



Historical Association

The voice for history

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Linking your local history to the wider history curriculum at Key Stages 1 and 2

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Objectives

- To understand how local history relates to its broader chronological context
- To understand how local history relates to its broader spatial context

Relating local history to its wider context

The National Curriculum for history aims to 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.’ (DfE,2013 p.1)

Specific references to local history in the National Curriculum

Key Stage 1:

Significant historical events, people and places in their own locality

Key Stage 2: (non statutory)

A depth study linked to one of the British areas of study *before 1066*

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.

Relating local history to its wider context

Key stage 1

- * 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. (DfE 2013,p.2)

Key Stage 2

- * 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
- * In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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. (DfE 2013,p.3)

What does Ofsted say?

“Although pupils in primary schools generally had good knowledge of particular topics and episodes in history...their ability to make links across the knowledge they had gained were weaker.”

“History teaching was good or better overall in more than three quarters of the primary schools visited. However, teachers found it difficult to establish a clear mental map of the past for pupils.”

History for All (Ofsted, 2011, p.5)

Local history in the Primary Curriculum

- What is the local history focus in your school?
- What are the advantages of local history?
- What might be the issues/considerations?

Examples of local topics

- A local place e.g. your school, a local castle or house, archaeological site, a local monument or street
- A local significant person e.g. William Shakespeare, Walter Tull in Northampton
- A local event e.g. World War 2 in the locality, the opening/closure of a local railway station

Different approaches to local history

- Exemplifying broader topics
- A starting point for broader topics
- As a focus for your study

Case study: Kenilworth Castle – my local castle



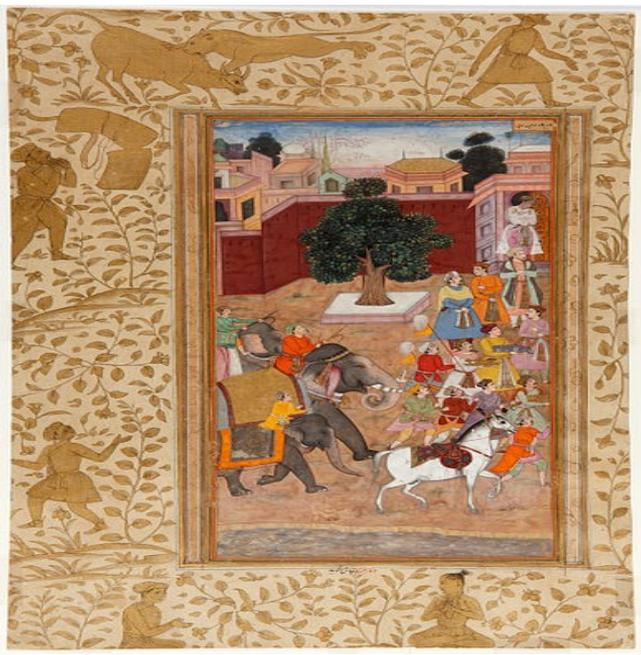


Elizabeth arrives at
Kenilworth



Robert Dudley,
The Earl of Leicester

How can Elizabeth's visit be related to a broader spatial context?



Emperor Akbar, Mughal India 1600/1603



The Oba at Benin (published by Olfert Dapper in 1668)



Queen Elizabeth I enters Kenilworth 1575

Royal Processions- Kenilworth and Benin

- When Elizabeth I visited the castle in July 1575 a spectacular pageant was arranged. 'Saturday 9th July, 1575: ... it was eight o'clock in the evening ere her Highness came to Killingworth ... passed forth unto the next gate of the Brays , which ... they call now the tiltyard, where a porter, tall of person, big of limb and stern of countenance, wrapped all in silk, with a club and keys of quantity according, had a rough speech full of passions ... he caused his trumpeters that stood upon the wall of the gate there, to sound up a tune of welcome ... her Highness all along the tiltyard rode unto the inner gate...

Robert Langham (1575)

The Prince makes a public appearance once every year, on horseback, covered with royal ornaments, with a train of three or four hundred gentlemen, consisting of infantry and cavalry, and a troop of musicians -of whom the former lead the way, and the latter follow. The cavalcade parades around the palace, without ever moving far from it. Several tame leopards are also led in the procession, and a good number of dwarfs and deaf mutes, who provide entertainment for the king....

Dapper, O. (1686)

How does Kenilworth in 1575 relate to a broader chronological context?



