



Local Heritage Planning – Guidance 4

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

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.

History (DFE-00173-2013)

One of the six aims for history is that it should ensure that all pupils:

‘gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short – and long-term timescales’.

Key Stage 1

Preamble: although the preamble is not explicit about the study of local history, it is clear that local history can make a significant contribution to achieving the points mentioned, namely:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented
- **Subject content:** at KS1, the subject content is organised into four bullet points. The last one states that pupils should be taught about ‘significant historical events, people and places in their own locality’
- **Implications:** this means that all pupils must study aspects of local history in KS1



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Y1 local heritage walk display board

Key Stage 2

Preamble: the preamble to the subject content at KS2 is explicit on local history.

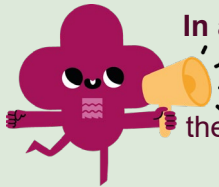
- It notes that 'pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study' and that teachers should ensure progression through teaching the British, local and world history
- **Subject content:** at KS2, the content is organised into nine bullet points. The first four focus on the British history to be taught from the earliest times to 1066, one looks at a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, and three are concerned with world history. There is one bullet point exclusively focused on local history. The NC notes that pupils should be taught 'a local history study'. This requirement is followed by three examples, each of which is non-statutory. The three suggestions are:
 - A depth study linked to one of the British areas of study listed in the curriculum
 - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality



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Implications - this means that:

- All pupils must study local history at KS2
- The local history study can be from any time period and it is not restricted to having to be from before 1066



In addition, the programmes of study provide numerous opportunities for work linked to local history and heritage studies.

The British history requirements cover changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Teachers should take every opportunity to make links between the locality and the national story, and vice versa.



KS2 pupils study of local industry in the West Midlands



K2 pupils re-enact a march for votes for women

Key Stage 3

Preamble: the preamble to the subject content at KS3 is explicit on local history.

- It notes that 'pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time'. In addition, 'teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content' by planning to ensure progression 'through teaching the British, local and world history'.

Subject content: the content at KS3 is organised into seven bullet points.

- The first four focus on the British history to be taught from 1066 to the present day, one looks at a study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066, and one is concerned with world history.

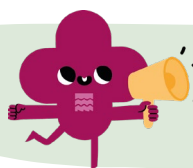


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- There is one bullet point exclusively focused on local history. The NC notes that pupils should be taught ‘a local history study’. This requirement is followed by three examples, each of which is non-statutory. The three suggestions are:
 - a depth study linked to one of the British areas of study listed in the NC
 - a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
 - a study of an aspect or site in local history dating from a period before 1066

Implications - as at KS2, this means that:

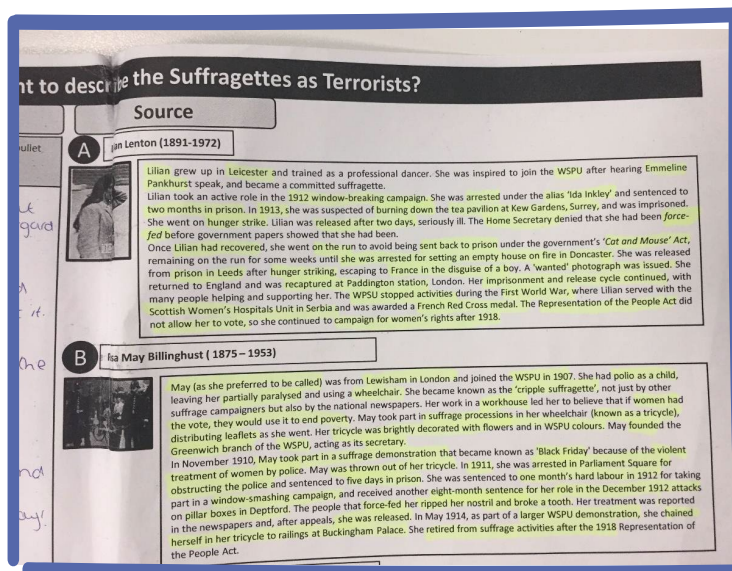
- All pupils must study local history at KS3
- The local history study can be from any time period and it is not restricted to being from after 1066
- Teachers should take every opportunity to make links between local history, and national and international history, and vice versa



Never miss an opportunity to study the local dimension and explore the links between the local, the national and the global!



