

Humanities

Too



www.greenpeace.org
www.innotts.co.uk/~douglaspschool/
www.city.kobe.jp/kobe-city/
web66.coled.umn.edu/schools.html
online.guardian.co.uk/

And don't forget to keep your eyes open for urls in newspapers, magazines etc. There's a lot of it about!

In the next article in this series I will explain how to search the web for specific information if you don't have a url to get you to a particular web page.

Notes for contributors

- We welcome letters and articles for 'Humanities too'. Please submit items for publication to Tony Fisher or Dave Walker (see 'How to contact ...').
- If you submit an item on disc please also enclose a hard copy. Your disc will be returned to you. We can cope with DOS format (Word, WordPerfect or plain text files) and Acorn format (Impression, PenDown, Easiwriter or plain text files). Please avoid layout other than paragraphing, and avoid text enhancement.
- Typed items are also welcome. So (at a pinch!) are handwritten ones.
- Emailed 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 expressed in 'Humanities too' are those of the individual authors, and are not necessarily those of the Humanities Association

How to contact the Humanities Association

Deirdre Smith
Secretary of the Humanities Association
Wirral LEA
Hamilton Building
Conway Street
Birkenhead
L41 4FD

Tel: 0151 666 4316
Fax: 0151 666 4207

Peter Walsh
Membership Secretary
11 Lloyd Street
Ryton
Tyne and Wear
NE40 4DJ

Tel/fax: 0191 413 2262

Dave Walker
Editor, 'Humanites too'
Spencer Centre
Lewis Road
Northampton

Tel: 01604 750 333

Tony Fisher
Compiler, 'Humanities Now!' and 'too'
School of Education
University of Nottingham
NG7 2 RD

E-mail tony.fisher@nottingham.ac.uk
Tel: 0115 951 4481
Fax: 0115 951 4599

The Humanities Association Website
<http://acorn.nott.ac.uk/SchEd/hum/ha/>

Humanities too

ISSN 1461-4537

Volume 1, Number 2, July 1998

Editorial

W(H)ITHER HUMANITIES?

While the QCA conference last January was considering the ever-darkening future of the Humanities subjects from 14 - 19 the Secretary of State was preparing an attack on Humanities at Key Stages 1 and 2. The announcement that schools need no longer follow the programmes of study for history and geography to make room for literacy and numeracy was devastating news for everyone who thought that humanities should occupy a central position in the curriculum.

It was met by justifiable cries of outrage by the Historical Association and the Geographical Association and by predictably reassuring statements by the establishment (after all, David Blunkett is passionate about history, and Chris Woodhead has an A level in geography, so that's all right then). However primary schools exercise their new freedom over the curriculum, the opportunity should be taken both to make the case for humanities and to express concern over an educational policy which seems to lack any clear sense of vision and direction over the curriculum.

The introduction of literacy and numeracy hours

will certainly create new pressures on history and geography as well as the other foundation subjects, but is not necessarily the only or even the best way to produce a lasting improvement in literacy and numeracy. Ofsted's own research demonstrates the significant correlation between good attainment and the existence of a broad and balanced curriculum at Key Stage 2 (National Curriculum Assessment Results and the Wider Curriculum at Key Stage 2: Some evidence from

Contents

Editorial	p1
Developing SCAA expectations into learning outcomes	p3
Rethinking citizenship	p4
The Real Ira Hayes	p7
Citizens of the world: international education and critical thinking.....	p8
A beginner's guide to the Internet in Humanities education: Number 2.....	p9
Plus two pull-out sheets of Greasby School's interpretation of expectations in National Curriculum history at KS1 and 2, and of links with the development of literacy and language skills.	

the OFSTED database). Any benefit that the literacy and numeracy hours will bring must be balanced against the disadvantages produced by reducing the amount of time available for a subject such as history which already makes an acknowledged and important contribution to literacy and the benefits to numeracy made by a subject such as geography.

The argument for maintaining the humanities subjects at the centre of the curriculum is wider than their undoubted contribution to literacy and numeracy. The humanities have at their core a concern with enquiry and critical examination of issues, the provision of opportunities to interpret and respond to events and the understanding and respect for other cultures. To marginalise the humanities is to run the risk of failing to provide an education which will enable students to understand change and participate effectively in their society.

The previous political regime could only endorse a version of history which peddled myths about national heritage and a study of geography sanitised of critical enquiry. The present government talks of a stakeholder society and creates a Citizenship Advisory Group but leaves the 14 - 19 curriculum directionless and reduces the provision for humanities in the primary school without even the pretence of consultation. Any policy which the present government may have for the curriculum seems to emerge as a series of short term pragmatic responses and accommodations towards vested interests.

We hear much about the concern with standards but there is little discussion about what students should achieve high standards in. The curriculum deserves more than the void at the centre of

education policy. The curriculum is the means by which we address our concerns and aspirations for the future through the way we select and sequence knowledge, skills and experiences for the citizens of tomorrow. It is too important to be left as an afterthought.

