the new inspection requirements than ever before, so it was with this in mind that Ashwicken School embarked on the overhaul of our curriculum. As a staff team we began looking at the way that we could ensure that the children in our school were being offered high quality learning opportunities throughout their education with us.

We planned out our curriculum using 'milestones' which we all agreed were what we wanted the children to know and understand in each Key Stage within school. Teachers at our school really see the value of school trips to enrich pupils lives - Year 6 head off to Cromer



to find out about the local history of the lifeboats; Year 3 and 4 head to True's Yard to engage with their locality.

The teachers enjoy being creative about ways to ensure history is not neglected and progress lost at those times when it is not formally taught. The history coordinator is part of the Heritage Engagement Network, that meet regularly, and through this we

have had the opportunity to visit the local church - St Nicholas' Chapel- in King's Lynn to find out about the stories behind the memorials – a completely different slant on local history which the children thoroughly enjoyed. Looking for opportunities for pupils to engage in history and empathise with those that have lived in the past really helps to invigorate the subject for our pupils.



Alex Griffiths
Headteacher
Brooke VC Primary

We are incredibly fortunate at Brooke Primary School to still be situated on our original school site, here since its church foundations in the early 19th Century. History therefore is key to the curriculum we offer at Brooke Primary School, as our children develop their understanding of their place within the history of this place and beyond.

When I started here as headteacher, just over two years ago, I wanted to revamp the way that the curriculum was taught in school. We worked as a staff team to offer a curriculum, which brings the geographical and historical topics to the fore, and underpin the work we do in writing, art, design and technology and computing, as well as most other areas of the curriculum. Taking the starting point

of "What are our children interested in?" and "What do we want them to learn?" led us to place locality at the forefront of our curriculum offer.

There were a large number of very old filing cabinets in various rooms around school, all of which have since been emptied and new homes found for them. Emptying them unearthed a treasure trove of school archives which are now prominently displayed at the front of school. A visitor book from the 1830s, class photographs dating back to the 1950s, sports team photographs from the 1920s and school log books for the last 150 years. The richness of the human and geographical history at the bottom of these cabinets needed to be shared with the whole school and wider local community.

Using these archived resources is now a key part of our historical learning. Our Y6 school leavers in July 2020 used many

of the old photographs and their research to put together a "Leavers Film" in place of a Leavers Production – which can be viewed on our YouTube channel here: www.youtube.com/watch?v=dn2h-lie8sA&safe=active. Teachers use photographs, old documents and newspaper clippings about the school to teach in fictional and non-fictional contexts related to the classes interests, learning and topics.

Does it work? We truly believe that the curriculum we offer at Brooke is helping us to create the school that we would have wanted to attend. Our children embody the school values of love, resilience, togetherness, kindness and wisdom within the school and through the Brooke village community. We believe that this is aided through their better understanding and awareness of their place within this building, this community, this locality and as one of a number of generations who have been in this school over the previous almost-200 years. Our aim is that children leave our school with a wealth of historical understanding, perhaps having cemented their own small piece of Brooke Primary School history too, of all eras and viewpoints throughout their primary years.

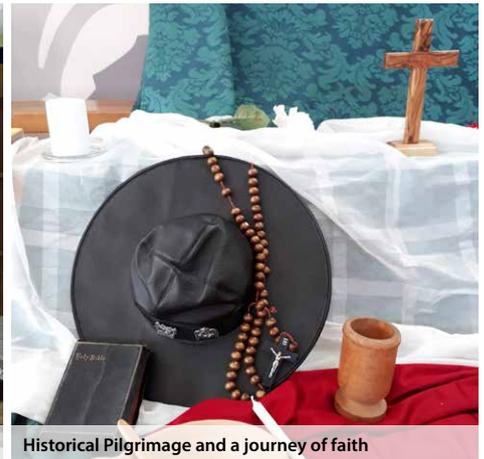
We would be delighted to share with other schools ideas and discussion on how to most effectively teach primary history. If you are interested, we would love to hear from you!



Edith Cavell and a Medieval maid



Florence Nightingale reads her Bible



Historical Pilgrimage and a journey of faith

History, a Stepping Stone into the Spiritual

Janet Marshall

Director & Lead Practitioner of 'Journeys for Learning'
www.journeysforlearning.co.uk

"History's boring!" Never did a comment send me off on one of my 'rants' when I was a primary teacher more than this one.

I have made History cross-curricular and as a vehicle to enhance RE concepts and spiritual development for many years in cathedrals and classrooms. It's a 'wow' moment when children see people and historical events brought alive and realise they are part of who and what we are today.

My aim is to bring alive those people

who've shaped history. We look at their motives, beliefs, desire to 'serve', fears and hopes, essentially, what it is that made them (and makes us) tick.

RE is inseparable from History/ Worldviews. The 2019 Norfolk Agreed RE Syllabus states: *"Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live"*.

Time is short, so I have developed in-school 'glimpses' for KS1,2 and 3. Sessions encompass philosophical, theological and social science lens approaches. We 'dive deep' into how heroic actions and events shaped lives, beliefs and culture. Even at KS1 this is possible!

