PLANNING A LOCAL HISTORY STUDY

The study of local history is a requirement for all Key Stages of the National Curriculum (2013):

- during Key Stage 1 pupils should be taught about 'significant historical events, people and places in their own locality’
- during both Key Stages 2 and 3 pupils should be taught a ‘local history study’

This article presents some introductory guidance to teachers, particularly non-specialist teachers, about how to plan and resource a local history study. It is illustrated with local examples from Kent and is based on a workshop presented by Andy Harmsworth at the 2016 Primary History Conference organised by the Canterbury Branch of the Historical Association. It is divided into 4 sections with two appendices:

- Why teach local history? (page 1)
- What counts as local history? (page 2)
- Resources for local history (pages 3 – 13)
  This section contains information and guidance about the wide range of different kinds of sources which can be used in a local history study. It is not suggested or implied that all of them should be used.
- Getting started (pages 13-14)
- Appendices : Some useful websites (pages 15 - 16) and local history societies in Kent (pages 16-20)

1. Why teach local history?

There are many more important reasons for children studying local history than simply because the government tells us that they must!

- Local history can demonstrate the effects of national or international events on real people and places to which children can relate; this can help to bring history ‘alive’ to them.
- Local history provides children with an opportunity to work like young historians and develop a real understanding of the nature of the subject as a process of enquiry. Children should carry out their own investigation into the past using different kinds of sources. There will not usually be an available textbook; books on local history are often written by enthusiastic amateurs for an adult audience, although there are exceptions like Roman Canterbury and Medieval Canterbury published by Canterbury Archaeological Trust (see http://www.canterburytrust.co.uk/learning/resources/roman-canterbury/ and http://www.canterburytrust.co.uk/learning/resources/medieval-canterbury/). So children will have to investigate, and sometimes discover, relevant source material (the raw material of History) for themselves.
- A local history investigation can involve the whole local community. Parents, grandparents and neighbours can provide resources such as old photographs, newspapers and personal reminiscences for children to study. At the end of the project they can be invited into school to see your children’s work.
2. What counts as local history?

A local history study could focus on:

- a single building (such as a castle, an archaeological site, a church and graveyard, a monument – or your school)
- a street
- an area like a village or housing estate
- a whole town

It could focus on the lives of:

- a particular individual
- a family
- a particular group of local people – or local people in general

History is primarily about the lives of people in the past – and local history provides an opportunity to investigate the experiences of ordinary people rather than the rich and famous. It could focus on a topic related to the locality, for example:

- hop-picking
- going to the seaside
- miners in the East Kent coalfield

Your study could focus on:

- a short period of time (for example the impact of the Second World War on the local area)
- a longer period of time such as a particular century or historical period (for example Victorian Margate or Roman Canterbury)
- a development study across time (e.g. how a town changed over time)

You will also need to decide if it will be:

- a stand-alone study
- or if it will be linked to, or even part of, one of the British History studies in the National Curriculum – for example your local history study could form part of the KS2 unit ‘The Roman Empire and its impact on Britain’

It is probably best to think on a small-scale at first – both in terms of the place you are going to focus upon and the time period. You can then build it up into a more wide-ranging study, if you want to, as you gather more resources.

Don’t forget that for your children the 1990s are history! So a very recent (to us) local history study can be very relevant for your pupils. An added benefit is that there are likely to be plenty of resources available (such as photographs, film, newspapers and people’s memories).