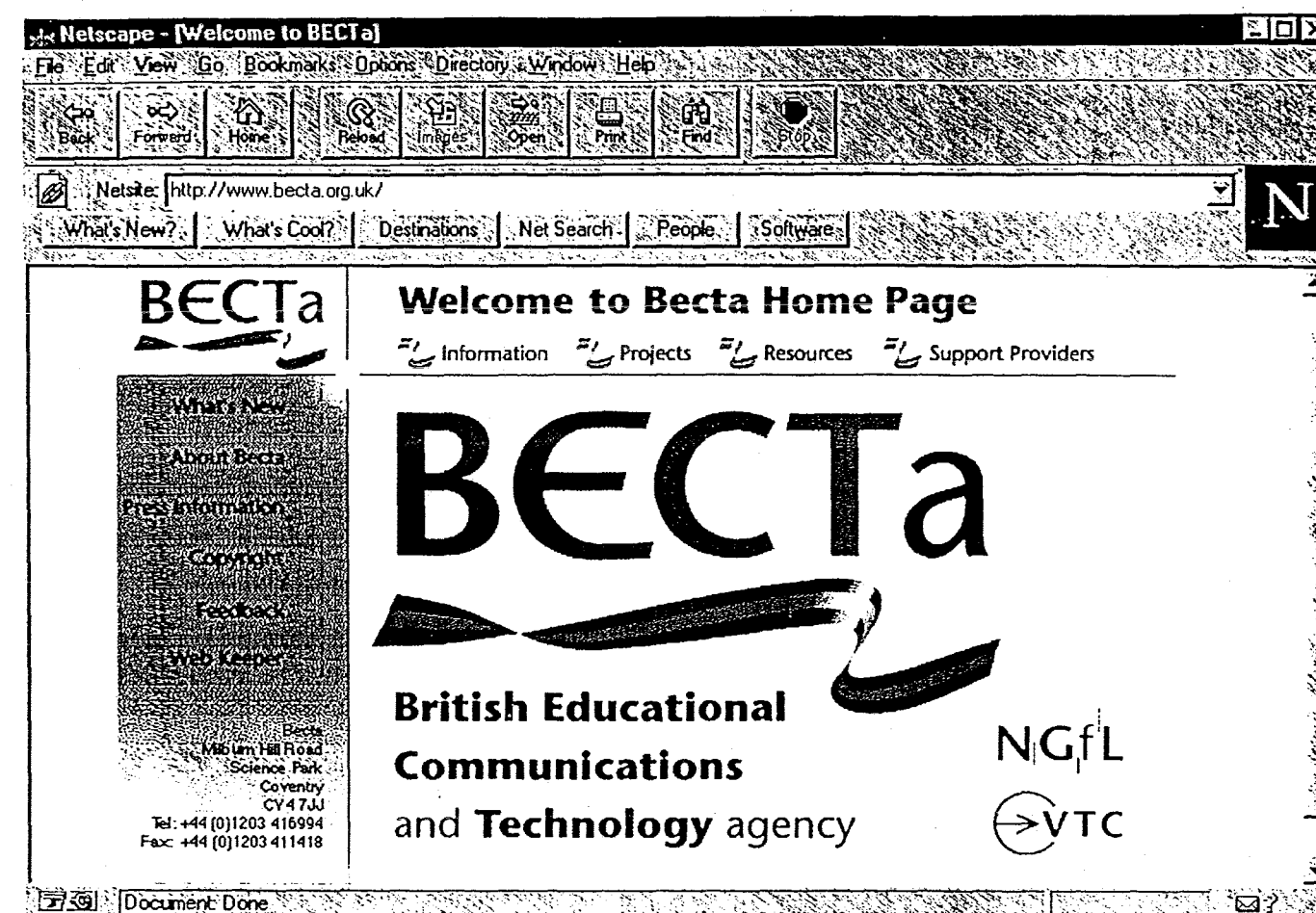
DECLINING STANDARDS?

Ever feel tired of being constantly told that standards have declined disastrously? Ever wondered what those high achieving geniuses of the past were really capable of? A study of questions asked by Inspectors at the end of the 19th century gives us a glimpse of just how accomplished pupils in the past really were. Answers please!

- In what way is Australia like Ireland?
- What winds blow from the Pacific?
- What would happen to Australia if the mountains were removed to the centre?

Dave Walker, Editor

With thanks to Steve Johnson and the NUT Journal 1898



The BECTa homepage as displayed by the Netscape web browser

for instance a set of information sheets on the use of IT in a range of subjects, which you can find by exploring the site. You can print the sheets out, save them onto your own computer or a disc, or just read them on screen. The other reason for my choosing it is that it exemplifies the way in which one website can act as a gateway to other sites, in this case the National Grid for Learning and the Virtual Teacher Centre. There are also links to other organisations concerned with the educational use of IT from within the 'resources' section of the BECTa site.

This interconnectedness of websites is one of the key characteristics of the World-Wide Web which it is important to understand. Indeed, it

underlies the use of the image of the 'web' to describe the whole system. But a word of warning: it is possible to wander from website to website fairly aimlessly, just clicking on links to see what's there. This sort of skimming the Internet, moving from site to site in a casually curious way, is what's sometimes meant by the phrase 'surfing the net'. It is seductively easy to do but can prove to be expensive, both in terms of time and of telephone bills!

