

Humanities

Too



'Somewhere in Africa' - one of the picture books covered in Storyworlds with some of the activities suggested for Key Stage 1 and 2.

The story

Ashraf is a young boy who lives in the city in South Africa. He imagines lions and zebras in Africa's plains while wandering through his city on his way to the library where he renews his favourite book.

Mapping

- The story says Ashraf lives in a 'city, at the very tip of the great African continent'. Using an atlas or map, try and guess which city it is that Ashraf lives in.
- Make a jigsaw of Africa. Photocopy an outline map. The children then label the separate countries, colour, mount and cut out countries along borders to make jigsaw pieces.
- Make a 2D or 3D map of Ashraf's journey from his home to the library.
- Place a grid over the 2D map for co-ordinate work.

Local area

- Ask the children to make a list of all the things they like about where they live.
- Draw an object from, or some part of, Ashraf's city. Put a tick on the items if they are in your local area too.
- List the jobs found in Ashraf's city. Compare these with the jobs found in the children's own locality.
- List the means of transport and buildings shown in Ashraf's city. Compare these with the children's environment.

Storyworlds (ISBN 1 873928 58 0) from:
Humanities Education Centre, Tower Hamlets Professional Development Centre, English St. London E3 4TA
 Tel: 0171 364 6405
 Fax: 0171 364 6422
 Email: hec@gn.apc.org
 Price: £5.50 including postage and packing

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Notes for contributors

- We welcome letters and articles for 'Humanities too'. Please submit items for publication to Tony Fisher (address above).
- If you submit an item on disc please enclose hard copy as well. Your disc will be returned to you. We can cope with DOS format (Word, Word Perfect or plain text files) and Acorn format (Impression, PenDown, Easiwriter or plain text files). Where possible avoid complex layouts and text enhancement.
- Typed items are also welcome: so (at a pinch!) are legible handwritten items.
- E-mailed items are particularly welcome - simply copy and paste the item into a normal message.
- A book token will be sent to the author of any article printed.

The views represented in 'Humanities too' are those of individual authors and are not necessarily those of the Humanities Association.

Humanities too

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Editorial

New Labour, new government, new values, new Britain and even William Hague calling for a cultural revolution in the Conservative Party. Sounds like it's time for a change for the Humanities Association and, not to be left behind in the great rush to proclaim a new world, change we have, as announced in the previous edition of our newsletter, **Humanities Now!**

This is the first issue of **Humanities too** which has replaced Humanities Resource and will be a regular four editions a year publication from the Humanities Association. It will partner our newsletter, **Humanities Now!**, but will contain longer articles and reviews.

For some time the pace of change in education has been difficult to reflect in a magazine such as the Humanities Resource. The new publications will enable us to provide a more efficient service which will help us to keep in better touch with our members and to keep us all abreast of the key events and developments in the Humanities. Ultimately the new magazine's success lies in the hands of its readers so if you like **Humanities Now!** and **Humanities Too**, tell others about it, tell us what you think and, if you have something to say or if you want to share your own developments and ideas, write for it!

Excellence, Excellence and Excellence

All of us would have agreed with the Labour party's priorities for government - Education, Education and Education (although not necessarily in that order). The white paper 'Excellence in Schools' was anxiously awaited as the first opportunity for us to see what that actually meant in practice.

The white paper covers a vast range of different proposals and it is difficult to discern a clear sense of direction (*continued on page 2*)

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Plus a pull-out sheet of Greasby School's interpretation of expectations in National Curriculum geography at KS1 and 2

for education within it. The debate in education has been dominated for the last decade or so by the Tory agenda and by the attempt to make education serve two contradictory goals - the need for education to be an enforcer of social control (a nationally controlled curriculum with an emphasis on Victorian values) and the need to worship the god of the market (opting out, attacks on teachers, and an emphasis on choice and diversity). The two could never be effectively reconciled, and ended with demoralisation and cynicism.

The white paper does not provide us with an alternative; rather, it addresses a set of concerns created by the Tory agenda. What is *not* addressed is exactly what we, parents, teachers and educationalists want education to do for our society and what sort of structures are necessary to achieve that. The white paper addresses the narrow questions formulated by the Tories; it doesn't address the big questions which demand an answer if we are to move forward.