As you begin to gather resources for your study, think about:

- cross-curricular links (especially with English and Geography)
- a good enquiry question around which to organise your local history study; for example: ‘How did the Second World War affect Dover?’, ‘When and why did Margate become a seaside resort?’ or ‘How has our school changed over time?’.
3. Resources for local history

(a) Using the local environment

Whether you are studying an obvious historic site or more ordinary streets and houses, the best place to start is the local environment as it is today:

- you could start with an aerial photograph, to help children see the layout of the local area and its main features. Google Earth is particularly good for helping young children to understand the concept of maps.
- you could spend some time outside walking around the area, perhaps with a simple map to help children orientate themselves. As you examine what the area is like today, look for clues about its past; you’ll be surprised at how many you will find:
  - street names might refer to an important individual or buildings which used to be in the area (for example ‘Monastery Street’, ‘Mill Street’ or ‘Market Street’); streets named after a saint often led to a church.
  - Look for old post-boxes, signs, plaques, foot scrapers and other forms of street furniture:

These road signs in a pedestrianised high street show that it was once the main road to London

There is a sign for Boots the Chemists on the outside wall of this restaurant showing that the use of this building has changed

The plaque on the wall of this row of terraced houses shows that they were built at the time of Queen Victoria’s Golden Jubilee in 1887
This old post box dates from Queen Victoria’s reign

The foot scrapers by the front doors of these houses date from a time before these streets were paved

This 19th century water pump was used before there was piped water to people’s homes

- look closely at the houses; were they built at the same time or are some newer than others? Have any had alterations made to them – for example blocked windows or extensions? You could probably put the houses into a chronological sequence from oldest to newest.

It is much more difficult, however (especially for children), to work out exactly when they were built; even date plaques can sometimes be misleading. To help your children you could provide them with a ‚spotter’s guide’ containing photographs or line drawings of typical styles of housing from different periods – for example a Tudor house, an 18th century house, a Victorian house and so on – whatever is relevant to the area you are studying.

Your children could record the different times when houses were built using different colours on a map; this might help to reveal the oldest part of the local area.

Labelled drawings of Victorian middle class and workers’ homes
This spotter’s guide was used to help children tell the difference between buildings in a modern High Street which were built before and after the Second World War; this revealed areas where old buildings were destroyed by bombing.

<table>
<thead>
<tr>
<th></th>
<th>Buildings made of flint with some stonework. Pointed or round arches in windows and doorways. Battlements at the top of walls. (Medieval)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td>Timber-framed buildings with jetties (projecting upper floors and steep roofs) (Medieval to 17th century)</td>
</tr>
<tr>
<td><strong>THE WAR</strong></td>
<td>Buildings made of stone and/or brick with symmetrical rows of tall, rectangular windows. Pillars and pediments (Georgian style, from the late 18 century onwards)</td>
</tr>
<tr>
<td><strong>AFTER</strong></td>
<td>Victorian terraces with steep roofs and bay windows. Decorated brick and stonework. (19th and early 20th centuries)</td>
</tr>
<tr>
<td><strong>THE WAR</strong></td>
<td>“Block” shaped buildings made from concrete and brick. Large windows with iron frames. Flat or shallow roofs. (1950’s)</td>
</tr>
<tr>
<td><strong>WAR</strong></td>
<td>Bright red brick walls, some concrete blocks, steep tiled roofs. Stained wood window frames. Look new. (1990’s)</td>
</tr>
</tbody>
</table>

This guide helped children investigate buildings from the medieval period (c1066 – 1500) – like castles, churches and monasteries. The shapes of windows, doorways and arches help them identify when different buildings, or different parts of the same building, were built.
(b) Drawings, paintings and photographs

Old drawings, paintings and (from the mid 19th century onwards) photographs can obviously help children visualise what the local area looked like in the past and identify ways in which it has changed over time. They can also provide a fascinating insight into fashions, occupations, leisure activities, transport, housing conditions and even social class.

Like any kind of historical source, pictures should not be used uncritically. It is often said that ‘the camera never lies’ but photographs can be staged or even faked. Children should learn to ask questions about the provenance of drawings and photographs, such as:

- Why was the drawing made / photograph taken?
- Why would someone want their portrait painted / photograph taken? What message is it trying to convey?
- Is the drawing likely to be accurate? Is the photograph posed?

