

**Key links to the National Curriculum**

**for History**

The programmes of study in the current National Curriculum in England (NC) for history (DFE-00173-2013) are quite precise and explicit about the place and importance of local history.

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| **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. |

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| **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 onestates 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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| **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

**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. |

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| **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. 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
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