Within these limitations there is much in the white paper which we all welcome - a commitment to lower class sizes, the emphasis on the role of Local Education Authorities and a call for better training for teachers. On the negative side the white paper does not adequately answer questions about the funding of education, appears to advocate legislating for setting in schools and repeats as a dogma its concern with standards and not structures. Yet we all recognise that the structures of education are all-important if we are to participate in meaningful change in education which takes us beyond the narrow impasse of Tory educational policies.

One concern which will unite all teachers of humanities is that the white paper's obsession with the core skills of numeracy and literacy will drive out of the primary curriculum any adequate coverage of the humanities. As we

go to press an announcement from David Blunkett that primary schools "should focus their energies on delivering a core curriculum of English, maths, science and information technology" is anticipated, as reported in the Guardian of 10th January 1998. Schools will not be held to account by inspectors "if the amount of time spent on "minor" subjects is reduced to the bare minimum", and the requirement to follow in full the Programmes of Study for history, geography, art, music and PE is to be suspended.

This is of course about more than just humanities. It is a rejection of the entire concept of breadth and balance in the primary curriculum. But our particular concerns are for a humanities curriculum to provide for an education which empowers children and gives them an entitlement to political and moral education. There is a vacuum in the government's educational policy. We all have a responsibility to influence that debate. That's why membership of the Humanities Association is so important.

A Reader Writes!

The editors of Humanities Resource were rarely overwhelmed with responses from readers. It was therefore with delight that we received a response to an article in Humanities Resource entitled 'Deconstructing Nick Tate' from no less a personage than Melanie Phillips.

If you are a little confused about who Melanie Phillips is then to help she is a columnist with the Observer and a writer for New Statesman. If that doesn't help identify her then you might have seen her book 'All shall have prizes', a reasoned account of the importance of telling children that they have failed. This should make report writing more teacher friendly - if you are from a working class area then you have all failed.

rise flats. It is well produced but may only be of interest to pupils who live in or around flats. The factors outlined are relevant and easy to understand.

On the whole this booklet is well worth the money. Many of the ideas can be used exactly as they are and others could be used with minor amendments. It can be obtained from Mel Rockett, Project Convener, price £9.95.

Contact:

Mel Rockett, Educational Development Centre, Hepscott Park, Morpeth, NE61 6NF

Review by Peter Walsh, Membership Secretary, Humanities Association.

Storyworlds - One primary school's appreciation of a superb resource for teaching Development Education

The National Curriculum was the cause for a rise in status for history and geography in primary schools. One effect of this change was a reinforcement of the view that the primary curriculum should reflect the global nature of many issues which will affect children in their adult lives. Now increased demands for more time to be spent on core subjects, with OFSTED and National Curriculum Testing being very persuasive factors, mean that we may well find ourselves giving less time to history and geography.

In school we must be prepared to be more creative with the shorter time allocations for humanities and the expanding time for literacy and numeracy. It is still possible to widen children's' experiences of people and places with the help of excellent resources like Storyworlds produced by the Humanities Education Centre in Tower Hamlets.

This is a practical, short and clear resource which shows schools how to deliver the geography curriculum and make it more accessible to their younger pupils. My own school appreciates the work done in the organising of a story matrix and framework for teaching that demonstrates simple and clear learning intentions, strategies and outcomes. The resource is the result of work by a group of teachers in Tower Hamlets and development education workers from Oxfam.

The authors have been careful to outline learning experiences of specific geographical nature. They emphasise that their objectives are to help teachers help children to make sense of "the cultural and ethnic diversity within a society that recognises the similarities of activities, interests and aspirations of different communities". This source has given us a useful tool for defining our KS1 Curriculum framework. We have been able to

use the work to plan our geography around stories. This framework would have taken a lot of planning time without Storyworlds! We found it easy to plan for continuity and progression in KS 1 Geography while at the same time ensuring that our children are becoming aware that they are growing up in a multicultural world. The stories recommended have fitted well within a literacy context.

Many schools make it their priority to enable children to understand themselves within a global context but in an overcrowded curriculum operated by overworked teachers it can be one challenge too many. This resource saves time and effort and is much appreciated by this school. We are very grateful for the lead that Yolanda, Nia, Bernie and Ali and their colleagues have given us in enriching our curriculum.