Drawings and photographs can be used in the classroom or during fieldwork to compare a scene from the past with today to make ‘then and now comparisons’ and identify how much it has changed:

Two pictures of the Westgate and St Dunstans Street in Canterbury: an engraving from 1837 and a modern photograph. Children could compare them to identify:

- how the street has changed since 1837
- anything which has stayed the same

This is CH Godfrey family butchers in Sidcup photographed in 1900. Children could compare the details in the photograph with how meat is sold today – and discuss likely reasons for the changes.

From London Borough of Bexley Local Studies online photo archive

http://www.boroughphotos.org/bexley/
There is another kind of drawing which your children might come across. Reconstruction drawings show what an area looked like in the past but are produced many years, often hundreds of years, later. They are widely used in textbooks and museum displays. They can range in quality from the largely imaginary to very well researched drawings, like the reconstruction drawings of Canterbury produced by Canterbury Archaeological Trust. Even the most well researched reconstruction drawings are based on incomplete remains of the past (like archaeological evidence and other surviving sources) so they can only ever show what an area might have looked like in the past. You might want to discuss with your children:

- what kinds of sources might the artist have used?
- which parts of the drawing are likely to be the most accurate – and which are the least accurate and why?
(c) Using maps and plans

Most towns and villages are shown on old maps like Symondson’s Map of Kent (1597). They show the location of settlements and possibly an earlier spelling of the place-name but they are not very accurate or detailed.

Some towns have more accurate, detailed maps dating from the 17th and 18th centuries but it was the foundation of the Ordnance Survey in 1791 which led to the production of accurate, detailed maps covering the whole country. In 1801 the OS published its first county maps at a scale of 1 inch to 1 mile. Since then it has published and regularly updated detailed maps which allow us to examine in close-up the locality at particular times and compare it at different times. Most local libraries contain the OS maps for their area at the following times:

1872-4  1896-7  1907  the 1930s  1956-7
the late’60s/early ’70s  the 1980s/early ’90s  2004

Young children often find the amount of detail on OS maps very confusing so it is often best to focus on – or ‘zoom into’ – a particular part of a town or street.

If you are investigating the history of your school, the original plans might be in your school archive.

- How did this area of Canterbury change between 1800 and 1900?
- Are there any clues to help explain why some of these changes happened?
(d) Using Archaeology

Archaeology should, in some form, be able to contribute towards your local history study, especially if it looks at Prehistory or the Roman period but even if you are studying recent periods of history:

- if there is an archaeological excavation (or ‘dig’) going on locally, you could take your children to see it. They will learn one of the important ways in which new knowledge about the past is discovered. They might be able to talk to the archaeologists about their work and handle some of the objects they have found.

- it is worth checking whether there is an archaeological report available for an excavation in your area. It might have been a big community event at the time – it might even have taken place in your school grounds! The text of archaeological reports is generally too complex and specialist for young children to use but it will probably contain useful maps, plans, drawings and photographs which you can use in the classroom. Some reports are converted into resources for school teaching, for example: http://www.canterburytrust.co.uk/learning/resources/ark_teacher_pack/ about excavations at Folkestone’s Roman villa.

- some artefacts found in local excavations will be on display in your local museum; several museums and other organisations have handling collections (usually a mixture of original artefacts and replicas) available for loan to schools. For example:
  


  **Canterbury Archaeological Trust**: [http://www.canterburytrust.co.uk/learning/resources/catbox-loans-collection/](http://www.canterburytrust.co.uk/learning/resources/catbox-loans-collection/)

  Artefacts can be used by children of all abilities and provide not only an exciting opportunity to ‘touch the past’ but also to learn about people’s everyday and working lives in the past.

- Finally, don’t forget the valuable reconstruction drawings (see page 7) which archaeologists produce – even if some parts of them rely on ‘educated guesswork’.