Here are the urls of some other websites you might like to visit to get you started (don't forget that they all start with http://):

www.open.gov.uk

explore the World-Wide Web by making contact between your computer and other computers. Such a program needs to be able to display web pages stored on these other computers, and is known as a 'web browser', eg Netscape, or Microsoft Internet Explorer

I've launched the browser. What next?

Every page of information to which you have access on the World-Wide Web has a unique name for identification purposes. Increasingly we see these on advertisements and elsewhere, in the form:

<http://www.becta.org.uk/>

This seemingly meaningless string of miscellaneous code is known as a page's 'url' - its 'uniform resource locator'. It performs much the same function as a 'phone number' in that if you know the url of the web page you wish to consult, you simply type it in to the window which opens up if you click the mouse pointer on 'open' on your browser. The browser then sends a message to the computer where that url is to be found, which in turn sends a message back - and the link is established. Just as a telephone number can sometimes be engaged, sometimes the other computer is busy: you just try again.

What do the letters of a 'url' mean?

The url above is that for the British Educational Communications and Technology agency (BECTa) which used to be the NCET.

All urls begin with 'http://', and the 'http' bit stands for 'hyper-text transfer protocol'. (I thought you should know that in the interests of de-mystifying the whole thing, but it's not important to remember it!) The 'www' bit should

be obvious; 'org' stands for 'organisation', and 'uk' is where we live. So it's not just computer code: humans can understand urls too.

Computers need exact information, so you have to type in a url absolutely correctly. This includes the full stops, spoken as 'dot'.

What happens when I visit a website?

If you have successfully linked to the BECTa website you will have arrived at their 'homepage', which is shown opposite.

Like most homepages, BECTa's homepage links you to the main areas of their website. For instance, if you move the mouse pointer over the word 'resources' above the 'T' of BECTa, and click with the left mouse button ('select'), your browser connects with a web page of information about the resources BECTa make available to you.

Sometimes text on a web page is in a different colour, indicating that it is a 'hypertext' link, ie if you click on it you get access to some more information. Other things can be 'clickable' too. For instance, the NGfL logo on the BECTa homepage is clickable and connects you with the National Grid for Learning. The mouse pointer on the screen changes when it arrives over such a clickable object.

Of course, the best way to get the hang of all this is not to read about it, but to do it. So.... what are you waiting for?

I have chosen BECTa's website as an example for two main reasons. First, it is extensive, and can be explored in the manner I have described above. It contains much useful information for teachers,

Developing SCAA Expectations into Learning Outcomes

This article gives some background to the response made by Greasley Junior School in Wirral to SCAA's 'Expectations' documents. In the previous edition of Humanites too we included Greasby's work on Geography as a supplement, and in this edition we include their work on History and links with literacy (see centre pages).

One of the repercussions of the school OFSTED inspection in June 1997 was an identification by the humanities coordinator that assessment in history and geography should form part B of the school's action plan.

While there is no statutory obligation for teachers to record and report children's attainment in the form of levels for history and geography at the end of a key stage, teachers are required to teach history and geography on the basis of the National Curriculum 1995 orders and report progress in these subjects each year. In order for each teacher to report progress successfully there needed to be an inherent understanding of the knowledge and skills the children had gained before, what they could know, explain, say and do and where they needed to go next.

The humanities coordinator set about the task of determining assessment strategies which staff could use in all year groups at Key Stage Two. History and Geography were a priority on the School Development Plan from April 1996 to October 1997 which provided the focus and impetus for change.

The initial focus was an audit of all the planning to determine whether the medium and short term planning encompassed three broad ability bands catering for all pupils, providing achievable targets for all and specifically challenging the more able pupils.

The Key Stage Three exemplification material provided the initial interpretation as to whether the planning was catering for differentiation. The publication of the Key Expectations for History & Geography at Key Stage 1 & 2 (July 1997) enabled the audit of the planned units of work . The result was evidence that the planning catered for three broad ability bands and many challenging tasks set in Year Four and Five achieved the expectations for children by the end of Year Six.

The next stage in the process was to examine the statements set out in the Key Stage Two expectation exemplification materials and personalise statements to the history units of work delivered in each year group. The reasoning behind this exercise was to enable staff to clearly focus their teaching to learning objectives and outcomes which were quantifiable. Any learning activities which did not link to an expectation were evaluated by staff to determine whether they should be modified to develop children's progress towards the achievement of an expectation, or whether they should not be included in future units of work.

As part of the monitoring and evaluating process the head teacher and humanities coordinator observed history lessons with the requirement that staff highlight the expectation/s the lesson

would focus on. This enabled the teacher and observer to be clear about the focus of the lesson and the intended outcomes expected by the children working in three broad ability bands. This exercise proved to be extremely successful for teacher, observer and children.

