

Local Heritage Planning – Guidance 5

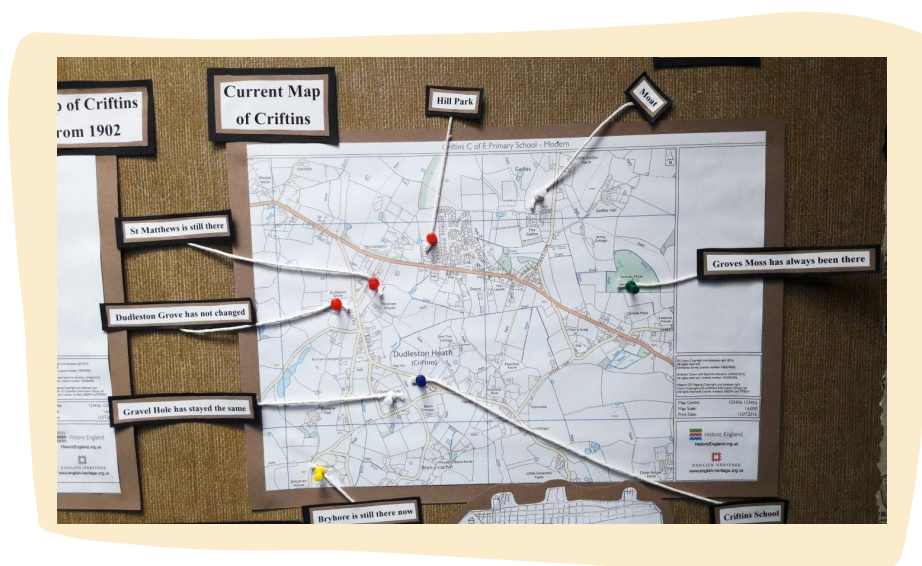
Key links to the National Curriculum for local history and heritage learning: Geography

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 in geography.



Identifying landmarks, change & continuity, using maps and archive images.

Geography (DFE-00186-2013 and DFE-00193-2013)

The **Purpose of Study** begins by noting that, *'a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.*

The **Aims** state, amongst other things, that all pupils should:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes



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- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

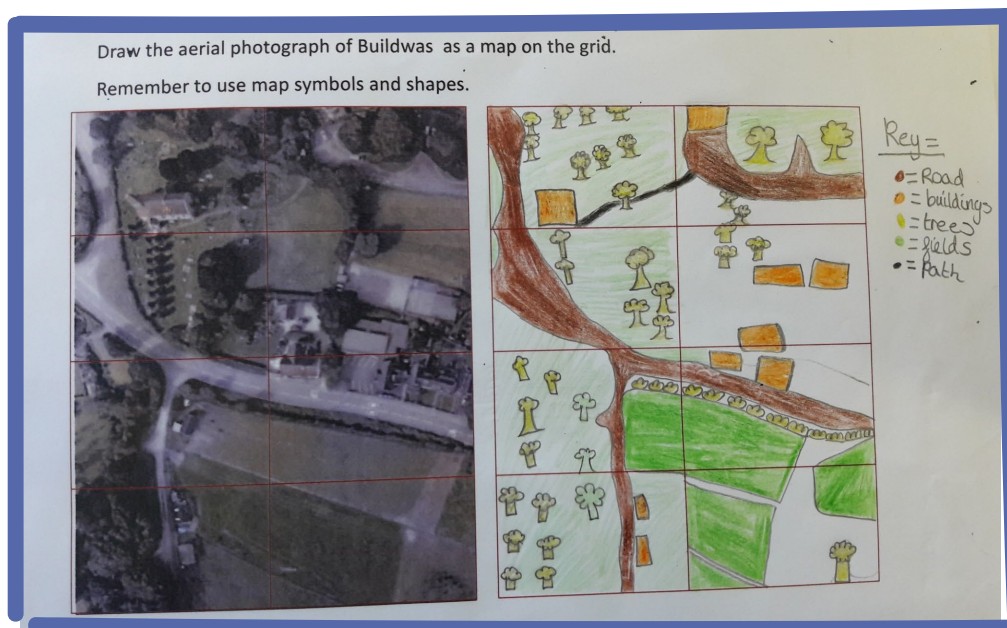
Implications

Local history and heritage learning will help you to ‘equip pupils with knowledge about diverse places, people, resources and natural and human environments’ by beginning with the locality. From this starting point you can work out to explore the wider world.