Christine Dale, Headteacher, Plumpton CP School East Sussex

Here is a little bit more detail about 'Storyworlds' to give you some idea of the kind of work which is supported:

Review**The Northumberland 'Thinking Skills in the Humanities Project': A report on the first year 1995-1996**

Six schools took part in the project and worked with their adviser and staff of Newcastle University's Department of Education. All members agreed to continue the project into a second year. Thinking skills were based on problem solving with an emphasis on the process. They reasoned that this approach to the explicit development of thinking skills would be long lasting and transferable, would improve performance, lead to better behaviour and motivation, and develop the ability to work as a team.

The booklet contained 8 'projects' which I will outline and comment upon.

"Holocaust" Year 11 History, Queen Elizabeth's Hexham, Anne de A'Echevarria

A missing person's fact file was used to trace the fate of the Hecht family, who were German Jews, between 1927 and 1943. This was an excellent exercise although there would be a need for some bright pupils in the class to make it operable. Unfortunately as is usual in these circumstances the quality of the photographs was very poor which often causes disinterest in pupils.

'Fishing Mystery' Year 9 Geography, Prudhoe High School, Rachel Lofthouse

This was based on fishing at North Shields. The content was easy to understand and made an excellent exercise.

'Oil Pollution' Year 12 Geography, Prudhoe High School, Rachel Lofthouse

An exercise based upon the Sea Empress. It is obviously very complex because of the ability level of the students concerned but it could easily be adapted for younger pupils. It raised many issues which could be explored.

'Why did the Browns sell their car?' Year 9 R.E., Prudhoe H.S., Joyce Anderson

This appeared to be an excellent exercise

which many pupils could relate to. It was disappointing to read that the debriefing was poor, the pupils having lost interest, the worst case being a class who had done a similar 'thinking skills' exercise in Geography earlier in the week. (This sort of thing calls for co-operation and co-ordination - easy to say but oh-so-difficult to operate. However, this wouldn't happen every time).

'Joseph Cawthorn and the Luddites' Year 6 History, Hexham M.S., Anna Rossiter

This was a good exercise although apparently there was a bias against the Luddites in Hexham which seemed to inhibit the raising of the issue. Perhaps it would work better in Sunderland!

'Who should own Freeland?' Year 10 History, Prudhoe High School, Helen Bailey

This was the worst exercise by far. It was intended as a simulation of the Arab Israeli conflict. Simulation is a brilliant method but it seemed to have no point - calling President Clinton 'Flintstone' seemed to have no purpose at all. The historical facts chosen were random and there were glaring omissions. There was for example no reference to 1967 or 1973 and yet Margaret Thatcher planting a tree in 1981 was included.

'Living in Blyth' Year 8 Geography, Wensleydale Middle School, Tim Stout

This was based on the closure of a shop in the locality. The factual evidence was directly relevant to Blyth but the idea could easily be adapted elsewhere.

'Death of a Slave' Year 6 Geography, Prudhoe Middle School, Ruth Bradley

This was a good exercise pitched at the right level about a young Pakistani helping to produce hand knitted carpets who was killed after helping to free child slaves. This is set in the 1990's not the 1580's. It is very powerful and moving.

'Who's to blame for Sharpe Point Flats?' Y10 Geography Blyth Tynedale H.S., Adam Nichols

This is based on a list of factors affecting high

Melanie Phillips feels that it is of the utmost importance to stress our national identity and articulate our 'ancient national feelings'. We need to be proud of our tradition, its 'distinct virtues, such as its concept of liberty, love of fair play, tolerance' etc. etc. Being British is greatly preferable to being European. After all the French have a 'fundamental intolerance of ethnic differences', the Germans a 'love of hierarchy' and the Italians a 'tradition of civic disorder'.

Melanie thinks that we in the Humanities Association have got it a bit wrong. We think that Melanie has got it quite a bit wrong. Discussing the value systems we need for the 21st century is much more complicated than hiding behind simple statements about British identity. The Humanities Association intends to continue the debate about values and education. We welcome your ideas.

Dave Walker, Editor

A beginner's guide to the Internet in Humanities Education - No. 1

Tony Fisher, Lecturer in Education, University of Nottingham

This is the first in a series of articles which will explore the use of the Internet in Humanities education. Later articles will cover specific issues, such as information skills and Humanities education, and the Internet, political education and democratic renewal. It is not my intention to review individual websites, as the rate of change and the range of possible uses are too great.