The humanities coordinator asked for three samples of work from each class ranging from the less able to the more able child. The coordinator used the expectation statements to monitor consistency across a year group, progress from Year Three to Year Six and attainment, providing feedback to year group leaders. Staff in each year group were asked to choose two expectations, provide samples of work which demonstrated a child's good understanding of the expectation and share this work with colleagues in the same year group. This moderation process was extended to share work samples from all year groups to all staff. The process encouraged staff to look closely at the tasks required of children to ensure progression rather than focusing on good presentation and culminated in the development of a school portfolio initially for history. It is hoped that other schools in the immediate area are developing a portfolio so that moderation across schools of a similar catchment area can be developed.

The process of assessment is currently being developed so that a written record of a child's development through the expectations can be monitored from year group to year group.

Links have been made with IT opportunities so that CD ROMs can be used as another source of reference material, databases set up to develop and interpret information such as census material and word processing skills can be developed.

With the introduction of a literacy hour in Key Stage Two in September 1998, the coordinator has reviewed the expectations to see where activities provide a strong literacy focus. Many activities require the children to develop genre e.g. persuasive letter writing, historical narrative writing, developing an argument through debate. Where possible historical novels are read with the children to provide an added dimension to the historical period for example :-

- The Home Front - 'Spy Watch'
- The Tudors - 'Children of Winter' by Berlie Doherty
- The Victorians - 'Street Child' by Berlie Doherty
- Britain Since 1930's - 'Carrie's War' by Nina Bawden

An initial attempt has been made to evaluate tasks children presently participate in during history lessons which could be considered to have a language focus. The examples given are not an exhaustive list but provide some indication of literacy strategies employed.

RETHINKING CITIZENSHIP

This article by Dave Walker includes aspects of the Association's response to the first phase of consultation over Citizenship and the curriculum.

The emphasis in the white paper, Excellence in Education, on citizenship and the establishment of the Advisory group on education for

References

Bourn, D. (1997), 'Global perspectives on the Agenda', *Humanities Now!*, October, p. 3.

Costello, P.J.M. (1990) 'Education for citizenship and the teaching of world studies', *World Studies Journal*, Vol. 7, No. 3.

Costello, P.J.M. (1993) 'Educating reflective citizens', *Citizenship: The Journal of the Citizenship Foundation*, Vol. 3, No. 1.

Costello, P.J.M. (1995) 'Education, citizenship and critical thinking'. In Fields, J.I. (ed.). *Young Children as Emergent Philosophers*, special edition of *Early Child Development and Care*. Vol. 107.

Costello, P.J.M. (1998) *Liberating Children's Minds: Education, Citizenship and Critical Thinking*. Clevedon: Multilingual Matters (forthcoming).

Fisher, S. and Hicks, D. (1985) *World Studies 8-13: A Teacher's Handbook*. Edinburgh: Oliver and Boyd.

Fountain, S. (1990) *Learning Together: Global Education 4-7*. Stanley: Thornes.

Pike, G. and Selby, D. (1988) *Global Teacher. Global Learner*. London: Hodder and Stoughton.

Rowley, C. and Toye, N. (1996) 'Learning to listen, beginning to understand: the skills of philosophical inquiry'. In Steiner, M. (ed.) *Developing the Global Teacher*. Oakhill: Trentham Books.

Patrick J.M. Costello is Reader in Education and Director of the Centre for Applied Educational Research, North East Wales Institute of Higher Education, Wrexham.

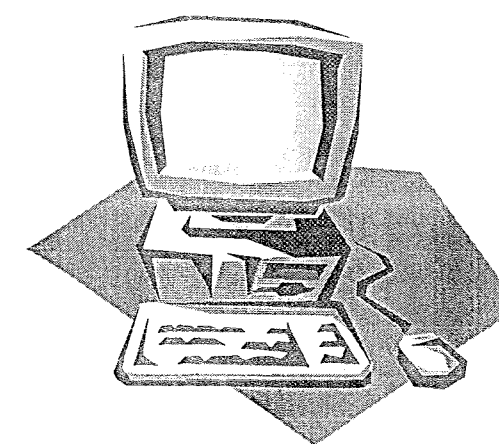
A beginner's guide to the Internet in Humanities Education – No. 2: looking for information by visiting websites

Tony Fisher, Lecturer in Education, University of Nottingham

This is the second in a series of articles exploring the use of the Internet in Humanities education. In the previous article I dealt with some basic questions about the Internet and what it is, assuming little or no familiarity on the part of the reader. In this article I assume that you have had your appetite whetted but that you are unsure about how to proceed. Of course, you need access to a computer which itself has an Internet connection, but I will assume that you have not personally used it in order to look for information via the Internet. As in the previous article, I shall try to introduce some of the language of the Internet in what I hope is a manageable way, without resorting to unnecessary techno-babble!

How do I start?

The first thing you need to do is to start up ('launch') a program which enables you to



Citizens of the World: International Education and the Teaching of Critical Thinking

Patrick J.M. Costello

In a recent issue of *Humanities Now!*, Doug Bourn (1997, p. 3) began a paper on development education by arguing as follows: 'Adults and children alike are becoming more aware of the many ways in which our lives are linked with others all over the world. Exploring, discussing and understanding these historical, geographical, economic, political and social links is as we know, a vital part of every child's education and preparation for being a citizen of the world in the 21st Century'.