The keep: a
12th century
Norman
military
stronghold



A Romantic ruin
from late 18th
century
(photo 1860s)



A palace at the time of Elizabeth's visit 1575

Kenilworth Castle Teacher's Toolkit

**[http://www.englishheritage.org.uk/
content/learn/schools/2374266/tea
chers-kits/kenilworth-teachers-kit-
2015](http://www.englishheritage.org.uk/content/learn/schools/2374266/teachers-kits/kenilworth-teachers-kit-2015)**

Different approaches to using Kenilworth

- Exemplifying broader topics e.g. castles/homes
- A starting point for broader topics e.g. how far did it reflect the Tudor World?
- As a focus for your study e.g. an exploration of life in a local castle at different times in the past

Whichever approach you use it is important to relate your local study to its broader spatial and chronological map of the past

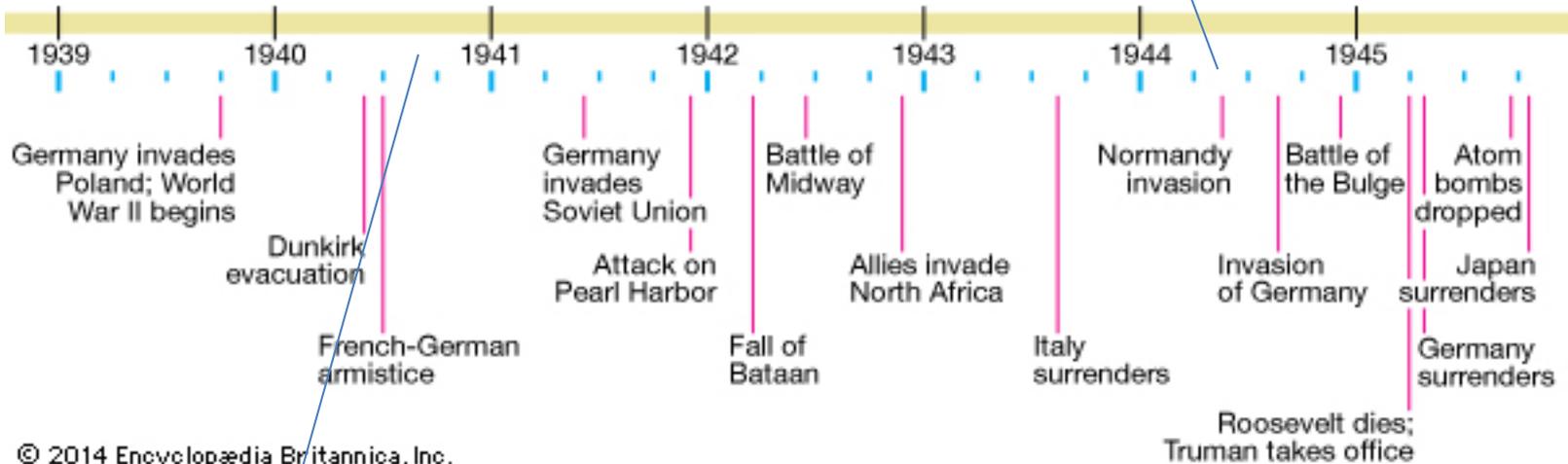
Case study 2: The bombing of Highbury Corner, North London



The chronological context – where does the bombing fit within the events of World War 2?