(e) Oral history

Interviewing local people about what the area was like in the past will provide children with excellent opportunities to:

- ‘ask historical questions’ (a NC requirement)
- develop their speaking and listening skills
- find out about the experiences of real people
- create their own historical evidence

You could ask your children, with their family’s or carer’s help, to interview an elderly relative about their experiences during the Second World War or the changes they have seen in the area since they were children. You could invite a visitor into school to be interviewed by the class – or children could listen to an interview carried out by their teacher or from a local museum; some museums have collections of interviews on cassette or CD.
If your children are going to carry out the interview themselves they will need to be carefully prepared:

- get them to record their interview on an MP3 recorder – so it can be listened to again and edited or transcribed later
- ask them to prepare a list of open-ended questions like ‘can you tell me something about ....?’ - but remind them to be flexible so they can follow up interesting or unexpected answers; remember that the interviewee should be doing most of the talking!
- discuss ways they can keep the respondent at ease during the interview
- encourage the interviewee to keep talking by smiling and nodding to show their interest
- take a digital camera so that they can take pictures of any photographs or documents they are shown

After the interview get your children to:

- send a thank you card
- keep the interviewee in touch with the project and at the end invite them into school to see your children’s work
- most importantly, ask your class to discuss what they have learned from the interview(s); some of the answers will probably confirm what they have already found out but some will contain something new and raise further questions or open new lines of enquiry

(f) Using other kinds of sources

- Census returns

The first government census of the population took place in 1801. Since then they have been carried out every ten years (apart from 1941). The census of 1841 was the first to list people by name, address, age, job and place of birth. Census forms have only been completed by householders since 1911. Until 1901 the information was written by officials called enumerators. This was because of low levels of literacy among the general public.

The census returns for the years 1841 to 1911 are available online or in main public libraries (usually on micro-film readers). They are particularly useful for finding out about the people who lived in particular houses and streets.

The census return for three houses in Lady Wootton’s Green, Canterbury, 1851
• **Trade directories**

Trade directories were the ‘Yellow Pages’ of their day. They are useful for finding out about shops, businesses and occupations. They were published for most counties and updated at regular intervals from the late 18th century until the 1960s. They usually contained a detailed description of each town and its main facilities (for example a post office, transport services and churches) together with a list of inhabitants and tradesmen arranged alphabetically sometimes with their addresses. They are available in main public libraries and online.

![From Pigot’s Directory for Ashford, 1824](image)

![From Kelly’s Directory for Margate, 1934](image)

• **Newspapers**

Many local newspapers were established in the 18th century. The Kentish Post, which became the Kentish Gazette was first published in 1717. Most libraries have copies of local newspapers from the 1720s onwards either as paper copies or on microfilm. Digital copies are becoming increasingly available online, often on a subscription basis, with time-saving search facilities; the Kent Messenger Digital Archive, for example, provides free access for schools to their newspapers from 1852 to 1912: [http://www.kentonline.co.uk/news/digital-archive/](http://www.kentonline.co.uk/news/digital-archive/)

Newspapers are invaluable sources for:

- details of local events such as crimes, riots and the opening of new buildings
- classified ‘ads’ by tradesmen
- announcements of births, marriages and deaths
- advertisements which can provide fascinating glimpses into everyday life

![The front page of the Kent Messenger, 5 June 1942](image)

A wartime advert for ‘Priory tea’
• **Travellers’ descriptions and histories**

There are several books written by travellers and antiquaries (people who were interested in the past) which contain eye-witness descriptions of towns and villages, often accompanied with maps and drawings, and historical information much of which was based on hearsay. For example:

- William Camden’s Britannia : Kent, 1586
- The Journeys of Celia Fiennes, 1685-c1712
- Daniel Defoe, A Tour Through the Whole Island of Great Britain, 1724-7

The most well-known of these in Kent is Edward Hasted’s History of Kent, published in 12 volumes between 1797 and 1801. It contains detailed written descriptions of every town and village in Kent, with very useful maps and drawings, and interesting but often inaccurate historical information about them.