Themes such as 'education for citizenship' feature prominently in approaches to teaching and learning which, for the purposes of this paper, I shall refer to collectively as 'international education'. In addition to development education, these include world studies, global education, humane education, futures education, peace education and green education. Although each of these programmes has a distinctive outlook (Rowley and Toye, 1996), they have much in common, sharing similar aims, objectives and approaches to pedagogy. If we take as examples three well-known texts (Fisher and Hicks, 1985; Pike and Selby, 1988; and Fountain, 1990), it will be seen that the practical activities which are offered by these authors demonstrate, in a very thorough fashion, the extent to which international education can (and should) permeate the curricula of nursery, infant, junior and

secondary classrooms. They are stimulating as well as informative and, most importantly, they encourage children (and teachers) to think for themselves.

However, one would expect that as international education is orientated towards the discussion and promotion of values, these activities would draw more heavily and systematically upon the explicit teaching of thinking and valuing. Elsewhere, I have argued that the teaching of logical and ethical reasoning is essential both to any viable conception of 'international education' (Costello, 1990) and of 'education for citizenship' (Costello, 1993, 1995). In short, I suggest, young children need to acquire proficiency in the skills of critical thinking and argument (Costello, 1998). While recent calls for the introduction of a critical thinking 'A' Level are to be welcomed, it is important to begin such work with pupils of a much younger age. Since, as Fountain (1990, p. 1) suggests, 'Even in the early years of schooling, children... show that they are forming rudimentary conceptions, and misconceptions, about issues of peace and conflict, human rights, racism, sexism, global development and the environment', curricula which are respectful of and which seek to enhance pupils' thinking are necessary if we are, through education, to prepare them to be 'citizens of the world'.¹

Footnote

¹ For a broader examination of the arguments in this paper, please see my 'Citizenship Education and Cultural Diversity', in Leicester, M., Modgil, C. and Modgil, S. (eds.), *Political Education, Citizenship and Cultural Diversity*, Cassell (in press).

citizenship and the teaching of democracy in schools have, not for the first time, placed citizenship on the curriculum agenda. Social concerns and moral panics eventually become translated into demands for curriculum reform and calls for schools to teach citizenship can be seen as a barometer of concerns over social cohesion and stability.

Although it is always wise to exercise some caution over the extent to which we may think schools can solve major societal ills, the renewed interest in citizenship is to be welcomed. In welcoming it we should not, however, forget the practice and experience of teaching about citizenship which already exists in schools. A concern with citizenship has always been a central to humanities subjects and humanities teachers can claim to have practical experience of drawing on the concepts and perspectives of geography, history and the social sciences to explore contemporary political and social issues. This experience should be one of the starting points in a debate about what citizenship education could and should be.

Education for citizenship has a long history and there is nothing new in the discovery of the essential role of citizenship in the curriculum of the school. The form of citizenship education has varied with the shifting concerns and preoccupation's of society, but the continuing need to rediscover and re-emphasise citizenship indicates its lack of success in embedding itself in the curriculum. If the present concern for citizenship is to be more than a passing fad or something which teachers perceive as an extra and peripheral burden, then three fundamental questions need to be addressed - how should we educate students for citizenship, what sort of

citizenship should we educate students for, and where should we locate citizenship in the curriculum?

Citizenship is a contested term and is invested with different meanings which are rooted in often competing models of society and social action. So, there has been little consensus about what an education for citizenship would actually mean for students. Previous advice on citizenship education has not always clarified these real divisions or has provided ambiguous guidance which has justified a variety of different definitions and limited the development of a clear and coherent approach to education for citizenship.

A successful approach must be based on the active involvement of students. This implies a model of citizenship which is more than one which emphasises public duty or the recognition of rights and legal status. It must involve students in the exploration of the implications of rights and in decision making. Successive Conservative Governments sought to purge from the curriculum any entitlement to an education which included the exploration of social issues, but it is only through active involvement with contemporary political events and issues that students develop confidence in their understanding and practice of citizenship.

Citizenship is fundamentally an issue of identity and any clarification of the purposes and role of education for citizenship needs to answer the question, what are we educating students to be citizens of? The traditional approach has been to define citizenship as an identity formed around the nation state. The nation state and concepts of nationalism and national identity are historically

specific and developed at a particular point in time and in response to specific social forces. Today the idea of the nation state is less tenable. Against the forces of globalisation and the re-emergence of regional identities the nation state is seen as less able to control its own destiny or to provide the basis for identity. The object of an education for citizenship at the start of the 21st century should clearly be more than an understanding of the institutions of the nation state. Creating an agenda for a relevant education for citizenship means not only reconsidering its scale but also its scope.

Identity in the contemporary world has become increasingly problematic as economic change, the revolution in communications and the erosion of traditional bodies of knowledge have encouraged the fragmentation of culture and identity. This is mirrored in a decline in traditional forms of political identity, a disenchantment with conventional politics and the growth of new forms of political identity. Political allegiance and identity are increasingly expressed through diverse fragmented single issue concerns.