This introductory article takes a 'your questions answered' approach to some basic points as there are many teachers who, for a variety of reasons, have not yet had the

opportunity or the need to use the Internet, or to find out much about it.

What is the Internet?

The Internet is a global network of computers which can contact one-another electronically in order to relay information. The Internet supports the 'World-Wide Web' and 'e-mail'.

What's the difference between e-mail and the World-Wide Web?

E-mail is a person-to-person system of sending messages using computers. You need a simple program to enable your computer to send and receive e-mail. Your computer must have access to the other person's computer, either directly on a local network, or via a 'phone line. You simply type in your message and the other person's e-mail address, and 'send' the message. The other person 'looks in the mailbox' on their computer to find the message (some computers can be set up to tell the user automatically that a message has arrived).

The World-Wide Web (WWW) on the other hand is a more sophisticated system enabling 'public access' text, images (including video and animations) and sounds to be brought to your computer. It also enables you to put messages where other computer users can see them, to join in debates and conferences and to search for information. You can also find and 'download' free software programs to enable you to do other things.

What's it got to do with education?

One of the opportunities offered by WWW is for teachers and learners to seek an astonishing variety of information from around the world. According to the National Council for Educational Technology (NCET) there are now over 40 million Internet users worldwide. "The number of documents on the Internet doubles every 55 days and they are stored at more than 17 million unique addresses around the world....

The Internet offers learners an opportunity to navigate through, select, assess, manipulate and evaluate information and will develop their information skills and network literacy (i.e., use of communications technology). Material from the Internet can also be topical and fresh, personal, provide more choice and variety and be richer and cheaper to obtain than from other sources.” (NCET 1997)

For example, in undertaking research for NCET, I interviewed a primary school teacher who had found a website (a set of documents on WWW) consisting of pictures and information about the ancient civilization of the Indus Valley, to which small groups of children were being given access during lessons. By contrast, I spoke to an RE teacher whose ‘A’ level Christian Theology students were participating in an international debate on the ethics of human cloning, also by way of the Internet. (Harrison et al, 1997)

Humanities education is about people, their communities and the world. The Internet, as well as reflecting those people, those communities, that world, gives us access to them in ways which not long ago were undreamed of. The Internet gives us the opportunity to “live more fully as a result of having the freedom to know the world more completely”. (Zhenzhong and Harrison, 1995)

What about ‘undesirable’ information?

As noted above, the Internet reflects the world, and as we know, not all that is in the world is good. As NCET put it, “The Internet gives people access to a wide range of material. A tiny amount is violent, inflammatory or obscene and it is possible to download such material to disc and distribute it. In addition, computer hacking has occurred via the Internet and there is a risk that computer viruses could be spread via the Internet.

Those are the downside to a potentially vast

store of information with great possibilities for education, but these are not reasons to avoid the Internet. Parents and teachers should be aware of the potential problems when using Internet with children and should preview material that is to be looked at, or provide supervision.” (NCET 1997)

The other thing to remember is that the World-Wide Web works on the principle of the user *asking* for things, rather than receiving unsolicited material. (See also ‘how do I get on-line?’, below.)

What about the reliability of information?

The Internet is not managed or overseen by a particular organisation, so in principle anyone with access to the Internet can make available whatever information they wish. Therefore of course the standard of information cannot be guaranteed. But this is nothing new, and the same thing is true of print. We discriminate between, say, something issued by a reputable publisher in a particular field, and items in the tabloid press. We identify bias, and sift fact and opinion. These skills are as important to the web user as they are to the reader of print. And of course they are part of the ‘critical literacy’ which so many Humanities teachers strive to develop through their work with young people.

Isn’t it all very technical?

No, not really. Of course there’s a lot of jargon, and inevitably some users get a buzz out of behaving and talking as if they’re part of an anorak elite. But in essence the Internet has developed in ways which make it easily accessible to a range of users. One of those groups of users is the education community. There are only a few things to know about the Internet in order to get started, and then one simply become more knowledgeable and skilled through using it.

How do I get ‘on-line’?

If you are in a school talk to your IT

coordinator. Basically you need a computer, a ‘phone line and a modem (a device which enables your computer to connect with the ‘phone line). You also need a ‘web browser’ (software which allows your computer to handle information from WWW). Finally, you need a ‘service provider’. The service provider is a key link in the chain between you and the information you seek. Some service providers give you access to the whole Internet, good and bad. Others are more selective, and some operate on a restrictive principle where you only get access to websites which have been positively vetted.