![A map of the Sittingbourne area from Hasted’s History of Kent](image)

• **School records**

If you are investigating the history of your school, your school archive may contain:

- maps, plans and brochures dating from the original building of the school
- photographs and newspaper cuttings of important events at the school
- school log books*; headteachers were required to keep a log book from 1862. They record details of important events at the school as well as staff absence and pupil attendance. Of particular interest are the entries covering the Second World War which often mention evacuation, air raid precautions and the effects of bombing raids
- inspection reports*
- admissions and attendance registers*
- punishment books*; until corporal punishment was banned in UK state schools in 1986, headteachers were required to keep a record of all corporal punishments which were carried out at their school. Your children will find the records of their predecessors’ misdemeanours fascinating!

Don’t forget to contact past pupils; their personal reminiscences will contain some interesting details (see the advice about Oral History above).

* if these documents are not available in your school you should contact the Archive Office for your area (see below).
• **Archive Offices**

For more advanced work you will probably need to go to one of the county’s Archive Offices, or other institutions holding archives, of which there are a considerable number. They contain original sources such as wills, inventories, diaries, letters, parish and court records. The main ones are:

- **Medway Archives, Strood**: for the Medway Council local authority area:  

- **Canterbury Cathedral Archives**: for the Canterbury City Council local authority area and certain areas outside it:  
  [https://www.canterbury-cathedral.org/heritage/archives-library/](https://www.canterbury-cathedral.org/heritage/archives-library/)

- **Kent History and Library Centre, Maidstone**: for the historic county of Kent:  

There are other centres holding archives of areas formerly within the historic boundaries of Kent. Such centres include:

- **Bexley Archives and Local History, Bexley**: for the London Borough of Bexley:  

- **Historic Collections, Bromley Central Library**: for the London Borough of Bromley:  
  [http://www.bromley.gov.uk/info/1062/libraries_-_historic_collections](http://www.bromley.gov.uk/info/1062/libraries_-_historic_collections)

For smaller archive holding bodies in Kent go to:  
[http://discovery.nationalarchives.gov.uk/find-an-archive](http://discovery.nationalarchives.gov.uk/find-an-archive)

Some town libraries run by the Kent Libraries, Registration and Archives Service hold substantial local history collections relating to their areas:  

### 4. Getting started

Once you have got some rough ideas about what to study, it is time to start gathering materials. Begin by discussing your ideas with:

- the Local Studies librarian at your local library
- the schools learning officer at your local museum

Then contact:

- your local archaeological unit; there are archaeological units based in Canterbury [http://www.canterburytrust.co.uk/learning/](http://www.canterburytrust.co.uk/learning/), and Thanet [http://www.thanetarch.co.uk/](http://www.thanetarch.co.uk/) The Kent Archaeological Society has links to other local archaeological groups on its website [http://www.kentarchaeology.org.uk/links/local-societies-groups-in-kent/](http://www.kentarchaeology.org.uk/links/local-societies-groups-in-kent/)

- your local history society should have some materials and suggestions to help you; most them have a website and some have Facebook pages (see **Appendix 2**)
Check for online materials by carrying out a Google search (other search engines are available). A very useful starting point is Here’s History Kent which has maps, photographs and other types of sources for every settlement in Kent: http://hereshistorykent.org.uk/

Write letters to parents of children in your class/year group asking for help; explain the nature of the project to them and ask if they can help with any materials (old photographs, newspaper cuttings etc) and if appropriate, suggest people with memories of the area who might be willing to be interviewed.

Once you have gathered some materials your study should be beginning to take shape. You can now start planning your scheme of work; organise it around a good open-ended enquiry question, for example:
- What was it like to live in XXXX 100 years ago?
- How was life in YYYY affected by the Second World War?
- How did life in ZZZZ change during Victorian times?

Try to include plenty of engaging activities in which your children are actively asking questions, investigating different kinds of sources and reaching their own conclusions. Also try to include some work outside the classroom in the local environment. Be prepared to adapt written sources to suit the learning needs of your children; for example by providing short relevant extracts and/or simplifying their language.