Whether it's Florence Nightingale, Edith Cavell, Saxons and Normans who shaped Norwich, the devastating Great Fire of London, or how prehistoric times paved

the way to life on earth as we know it... we explore to the core!

PLUS a whole host of purely RE/World Faith topics are on offer too.

Do check out my 'Journeys for Learning' Facebook page and email me for full information:

janet@journeysforlearning.co.uk



History shapes our world views workshop

Daniel Page

History Lead
 Cawston Primary Academy DNEAT

At Cawston CE Primary Academy, history has always been a major part of the curriculum.

I have used my personal interest in history and links with the Historical Society to inspire future generations with this fascinating 'living' subject.

From field trips to museums and places of interest to immersive days where drama and creative arts are at the forefront, history has been used to bring the past to life. At Cawston, as we strive towards the 'History Quality Mark', we have always seen it as a way of igniting imagination and enquiry as well as keeping a focus on key historical skills.

Throughout their time with us, our children are able to engage with the local

history that Cawston provides. With our strong Christian ethos, we naturally have very close links with our local church, St Agnes, and hold our Harvest, Christmas and Easter services there as well as using it for history trails and for enquiry led learning. We are fortunate to be able to use this local building as a rich learning resource. Like the parable of the sower, we are sowing the 'seeds' of enquiry on fertile ground.

Getting out into your local area, doing village walks in EYFS and KS1 and meeting local people can help children to connect with their surroundings and discover stories they didn't know existed. Year 3 will be going to an archaeological dig, as part of the Aylsham Roman Project, this year as part of their work on the Romans. While Year 5 and Year 6 use resources to study village life during the Victorian and 20th century periods.

Enquiries such as these, help give the children ownership over their learning and, for some, it will expand on their own family history whilst for others it will become a first chapter in a new story.

Currently Year 6 are doing a topic on the First World War. One of the biggest aspects of our work was researching the village's fallen soldiers. Using some information from the local history group, online resources and documents such as census returns and army service records, the children were able to put together a biography of their chosen soldier. Once this and their watercolour portraits of the soldiers are complete, we will be looking to put the work on display in St Agnes and our website for all of the community to see. This has inspired many of the children to research their own family histories. We are all looking forward to seeing the results.

Flourishing Governance



Jill Wakefield
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A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history
(Mahatma Gandhi)

The first church schools, or National Schools as they were known, were founded by the National Society in 1811, fifty years before the state schools were established by the 1860 Education Act. The purpose of the National Schools were:

"That the National Religion should be made the foundation of National Education and should be the first and chief thing taught to the poor, according to the excellent Liturgy and Catechism provided by our Church."

Many schools still have logbooks and records of board meetings stretching back to Victorian times. These documents provide an interesting

record of life in school and reflect the context of the time. The following are extracts from an essay by Shirley Howell about the Stibbard School logbook:

- Her Majesty's Inspectors and those from the Diocese visited regularly, sometimes unannounced. HMIs often complained that these agricultural children were lethargic and read with little intelligence or expression, whereas the Diocesan Inspectors, who examined Religious Knowledge, were often complimentary.
- Epidemics of fever, mumps, whooping cough, scarlatina, scarlet fever, diphtheria, measles and chicken pox occurred and often the school was shut for several weeks.
- Parents needed to have their children at home, either to work for them, or to earn. Boys were absent, keeping the toll gate: "Tom MERRISON left. Gone to keep one of the Toll bars". ... They also worked on crow-scaring, cattle-keeping, potato picking, haymaking and harvesting. Girls helped with washing, moving house, sick-nursing, gleaning, carrying their fathers' dinners into the field at harvest, doing field work with their mothers, and gathering acorns.
- The children were punished for sliding on the pond, for spitting, for loitering on the road to school, one girl for blotting her copybook, for wearing

crinolines, for playing marbles in school time; in 1870 a group of children arriving late was made to stand for 1 1/2 hours, for spending their school pence, for biting, for stopping on the road to school to play snowballs;

I particularly liked the reference to the visits in 1863 by the Inspector of Nuisances who looked into overcrowding, poor drainage and ventilation, and insanitary toilets.

I wonder what historians in the future will make of our current minutes which will be littered with references to COVID-19, bubbles and the steps being taken to keep everyone safe.

The minutes of governing board meetings are legal records and must be kept permanently which can cause a bit of a headache when space is at a premium. The Norfolk Record Office is the official place of deposit for Norfolk County Council's own records, including those of schools. If you find that you still have some of the original logbooks from Victorian times at your school, it might be better if these were passed over to the Norfolk Record Office for safekeeping. They are always happy to receive new deposits of school records. If you want to arrange a transfer, contact them on norfrecc@norfolk.gov.uk.

Please remember that school records are the property of Norfolk County Council (NCC) and they must not be loaned or given to any third party, whether staff, governors or local historians.

Welcome

Headteachers starting

Hannah Holgate
Headteacher of Harleston Primary Academy, St Benet's MAT

Academy conversions

DNEAT conversions

Dove Federation (Parkers & Caston)
1 November 2020

St Benet's MAT conversions

Newton Flotman VC Primary
1 November 2020

Garboldisham VC Primary
1 December 2020

Farewell and thanks

Headteachers

Mary Foreman
Interim Headteacher of Harleston Primary Academy, St Benet's MAT