Surely there is a cost to all of this?

Yes, of course there is. It is preferable to have a computer of a reasonable specification (to avoid getting technical here, I again refer you to your IT coordinator) though in practice you probably already have a computer in school which can cope, particularly if it has been purchased in the last few years. Your service provider will charge an initial fee and a monthly charge (there is variation between providers, so it’s worth shopping around). Then there’s the cost of actually using the ‘phone line. As an alternative there are also now fixed-price ‘package deals’ for lines and time, offered by British Telecom and by the Cable Communications Association.

Either way you do need a budget for all of this, so you’ll probably be negotiating with your headteacher at some stage, and maybe putting a case to the governors’ finance sub-committee. However, the educational potential is huge, both in terms of skill development and in access to information (and of course if you find materials you want, you can print them out or store them on disc).

Is it worth it?

In the end, only you can answer this question. But I certainly urge you to become ‘Internet aware’ if you are not. Many of the teachers we

spoke to in the research I referred to above (Harrison et al. 1997) were new to ‘the Net’. Not only had they learnt quickly how to use it, but were enthusiastic about its usefulness and potential.

I have been using the Internet for two years now in my work, including encouraging my PGCE students to find materials and up-to-date information to use in their teaching. I have no doubt whatsoever that in education, Internet access is not only a worthwhile investment but actually represents very good value for money.

In the next article I will investigate how to look for useful information on the World-Wide Web.

References:

Harrison, C, Youngman, M, Bailey, M, Fisher, T, Phillips, R and Restorick, J (1997) *NCET Multimedia Portables for Teachers Pilot: Draft Evaluation Report*, University of Nottingham

NCET (1997) *The Internet: an introduction* (information sheet). Coventry, NCET

Zhenzhong, L and Harrison, C (1995) ‘Exploring the world of computerised resources: using networked computers to access global information’ *Journal of Information Technology for Teacher Ed.*, 4, 2

Addresses:

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Tel: 01203 416994 Fax: 01203 411418
Website: <http://www.ncet.org.uk/>

If there are Humanities teachers reading this with experiences of using the Internet which you would like to share, I can be contacted by e-mail at: tony.fisher@nottingham.ac.uk
Website: <http://acorn.nott.ac.uk/>

If you have any views or suggestions on Greasby School's expectations or indeed any other Humanities issue please contact our Editor at the address below.

Copy dates are on the first of March, June, September and December.

Publication will be in the month following the copy date.

Humanities Too will be as good as you make it!

GREASBY JUNIOR SCHOOL WIRRAL

Expectations in Geography

Supplement to 'Humanities too'

Expectations in Humanities (i): KS2 geography

The SCAA 'Expectations' booklets have been found particularly useful by Humanities Co-ordinators in ascertaining whether or not their schemes of work contain appropriate expectations and proper continuity and progression.

We include here an extract from the work of Greasby Junior School in Wirral, where the Humanities Co-ordinator critically examined existing schemes of work and matched them to the 'Expectations at Key Stage 1 and 2 for History and Geography' publications. She was gratified to find that there was clear progression in her existing schemes of work and has decided to identify different tasks on a 'year on year' basis to ensure that assessment of pupils at the school is comparable, differentiated, objective and provides access at appropriate levels for all pupils at the school. This is a very worthwhile task which members might wish to consider applying to their own schemes of work.

Greasby School's documentation for history will be included in the next edition of 'Humanities too'.