Don’t expect everything to be ‘finished’ before you start teaching the study. One of the joys of teaching local history is that it often generates more interesting material as pupils and their parents get more involved. Over the years you will almost certainly find more resources and should be prepared to adapt your scheme of work accordingly.

Last, but certainly not least, enjoy researching and teaching your local history study – and good luck!

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- Dr Mark Bateson of the Kent History and Library Centre for the information in the Archive Offices section.
APPENDICES:

1. SOME USEFUL WEBSITES FOR KENT LOCAL HISTORY
(a selective and incomplete list!)

GENERAL RESOURCES:
The British Association for Local History: provides guidance on developing local history activities in the classroom and some exemplars which can be adapted for other localities
http://www.balh.org.uk/education/classroom-exercises


Here’s History Kent: an extensive archive of historical material relating to most Kent parishes and towns – very highly recommended! http://www.hereshistorykent.org.uk/index.cfm

Heritage Explorer: an excellent site from Historic England (old English Heritage) with a range of teaching activities, lots of very useful ‘how to ... guides’ and a searchable database of over 10,000 images which are free to copy and use. http://www.heritage-explorer.co.uk/web/-he/default.aspx

The Historical Association: has a range of useful articles about teaching local history mainly in primary schools. You will need to purchase membership to access most of them or you can purchase them individually as a non-member. https://www.history.org.uk/primary/categories/ks2-local-history


Kent Messenger Digital Archive: (registration and subscription required but 1852 - 1912 is free)
http://www.kentonline.co.uk/news/digital-archive/

Kent Photo Archive: 20362 (at the last count!) historic images of Kent with many dating back to the late 1800’s. http://www.kentphotoarchive.com/kpa/desktopindex.php and Facebook page: https://www.facebook.com/Kent-Photo-Archive-296787023720940/

The Mass Observation Archive: The Mass Observation Archive contains material about everyday life in Britain, consisting of interviews, diaries and questionnaires organised by the Mass Observation social research organisation (from 1937 to the early 1950s), and newer material collected since 1981 (Mass Observation Project). It is based at the University of Sussex. http://www.massobs.org.uk/
Photographs of Kent towns and villages: (a commercial site which doesn’t allow free copying):  
http://www.francisfrith.com/historic-county-of-kent

Screen Archives South East: provides an enhanced online catalogue of more than 2000 selected films  
from the Screen Archive South East collection. A separate catalogue allows access to films from archives  
across the UK. http://screenarchive.brighton.ac.uk/

SPECIFIC PLACES:

Bexley Borough photos: images from Bexley Local Studies and Archives  
http://www.boroughphotos.org/bexley/ Other online resources can be found at  
http://www.bexley.gov.uk/archives

Canterbury Archaeological Trust: a wide range of educational resources relating to East Kent (not just  
Canterbury!) http://www.canterburytrust.co.uk/learning/

Deal: Dealweb, links to Deal’s history:  
http://www.northdowns.plus.com/dealweb/history-deal/history-index.html

Dover: a pictorial history http://www.dover.freeuk.com/

Dover: The Dover Society http://www.doversociety.org.uk/

Dover: a useful list of websites  
http://ancestralpaths.com/online-resources/kent-genealogy-local-and-family-history-resources/dover-kent-genealogy-local-family-history-resources/

Elmstead: includes records of births, marriages and death from St James Church :  
http://www.hastingleigh.com/Elmsted/Elmsted-Index.html

Hastingleigh: http://www.hastingleigh.com/index.html

Margate in Words and Pictures: http://www.margatelocalhistory.co.uk/

Medway Archives and Local Studies Centre:  
http://www.medway.gov.uk/apps/medwayimages/about_images.asp


Walmer: Walmer web- Walmer’s local history http://www.walmerweb.co.uk/history.html


2. LOCAL HISTORY SOCIETIES IN KENT

Appledore Local History Society:  
http://www.appledorepc.kentparishes.gov.uk/appledore-local-history-society/

Ashford Archaeological & Historical Society: http://ashfordarchhist.org/

Aylesford Society: Aylesford Community Centre, 25 Forstal Road, Aylesford, Kent, ME20 7AU
For further details. contact Andrew Brown 01622 717034.