The rise of what is sometimes referred to as identity politics involves a concern with how people experience power relationships in everyday life. This implies that education for citizenship must involve an understanding that the object of study is broader than has previously been conceived and includes issues in the cultural, social and political dimensions of everyday life which are of direct importance to the experience of students. Education for citizenship should aim at giving students confidence, the skills to participate, an understanding of how their social world and the worlds of others work and the ability to consider

alternatives and oppose prejudice and discrimination.

An active, broadly defined education for citizenship, designed to support students in making sense of their own experiences and to consider and develop alternatives, would provide a relevant and powerful educational tool. If education for citizenship is, however, to be more than a pious intention and something which will be seen to be yet another burden on an overcrowded curriculum then attention must be given as to where and how it is to be located and delivered.

Education for citizenship needs to be translated into a series of principles and practices which inform how schools treat students and involve them in the life of the school and the community. It also needs a home in the formal curriculum of the school. Here we need to return to what is already happening in many Humanities courses in schools, to identify those aspects of best practice and consider how they can be generalised and take root in all our schools.

Citizenship needs to be seen as central to what is delivered through the humanities subject and not just an additional and incidental extra. To achieve this we need to move beyond our subject boundaries and narrow arguments about the essential nature of individual subject disciplines. We need an urgent debate about the purposes of the subjects of the humanities curriculum and how they can meet the needs of the kind of education for citizenship outlined above.



The Real Ira Hayes

The above picture is **The Real Ira Hayes** by Native American artist Urshel Taylor. He provides this commentary on the painting: "Old Glory Goes Up On Iwo Jima, Mount Suribachi, Feb. 23, 1945. Ira Hayes is a Pima Indian From Gila River Reservation Arizona. I am Pima Indian from the Salt River Reservation, north of Gila River. I am also a former Marine that spent many years over seas but I never went through the battle Ira Hayes went through.

Ira Hamilton Hayes is a full blood Pima Indian and was born in Sacaton, Arizona, on the Pima Reservation on Jan 12, 1923. His parents Joe E. and Nancy W. Hayes were both farming people.

Ira Hayes was a noted World War II hero. Although he had a normal childhood on his reservation, his life changed dramatically when war broke out and he joined the Marine Corps. After he completed courses under the U.S. Marine Corps Parachutist School at San Diego, California, he was lovingly dubbed "Chief Falling Cloud." Ira Hayes was assigned to a parachute battalion of the fleet Marine Force.

By the beginning of 1945, he was part of the American invasion force that attacked the Japanese stronghold of Iwo Jima. On Feb. 23, 1945 to signal the end of Japanese control, Hayes and five others raised the U. S. flag atop Mount Auribuchi on the island of Iwo Jima. Three of the six men were killed while raising the flag. This heroic act was photographed by Joe Rosenthal, and it transformed Ira Hayes'

life for ever. Subsequently a commemorative postage stamp was created as well as bronze statue in Washington DC.

President Franklin D. Roosevelt called the brave survivors of the flag raising back to the United States to aid a war bond drive. They were shuttled from one city to another for publicity purposes with questionable sincerity on the part of the American military. Ira Hayes asked to be sent back to the front lines, stating that "sometimes I wish that guy had never made that picture".

At the conclusion of World War II he returned to his reservation, disillusioned by what he felt was unwarranted adoration. He began to drink heavily resulting from well-meaning friends offering drinks in their appreciation of his "Heroism".

He was never able to get his life back in balance again. Ira Hayes died of exposure at the age of thirty-three on Jan. 24th 1955. He was memorialized by the Pima people and characterized as "a hero to everyone but himself". He is buried in Arlington Cemetery. He never married.

Any more information you need on the battle of Iwo Jima may be found in any library." (Urshel Taylor)

You can find a full colour version of this painting, together with the above commentary, at:

<http://www.artnatam.com:80/>

along with other work by Native American artists.

Humanities Association 14th. Annual Conference

Sustaining Development in the Humanities for the new Millennium

Friday 5 – Sunday 7 November 1999.

An exciting conference for Primary and Secondary teachers. In the luxurious surroundings of The Village Hotel, Bromborough, Wirral.. Conveniently situated close to the M56 and to mainline train connections, with pickup from Port Sunlight or Chester or Liverpool Limestreet. The conference aims at a clever blend of inspirational inputs and practical classroom approaches and to provide an enjoyable and worthwhile experience for teachers of Humanities, History, Geography, Religious Education and Social Sciences in Primary and Secondary Schools.

Keynote speakers already booked include:-

Christine Counsell, Learning To Think in the New Millennium: the unique role of the Humanities
Steve Johnson, President of the Humanities Association
Ian Colwill, QCA, John Westaway, QCA.

The practical workshops include:

Numeracy and Humanities, Literacy and Humanities, ICT and Humanities, Exploring the Humanities /RE Interface, RE – Meeting the Expectations and contributing to pupils spiritual and moral development, Humanities for a Multi-ethnic Society, Development Education Assn. learning materials. Managing a Humanities Faculty to get the best of the parts and their sum. Humanities, Active Drama and Fieldwork with learning materials and ideas to transfer into your own locality. at the Birkenhead Priory (oldest building on Merseyside, and provider of the first 'ferry' cross the Mersey) and Hamilton Square (largest concentration of listed buildings in the country) and Wirral Museums The Primary Geography Handbook, Roger Carter, Developing Citizens for the 21st Century, The National Primary History and Geography Project, Anne Moore, Global Citizenship, The Oxfam Handbook

A lively trade fair featuring local and national exhibitors

Pre-breakfast swims and sauna's

We are determined it will be fun, celebratory and useful.