The **Subject Content** notes, amongst other things, that pupils should:

At Key Stage 1 ‘develop knowledge about the world, the United Kingdom and their locality’ and, in particular:

- Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



KS1 Using symbols to create maps based on aerial photos



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At Key Stage 2, *'extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America'* and, in particular:

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

At Key Stage 3, pupils should *'consolidate and extend their knowledge of the world's major countries and their physical and human features'*, *'they should understand how geographical processes interact to create distinctive human and physical landscapes that change over time'*.

Human and physical geography

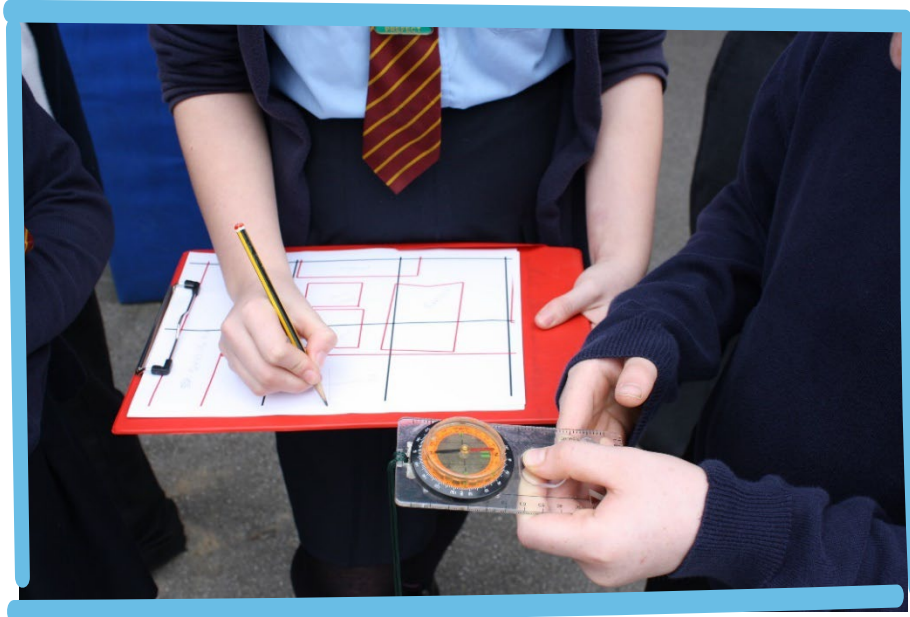
- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

Geography skills and fieldwork

- Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- Interpret OS maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information



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KS3 using a compass to map the remains of the site of a historical building

Implications

The geography curriculum has a clear emphasis upon helping pupils to understand the development of their locality from the perspective of the physical and human evidence:

- Which is to be found around where they live and go to school and
- How all this relates to the national picture and beyond.

As a result, geography, and especially the study of the locality in the classroom and on fieldwork, is fundamentally a part of local history and heritage learning.

TOP TIPS

For how you might use aerial photographs with your pupils, look at:

USE [Historic England's Aerial Photograph Explorer](#) to find images of before and after the Second World War in your local area

READ this case study - What can 1940s aerial photographs tell us about how the Second World War impacted our local area?

<https://historicengland.org.uk/services-skills/education/teaching-activities/ww2-impact-on-1940s-aerial-photos/>

ACCESS these resources - Aerial photograph packs for schools

<https://historicengland.org.uk/services-skills/education/archive-education-resources/>

WATCH this 8 min video – Using Aerial Photographs

<https://vimeo.com/manage/videos/127534905>