Bearsted & District Local History Society:  
http://local.kent.gov.uk/kb5/kent/directory/service.page?id=PwT8XEWGl8

Bexley Historical Society: http://www.bexleyhistoricalsociety.co.uk/

Biddenden Local History Society: http://www.biddenden.gov.uk/historysociety.asp

Brenchley & Matfield Local History Society: http://www.brenchleyandmatfield.co.uk/org/brenchley-and-matfield-local-history-society

Bridge & District History Society: http://www.bridgehistory.org.uk/

Broadstairs Society: http://www.thebroadstairssociety.org.uk/The_Broadstairs_Society/Welcome.html

Canterbury Historical and Archaeological Society: http://www.canterbury-archaeology.org.uk/history-notes/4590809437

Charing & District Local History Society: http://www.charinghistory.co.uk/

Chatham Historical Society: http://www.chathamhistoricalsoc.btck.co.uk/

Chatham Dockyard Historical Society: http://www.dockmus.btck.co.uk/

Crayford Manor House H&A Society: Contact: Mrs J Hearn-Gillham, Secretary,14 Mt Pleasant Walk, Bexley DA5 1PT Tel No: 01322 551279

Detling Society: Contact: John A Owen, Secretary,19 Hockers Lane, Detling, Maidstone, Kent ME14 3JL Tel No: 01622 737940

Dover Castle Street Area History Society: http://www.castlestreetsociety.co.uk/

East Peckham History Society: Contact: Mrs K Mahoney, Secretary,13 Fell Mead, East Peckham, Tonbridge, Kent TN12 5EG Tel No: 01622 872111

Edenbridge & District History Society: http://www.edenbridgetown.com/in_the_past/historical_society.shtml

Farningham & Eynsford Local History Society: http://www.felhs.org.uk/


Fawkham & District History Society: Contact: Mrs K Proudfoot, Secretary,The Old Rectory, Fawkham, Longfield DA3 8LX Tel No: 01474 707513

Folkestone Research and Archaeology Group: http://www.folkarch.co.uk/  
https://www.facebook.com/FolkestoneResearchAndArchaeologyGroup/

Folkestone & District Local History Society: http://www.folkestonehistory.org/

Frittenden History Society: http://www.frittendenhistoricalsociety.co.uk/

Gillingham & Rainham Local History Society: http://grihs.weebly.com/

Goudhurst & Kilndown Local History Society: http://www.goudhurstlocalhistorysociety.org/

Great Chart Society: Contact: Mrs G M Tate, Secretary, Swan Lodge, The Street, Great Chart, Ashford TN23 3AH
Hadlow History Society: Contact: Mrs A Hughes, Spring House, Tonbridge Road, Hadlow, Tonbridge, Kent
Tel No: 01732 850214

Halling Local History Society: contact Jemma Graves, Secretary for Halling Historical Society, phone 07949 374 127.

Hawkhurst Local History Society: http://www.open-lectures.co.uk/Local-History-Societies/6140-Hawkhurst-Local-History-Society/View-details.html#WPZCjTGrNKQ

Headcorn Local History Society: http://www.headcorn.org.uk/

Herne Bay Historical Records Society: http://www.hbhhrs.org.uk/

Higham Village History Group: http://www.highamvillagehistory.org.uk/

Horton Kirby & South Darenth Local History Society: http://www.hortonkirbyandsouthdarenthlhs.btik.com/

Hythe Civic Society: http://www.hythecivicsociety.org/

Ightham & District Historical Society: Contact: Mrs M Sayer, Secretary, 22 Conyerd Road, Borough Green, Sevenoaks TN15 8RJ Tel No: 01732 883323