KS3 pupils comparing maps and aerial images



KS3 work on the significance of the suffrage movement



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Examples of local history enquiries with progression through Key Stages 1- 3:

- **Shopping and high streets**

Use archive maps and photographs to explore how shops, retail and the local high street has changed. Collect oral histories - interview shop owners, find information from families and grandparents. Compare and contrast the changes through time in the local area and changes within living memory. Resources: [Images of Past Shopping](#)
- **Schools**

Study the school building and area around the school and find out the age of the school building. Use archive images and school registers and collect oral histories from past pupils, parents, teachers and the community. Compare and contrast changes in the school building and site through time and changes within living memory. Resources [Images of Schools](#) [What was life like for Victorian School Children?](#)
- **Homes through history**

Explore the local area around the school and take photos of different types of housing. Use archive images, find information from families and grandparents. Compare and contrast the changes through time in the local area and changes within living memory. Resources: [Images of Past Homes](#)
- **Significant Individuals**

Use local examples and research blue plaques in the local area, local statues, memorials and buildings, streets and parks named after local people.
- **Graveyards and Cemeteries**

Explore the local cemetery or church graveyard to find out what gravestones and grave markers can tell you about people who lived in the local area. Compare inscriptions and sizes and designs of gravestones and grave markers from similar periods of time and changes through time.
- **Victorians and the Industrial Revolution**

Study the impact of the Victorian era and Industrial Revolution in the local area using archive maps and images as a starting point. Resources for KS2: [What was housing like for Victorian middle classes?](#), [Were the Victorians like us?](#) [What do we know about the reign of Queen Victoria?](#), [What was life like for Victorian children? Did it get any better?](#) Resources for KS3, Images of: [Victorian Houses](#), [Victorian Industry](#), [Victorian Leisure](#), [Victorians at Work](#), [Industrial Revolution](#)
- **Local Industry**

Explore modern and archive maps to find evidence of how local industries have influenced the area. Resources: Images of the [Brewing Industry](#). [Glass and Pottery \(Ceramic\) Industry](#), [People at Work](#), [Women at Work](#)
- **Local Area**

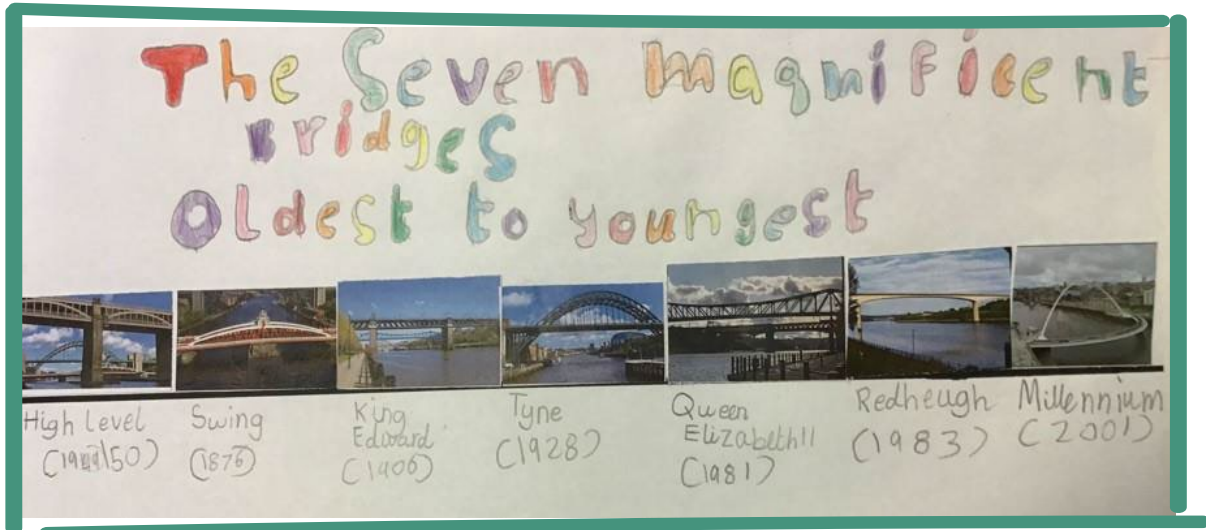
Explore the archaeology, buildings, parks and gardens, battlefields, shipwrecks and scheduled monuments from **different historic periods** by doing and [Advanced Search](#) of the [National Heritage List for England](#) of your county.



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- **The impact of the Second World War**

Explore the impact of the Second World War on the local area by studying modern and archive maps and areal images.



KS2 Using bridges to develop a sense of chronology

Case Studies

Key Stage 1

Heritage Schools Case Study: [Why is the Hippodrome such a special building?](#)

Pupils research the history of the Hippodrome and take part in circus skills workshops as they re-live its heyday.

Key Stage 2

Heritage Schools Case Study: [What Was Life Like In Anglo-Saxon Bristol?](#)

Children discover how their local area could have been settled by the Anglo-Saxons and what archaeology can tell us about the past.



Key Stage 3

Heritage Schools Case Study: [Our Dagenham - How was the area?](#)

Year 9 students explored the area using maps and aerial photographs then took a trail to develop their awareness of continuity and change in Dagenham.