We are grateful to Greasby School for permission to reproduce their work here

EXPECTATIONS IN GEOGRAPHY

ORIENTEERING ACTIVITIES PROVIDE PROGRESSION TO RELEVANT GEOGRAPHICAL SKILLS AND VOCABULARY AND KNOWLEDGE OF LOCALITY

By the end of Year 6

GREASBY JUNIORS YEAR 4

YEAR 5

YEAR 6

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">▪ Draw on their own observations and on secondary sources provided, and use their awareness of topical matters to suggest geographical questions and issues which might be studied (e.g. impact of volcanic eruptions; effect of new local superstore.)▪ Use confidently a full range of skills (specified for Key Stage 2) and different kinds of maps and resources, to undertake some independent investigations and some planned by the teacher (e.g. take measurements of river speed on fieldwork, record the results, and plot them on a diagram).▪ Are able to refer to a range of places studied to show how the mix of physical and human features together give places their character (e.g. describing how the weather, landscape and human activities in a hill farming area make it very different from an urban locality).▪ Draw out similarities and differences between places, including awareness of their wider geographical location (e.g. which region? which country? which continent?) and understanding of links between them (e.g. trade between countries).▪ Begin to appreciate the importance of location in understanding places and offer explanations for patterns of physical or human features (e.g. explain why a town grew up at a river crossing).▪ Recognise selected physical and human processes (e.g. river erosion, closure of a coal mine) and begin to appreciate how these can change the character of places and environments they have studied.▪ Identify and explain the different views held by people about an environmental change (e.g. the different views held by residents and the developer about plans to build a fast-food restaurant).▪ Recognise and describe how people can improve and damage the environment in particular cases, and describe different approaches taken to management (e.g. investigate alternative strategies for minimising erosion of a footpath). | <p>Pupils raise geographical questions about Greasby Brook and answer them using a full range of sources and using 4 figure grid references.</p> <p>Pupils undertake a range of experiments planned by the teacher to understand physical processes regarding rivers and rainfall. Pupils record data on cleanliness of Arrowe Brook, mini-beasts.</p> <p>Pupils show how features in Greasby, docklands and Cairo give the places their character.</p> <p>Pupils identify Cairo as city, Egypt as a country, Africa as a continent.</p> <p>Pupils appreciate/describe importance of location in i) docklands, ii) parts of Cairo (impact of physical and human features).</p> <p>Pupils produce environmental report on Arrowe Brook and give quality rating from data collected in fieldwork. Pupils draw up plans to show how people could improve/develop the environment in Cairo. Evaluate plans with whole range of physical/human/ environmental considerations.</p> | <p>Pupils plan a day out for Aunty Flo using a full range of sources on the local area/Greater Merseyside.</p> <p>Pupils use a range of sources to investigate environmental factors in Gemert.</p> <p>Pupils use maps and aerial photographs to identify features of Greasby and to consider the purpose of different sources.</p> <p>Pupils describe to a visitor how to reach school using features from maps and aerial photographs.</p> <p>Pupils investigate the Common Market from maps and books.</p> <p>Pupils draw out similarities and differences in environment in Netherlands and</p> <p>show awareness of wider geographical location e.g. Europe, Netherlands, region, town, rural areas.</p> <p>Pupils explain the importance of location for building of Eurotunnel.</p> <p>Pupils recognise the effect of physical features (flatness, water-logged) on the character of Gemert and Lieshout.</p> <p>Pupils show how processes can change the character of activity in Gemert.</p> <p>Pupils identify and explain different ways in which people change the environment.</p> <p>Pupils evaluate the environment of Greasby.</p> <p>Pupils consider different issues on the building of the Channel Tunnel.</p> <p>Provide arguments for and against the development.</p> <p>Pupils show how human processes have modified the environment in Gemert and Lieshout.</p> <p>Pupils write letter to suggest how pollution could be managed.</p> | <p>Pupils write about the effects of the weather from information gained from teacher input.</p> <p>Pupils use a full range of skills and sources to find out about Milton Keynes.</p> <p>Pupils use a full range of skills and sources in work on weather.</p> <p>Pupils take measurements and record a range of weather data.</p> <p>Pupils use IT to classify settlements in broader Merseyside area.</p> <p>Pupils show how weather and climate give selected places (e.g. Tunisia) their character. Baffin Island.</p> <p>Pupils show how the mix of human and physical features give settlements a different character. Greasby, Birkenhead, Chester.</p> <p>Pupils identify similarities and differences in features present in towns, villages, cities.</p> <p>Pupils establish criteria and apply them to sorting settlement types in unfamiliar areas.</p> <p>Pupils recognise the importance of water in early settlement patterns.</p> <p>Pupils consider and understand other important locational features for settlements ref. New Brighton, Wallasey, Bootle etc.</p> <p>Pupils explain locational factors for Milton Keynes (new town).</p> <p>Pupils identify "good and bad" features of urbanisation and consider different views.</p> <p>Pupils produced plans and arguments for development and management of new town (Milton Keynes).</p> |
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