Help us make it so by booking early and participating fully.

Contact Deirdre Smith, Conference Organiser, General Inspector, Humanities, Wirral LEA: 0151 6664316

Superb Value at:

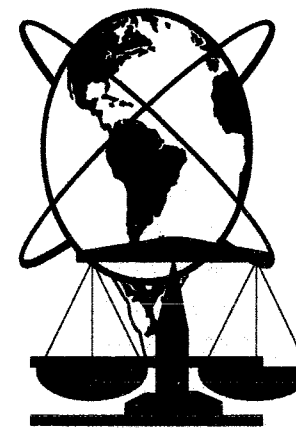
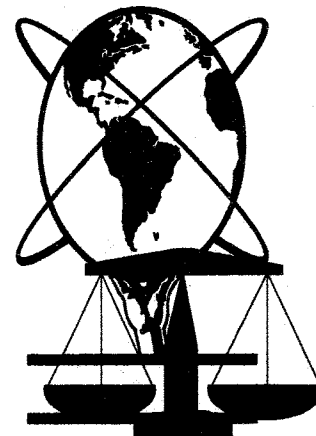
Full residential Members £135

non-members £149

Day delegates, Saturday 6 November only £60

Sunday £10 Friday Night Speaker £5

STRIKING THE BALANCE



STRIKING THE BALANCE

HUMANITIES ASSOCIATION NEWSLETTER

Newsletter Date

Issue 2

Humanities Now

Humanities and the new National Curriculum

Inside this issue:

Primary Issues QCA 2

Humanities Too Classroom Skills 2

OCR G.C.S.E. Humanities update 2

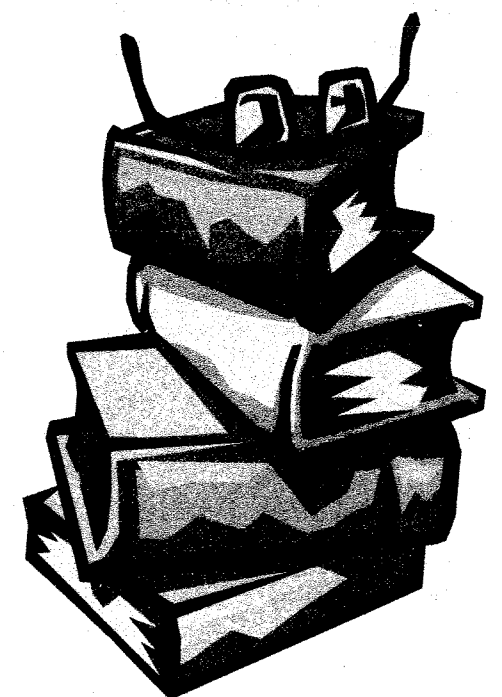
MESUS a high tech simulation 3

Spanish voices game 4

Conference News 5

The debate over the new National curriculum has started although you might not have noticed it. At staff room level any debate has been characterised by a marked indifference and lack of enthusiasm. In some ways this is rather odd. When the original National Curriculum was introduced we discussed central control and the end of classroom autonomy with some feeling. Now that the envisaged curriculum for 2000 is likely to give the profession more freedom and control, no one is particularly excited. In part the answer to this lack of enthusiasm lies in our perception of where the Humanities are. Humanities teachers feel under threat. Survival is the main item on the agenda. Developing interesting approaches and celebrating autonomy is not a main concern. In many ways the prospects for the humanities are potentially brighter than ever before. Citizenship, preparation for adult life, the need for multicultural education all speak directly of the importance of the humanities. This should not be surprising, whenever concern is expressed about values and social conflict it is to the grouping of subjects called humanities that society looks for help. This may be an opportunity to re-think what we mean by the humanities.

They are not simply the disciplines of subjects such as History and Geography but with the application of the perspectives and methodologies of those disciplines to the study of human issues. We need to develop our idea of the humanities and demonstrate how we can contribute to the concerns which look to a curriculum solution. When we are clear about what the humanities stands for we can begin to realise the significance of our contribution and its importance.



Special points of interest:

- New humanities is it all bad news
- Ideas on Primary Geography and History including Children's parliament
- Citizenship and G.C.S.E. Humanities.
- MESUS making sense of the Internet?
- Spanish Voices a step towards global citizenship?

PRIMARY MATTERS Q.C.A.

