



Local Heritage Planning – Guidance 6

Key links to the National Curriculum for local history and heritage learning: Overview and beyond the humanities' subjects

Summary

References to local history and heritage are to be found principally within the programmes of study for history and they are quite precise and explicit about its place and importance in the education of young people.

However, aspects of what we include in understanding local heritage are also to be found across the separate national curriculum subjects. This is because the National Curriculum aims to provide pupils with '*an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement*'. (DFE-00177-2013)

This guidance paper looks at where those links are to be found beyond history and geography, notably in Art, Music and Religious Education.

Curriculum Links – Overview beyond history and geography

Heritage learning will appear wherever, and whenever, teaching draws in a local, regional, national or global dimension, where the physical characteristics of an area are mentioned, where human activity which has influenced an area are discussed. As a result, heritage learning is explicitly part of the curriculum for history and geography. However, it is also a part of the curriculum for other subjects.

Art and Design

The **Purpose of Study** states that, amongst other things, pupils '*should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation*'.

The **Aims** note that all pupils, amongst other things, should '*know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*'.

The **Subject Content** notes that pupils should be taught about the work of a range of artists, craft makers and designers (Key Stage 1), great artists, architects and designers in history (Key Stage 2), and the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day (at Key Stage 3).



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The younger children created some fabulous artwork for the project. Their mill paintings were part of their art topic, inspired by the work of L.S. Lowry.



KS1 Pupils study Lowry's depiction of industrial areas of the north

Music

The national curriculum for music aims to ensure that all pupils '*perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians*'.

At Key Stage 2 pupils should be taught to '*develop an understanding of the history of music*' and at Key Stage 3 to '*develop a deepening understanding of the music that they perform and to which they listen, and its history*'.



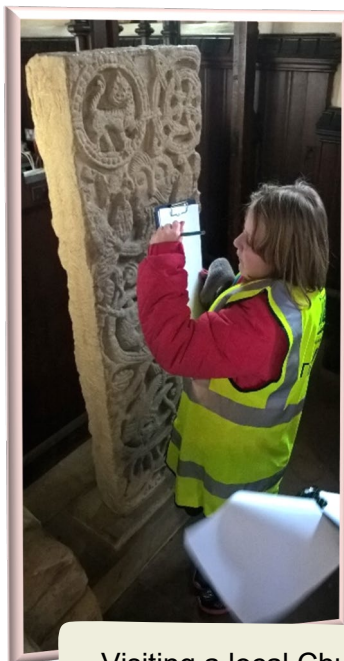
Exploring the fishing industry and learning Sea Shanties in the North East.



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Religious Education

The Agreed Syllabi for RE across England focus upon exploring the big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.



Visiting a local Church



Implications

In Art pupils must be given the opportunity to explore great artists, craft makers and designers and their work within all contexts and this includes the local dimension.

In RE pupils will inevitably lead to pupils studying how people worship and, in this context, most schools will arrange visits to local places of worship.

When developing pupils' understanding of the history of different types of music, teaching may well focus upon local traditions and even local buildings used for musical performances.

Through these subjects and in these, and other, ways you will be reinforcing pupils' knowledge and understanding of their locality and how their local heritage has evolved over time.

Case Studies

Key Stage: 1, 2, 3

[Stories in Stone - Shearbridge Road Mosque Case Study](#)

Explore the story of a building through changes in its appearance and use over time.



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Key Stage: 2

[What makes a place of worship worth exploring?](#)

This resource is to help pupils explore their local built heritage focussing on the places of worship built by John Laing.

Key Stage 2

[Building Coventry Cathedral](#)

KS2 pupils used the John Laing Photographic Collection and an oral history approach to learn more about a significant place of worship.

Key Stage 2

[Building the London Central Mosque](#)

KS2 pupils used the John Laing Photographic Collection and an oral history approach to learn more about a significant place of worship.