Isle of Thanet Archaeological Society: http://iotas.org.uk/ Tel No: 01843 841633

Kent Archaeological Rescue Unit: New St, Dover CT17 9AJ; Phone: 01304 203279

Kent History Federation: http://www.kenthistoryfederation.org/

Kent Family History Society: https://www.kfhs.org.uk/

Kent Postal History Group: https://kentpostalhistorygroup.jimdo.com/

Lamberhurst Local History Society: http://www.lamberhurstvillage.co.uk/Pages/History-Historysoc

Lamorbey & Sidcup Local History Society: https://www.lam-sid-lhs.co.uk/

Leigh and District Historical Society: http://www.leighhistorical.org.uk/

Loose Area History Society: http://www.looseareahistorysociety.org.uk/

Lydd, Friends of: http://opencharities.org/charities/274692

Lyminge Historical Society: http://www.lymingehistoricalsociety.co.uk/

Maidstone Area Archaeological Group: http://www.maag.btck.co.uk/

Maidstone Historical Society: http://www.maidstone-historical-society.btck.co.uk/

Marden History Group: http://www.mardenhistory.org.uk/home/

Margate Civic Society: http://www.margatecivicsociety.org.uk/

Margate Historical Society: http://margatehistory.blogspot.co.uk/

Meopham Historical Society: St Johns Centre, Wrotham Road, DA13 0AA Contact: Lyn Pritchard - 01732 822649:

Orpington History Society: http://www.orpington-history.org/
Otford & District History Society: http://otford.co.uk/historicalsociety/

Otham History Society: http://www.thenet.uk.net/company-details/otham-history-society/

Paddock Wood History Society: Contact: Ms Doreen Ives, Secretary, 11 The Greenways, Paddock Wood, Tonbridge TN12 6LS

Plaxtol Local History Group: http://www.plaxtolhistory.org.uk/

Rainham Historical Society: http://www.rainham-history.co.uk/about-site

Ramsgate Society: http://www.ramsgate-society.org.uk/ramsgatematters/

Romney Marsh Research Trust: http://rmrt.org.uk/

Sandwich Local History Society: http://www.sandwichlocalhistorysociety.org.uk/

Sevenoaks Historical Society: http://www.sevenoakshistory.org.uk/

Sheppey Local History Society: Minster Bethel Hall, Chapel Street, Minster, Sheerness, Kent, ME12 3QF
Phone: 01795 875111 Email: lena.crowder@googlemail.com

Sheppey website: http://www/sheppeywebsite.co.uk/index.php?id=4

Shoreham & District Historical Society: http://www.shorehamkenthistorical.org.uk/

Shorne Local History Group: http://www.shornevillagehall.org/regular-hall-users/shorne-local-history-group/

Sittingbourne Society: http://www.sittingbourne.me/community/community-groups/the-sittingbourne-society

Smarden Local History Society: http://smardenheritagecentre.synthasite.com/

Snodland Historical Society: http://www.snodlandhistory.org.uk/

St Margaret’s History Society: http://www.stmargaretspc.co.uk/st-margarets-history-society/


Tenterden & District Local History Society: http://www.tenterdentown.co.uk/index.php/community-and-living/local-groups/history-society/

Teston History Society: Contact: Mr C Davies, Secretary, Broad Halfpenny, Malling Road, Teston, Maidstone, Kent ME18 5AN or telephone (01622) 812416

Thanet Trust for Archaeology: http://www.thanetarch.co.uk/

Three Suttons Society: telephone 01622 843233

Tonbridge Historical Society: http://www.tonbridgehistory.org.uk/

Wateringbury Local History Society: https://sites.google.com/site/wateringburylocalhistory/

Weald History Group: http://www.sevenoakswealdpc.kentparishes.gov.uk/history-group/


Wingham Local History Society: http://www.goodnestone.org.uk/community/wingham-historical-society

Woodchurch Local History Society: Woodchurch Memorial Hall; contact Tony 01233 860755
Wrotham Historical Society: http://www.wrothamhistorical.org.uk/