We have been involved as an Association with consultations on the Work in Progress on the future curriculum with regard to History at QCA. What has been produced so far has still to go to consultation, but clearly, consideration is being given to what will be 'manageable' and at the same time worthwhile, showing progression and cohesion not to mention 'real' history. It is certain that there will be much lively debate on the importance of the Local Study at Key Stage 2. The Schemes of Work for History and Geography (one copy of which all primary schools should

receive free of charge,) contain a great deal of material which can be used to suit the purposes of individual schools especially in this interim period. The much-heralded and eagerly awaited PAL (Preparation for Adult Life) documentation will undoubtedly have an important effect on Humanities teaching in the primary school, but we need to see it before making any judgements. The preliminary stage of the debating competition for The Children's Parliament of the Environment is finished

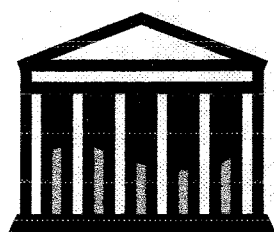
and Lucy Cheeseman and Azizi Adeomo both aged 10 had this to say after a session which showed an impressive level of mature thought and an ability to substantiate arguments. "It is good to spread ideas about how to improve the rapidly deteriorating environment, so that when it's our turn to look after it, we will be able to look after it properly. It is important to know that in the future our generation will have the chance to try and put it right."

Humanities Too Classroom Materials Enquiry Skills

The next few editions of the Humanities Too will explore the setting up and management of Enquiry skills. This follows the first issue looking at bias and reliability. The first part will focus on the setting up of the enquiry and how to construct and use questionnaires. It will follow the pupil centred approach and work as classroom ready to use mate-

rials, leading the user through stages in the process of constructing and carrying out an enquiry. One of the great problems in the organisation of enquiry issues is that the topic covers such a wide spectrum, guides to it always cover far too many areas. This will be tackled by producing each section as a free standing, thus allowing the teacher to

put in required elements and miss out the parts which do not apply to their particular enquiry. Students will be encouraged to use the materials as a process based guides which stimulates their thinking and provides some form of structure for them to follow.



Moves in G.C.S.E
Humanities

OCR Planning to update the M.E.G. Humanities

The OCR examinations group is planning to update the current Humanities course inherited from M.E.G. in the light of the new proposals from the Citizenship group. The current course is based around the cross curricular themes. The revamp is to take place in the

autumn, this is a good opportunity to voice your opinions about what constitutes a broad based Humanities course. For those who are not familiar with the course it focuses heavily on the classic enquiry method and uses it to explore broad based Humanities issues.

Members who want more information about the course, or anyone currently using the course, if you have any ideas on the shape form or management of the course contact: Martin Jones, Humanities subject officer, 1 Hills Road

MESUS The Media simulation for Universities and Schools

It is an exciting new project launched by the University of Glamorgan aimed at Secondary school pupils throughout south-east Wales, in the first instance. Funded by BT, the project aims to raise awareness of high technologies through an enjoyable role activity with the theme of journalism. A minimum of four schools will participate in the production of a fortnightly newspaper, available in both hard and electronic copy. Each school will have its own editorial team and will work hand in hand with the editorial teams of other schools. Participant roles will include editor, feature writers, sports writers, reporters, photographers, advertising writers and entertainment writers.

The MESUS project aims to extend Compact school links incorporating the University's internet and intranet resources.

Essentially MESUS includes

Simulation - a way of experiencing real-life situations

Game - activities for teams that introduce competition

Role play - learning what it's like being an editor or journalist

Case Study - high technology production for Wales.

Learning through journalism is a powerful vehicle for teaching students about new technologies. Many introductory IT courses can be rather daunting, so this project encourages participants to become actively involved in an activity, and later-needed knowledge develops as a matter of course. The highly vocational nature of media/journalism also helps develop employability skills.

Programme

A series of workshops within schools targets the theme of journalism:

- ♦ "Headline" - removing headlines from articles so that pupils can make up their own. This can be developed to incorporate journalistic styles e.g. what would a "Sun"/"Telegraph"/"Mail" headline say?
- ♦ "Captions" - can be given

for photographs

- ♦ Lead paragraphs - a 1000 word précis
- ♦ Front Page editing - introducing the technology
- ♦ Digital photography

Plan

BT is funding this project for two years. Year one will concentrate on South East Wales, with the project moving into West and North Wales in its second year. The project began in late October, with year 8/9 pupils.

The Editor has been invited to visit the project in late May 1999 so there will be an update in the next edition.

Further details from:

Nina Smalley

Educational Development Unit

University of Glamorgan

PONTYPRIDD

Wales CF37 1DL

Tel: 01443 482933

Email nmsmall1@glam.ac.uk

Spanish Voices Game

Young people from Guatemala, Spain, UK and the Western Sahara have developed this stimulating board game for use in the classroom. Available in Spanish or English the team game introduces students to a range of issues relating to development to the Rights of the Child, as well as language activities. Collect a full set of basic needs to win.

Watch out for crop failure, landmines and sand storms which stop players in their tracks, whilst debt cancellation, a declaration of peace and a good harvest lead to opportunities to obtain necessary resources. Exchange cocoa beans for fair trade chocolate to help you win. Match the words to the photographs taken by the young Guatemalan photographers to illustrate

the Rights of the Child.

This game should be of great interest to schools and University Departments of Education. For further information contact: Margaret Burr, Humanities Education Centre, English Street, LONDON E3 4TA
Tel: 0171-364-6405
Fax: 0171-364-6422
Email: hec@gn.acp.org