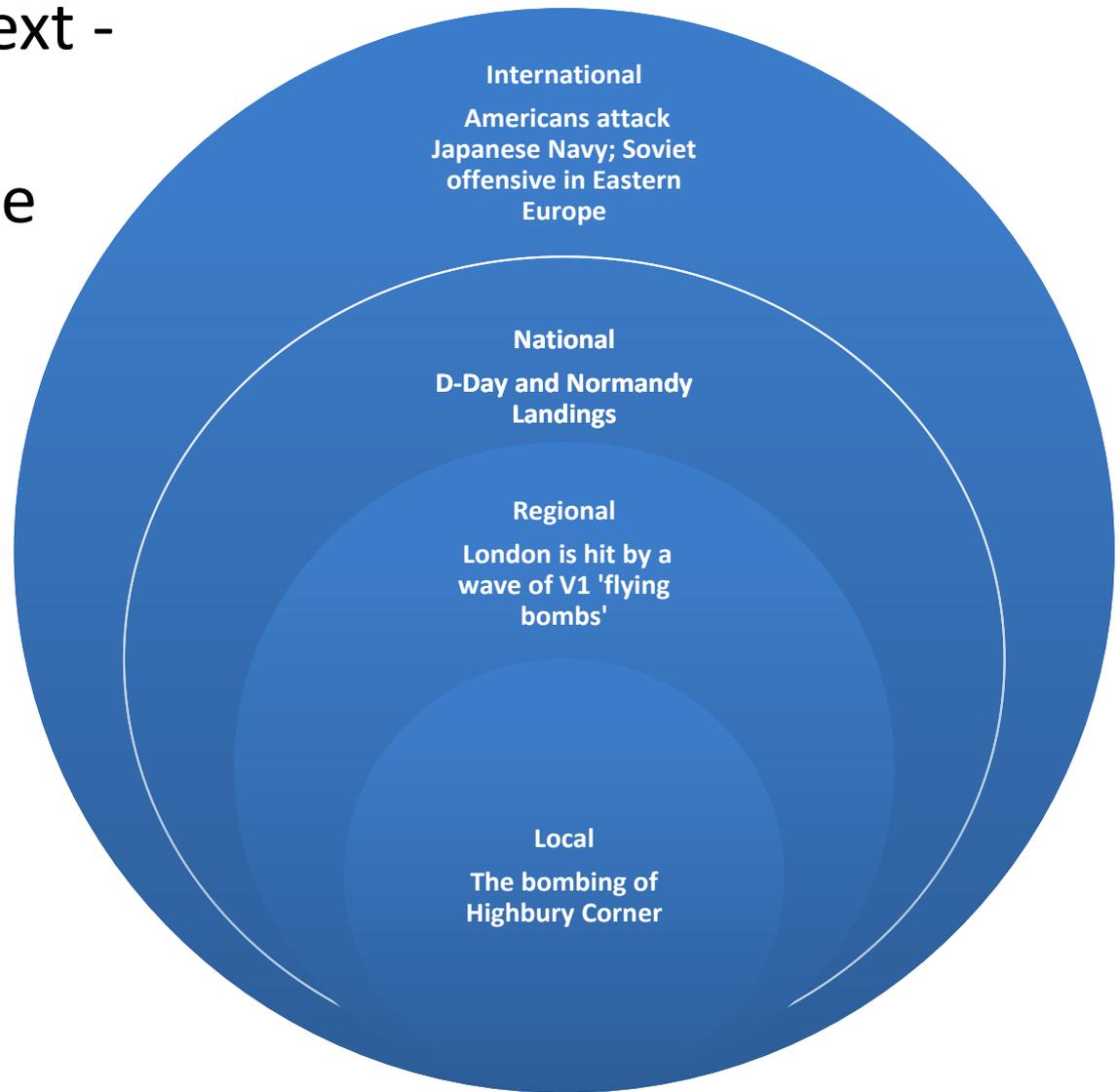
Bombing of Highbury Corner

Chief Events of World War II, 1939–45



The London Blitz 1940-41

The locational context - what else was happening in June 1944?



Drawing out contrasts – was everyone's experience the same?

HIGHBURY, LONDON 27 JUNE 1944 EYE-WITNESS ACCOUNTS

- “I picked my self up in the swirling dust and climbed over what seemed like a mountain of rubble and twisted trolley-bus lines in a complete state of shock. The entire front of the local bank had been destroyed and pound notes were blowing about in the wind like confetti. On one side there was a tram cut completely in half by the explosion”
- “The explosion blew out the shop windows and I can remember the dust and people running. Sad to say, the fiancée of Miss Keats was just leaving the bank when the doodlebug hit. He was killed outright as we found out later.”

AMSTERDAM 27 JUNE 1944 ANNE FRANK'S DIARY

- The mood has changed, everything's going enormously well. Cherbourg, Vitebsk, and Zhlobin fell today. They're sure to have captured lots of men and equipment....
- Now that they've got a harbor, the British can bring whatever they want on shore. The whole Cotentin Peninsula has been captured just three weeks after the invasion! What a feat!
- Of course, the Germans have launched their wonder weapon, but a little firecracker like that won't hardly make a dent, except maybe minor damage in England...”

Review: Key suggestions

Use your local study to 'uncover' a wider understanding of the past

Explore ways of relating your local study to its broader chronological and spatial context

Some websites we have found useful

[https://commons.wikimedia.org/wiki/File:Procession of the Emperor of Akbar in the Akbar Namah of Abu-I_Fazl_-_Google_Art_Project.jpg](https://commons.wikimedia.org/wiki/File:Procession_of_the_Emperor_of_Akbar_in_the_Akbar_Namah_of_Abu-I_Fazl_-_Google_Art_Project.jpg)

Benin City, published Dutch writer Olfert Dapper in 1668

http://www.britishmuseum.org/pdf/KingdomOfBenin_Presentation.pdf

[http://www.english-heritage.org.uk/visit/places/kenilworth castle/history/](http://www.english-heritage.org.uk/visit/places/kenilworth_castle/history/)

<http://www.englishheritage.org.uk/content/learn/schools/2374266/teachers-kits/kenilworth-teachers-kit-2015>

Recommended reading

- Dixon, L. and Hales, A.(2014) *Bringing History Alive through Local People and Places. A guide for primary school teachers. London: Routledge. Chapters 6,7 and 8.*
- Harnett, P. and Whitehouse, S.(2013) *Creative exploration of local, national and global links. In: Cooper, H.(Ed) Teaching History Creatively. London: Routledge. Chapter 10.*