

Curriculum Links

Detailed below are some of the key points of the National Curriculum which can be covered by your visit:

Key Stage 1

English - Writing: during key stage 1 pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and nonfiction texts and spell and punctuate correctly.

History - During key stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

English - Writing: during key stage 2 pupils develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and nonfiction writing.

History - During key stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Key Stage 3

English –

The study of English should enable pupils to apply their knowledge, skills and understanding to relevant real-world situations in writing this includes: describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions.

Texts chosen for reading should be of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics and how, in some cases, they have influenced culture and thinking (Jane Austen is listed as a suggested author).

Pupils should be encouraged to develop speaking and listening skills through work that makes cross-curricular links with other subjects and also to develop reading skills through work that makes cross-curricular links with other subjects (for example History).

And to move beyond their current situation and take on different roles and viewpoints, evaluate and respond constructively to their own and others' writing, draw on their reading and knowledge of linguistic and literary forms when composing their writing, develop writing skills through work that makes cross-curricular links with other subjects, write for contexts and purposes beyond the classroom.

Cultural understanding:

Gaining a sense of the English literary heritage and engaging with important texts in it. Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions. Understanding how English varies locally and globally, and how these variations relate to identity and cultural diversity.

History –

Pupils should be taught the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes.

Pupils should be taught the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation (context of Jane Austen's era can be given).

Pupils should explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today.

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context.

Pupils should appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past.

This leads to - Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world and considering the significance of events, people and developments in their historical context and in the present day.

GCSE, A Level and Higher Education

The visit can be tailored to any particular area of study, novel or research project. Please discuss your requirements before your visit.