

Humanities

Too



QCA PUBLICATIONS

QCA has now published three new schemes of work for Key Stages 1 & 2 in geography, history and design and technology:

Geography: QCA/98/253
History: QCA/98/252
Design and Technology: QCA/98/254

They cost £12 each.

DEA PUBLICATIONS

The DEA has a list of publications which may be of interest to members. One example is Dealing with conflict - from confrontation to co-operation. The project uses ideas developed at Neve Shalom-Wahat al Salam (NSWaS) Israel's Arab-Jewish model community and home of the School of Peace (SFP). It aims to raise awareness of some of the issues in one area of major conflict - to understand how these are dealt with in NSWAs and the SFP - and thereby helps students here to face and overcome their own conflicts. The organisation producing this project is called British Friends of NSWaS.

Further details of all DEA member organisations can be obtained from Nadia Mackenzie, Information and Resources Officer, DEA, Third Floor, 29-31 Cowper Street, London EC2A 4AT. We would be pleased to hear from anyone who uses DEA resources.

Leeds Development Education unit has produced guidance for Key Stage 3 and 4 in Geography, History and Human Rights.

Human Rights: This is available at £4.70p but we have no further details.

Geography: This is available at £2.00 each plus 50p postage and packing. It is a 12 page booklet offering:

- ♦ Development education and curriculum enrichment - what and why?
- ♦ Key points for planning a development education approach to geography.
- ♦ Pointers to opportunities in the Programme of Study.
- ♦ Suggestions for activities.
- ♦ Resources guide.

The booklet enables teachers to feel confident in fulfilling the National Curriculum Geography requirements to study two countries in different states of development and to investigate development and environmental issues.

History: This is available at £2.00 each plus 50p postage and packing. It is a 12 page booklet offering:

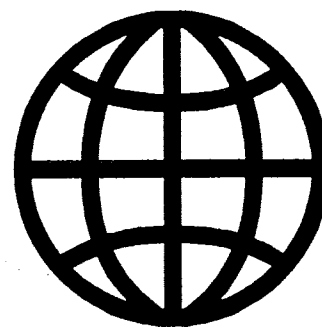
- ♦ Opportunities for developing global awareness through history - what and why?
- ♦ Points for planning to include global perspectives through the Key Elements.
- ♦ Opportunities in the Programme of Study to make links between British and world history.
- ♦ Suggestions for Activities.
- ♦ Resources Guide.

This booklet enables teachers to feel confident in fulfilling the National Curriculum History requirements to develop overviews of the main events and changes, to make links between local, British, European and world history and to analyse the social, cultural, religious and ethnic diversity of the societies studied.

All booklets are available from:
DEDU, 153 Cardigan Road, LEEDS, LS6 1LJ.
Tel: 0113 278 4030
Fax: 0113 274 4759

We would be pleased to hear from anyone who has used these booklets.

**Humanities Association 14th.
Annual Conference
Sustaining Development
in the Humanities for the
new Millenium
Friday 5 – Sunday 7 November
1999.
Don't miss it see Humanities Now
for details.**



Humanities Too

EDITORIAL

SEND US YOUR HUMANITIES IDEAS

It does not need to be long

It could be curriculum materials K1-5

It could be schemes of work K1-5

Classroom based activities are useful

Don't forget to send print and disk

See address on page

Any published work will receive expenses.

Special points of interest:

- Any ideas printed will receive £10 expenses
- You will get a warm feeling of giving away your brilliant ideas for the price of a takeaway.
- You never know somebody might produce something of use to you

Editorial

Well we are on track with this edition of TOO although there has been little response from the membership. Please send copy in so that we can produce an even better magazine. Remember we will send you £10 for every article published. If you haven't time to produce an article write a letter or email me on pwalsh@crawcrook.free-online.co.uk Many thanks to Denise Kilkenny at Heinemann for continuing to support us with the review and also to the DEA who have sent us a lot of information. Unfortunately membership is renewable as from April 1 1999. We hope that as many of you will renew as soon as possible and encourage your colleagues in neighbouring schools to join us. We think that £12.50 out of your capitation is pretty good value. Please send a cheque or request an invoice. We are establishing links with the DEA, VSO and SAGSET. The first two organisations are well known. SAGSET, which you may not have heard of, is the Society for interactive learning and in this edition there are details of Mesus, a simulation of newspaper production, in South Wales schools, supported by BT. Conference plans are well under way and further details are available on the flier enclosed with this edition. Many of

you will remember the excellent conference at Bromborough in 1995. We want an even better one this time. We have expanded the programme to include invaluable field work and the committee organising the programme is up and running and has already confirmed some of the keynote speakers. So when you receive this edition please take time to renew your subs and to send me some copy for the next issue at the address below, by June 1st 99.

Peter Walsh,
11 Lloyd Street,
RYTON,
Tyne Wear,
UK, NE40 4DJ.
Fax/Phone: 0191 413 2262
Email: pwalsh@crawcrook.free-online.co.uk



Humanities Too

Whatever Happened to Humanities?

The present debate over the new national curriculum for the year 2,000 has not exactly set the world of education on fire. Whereas the debates over the original national curriculum and the revised national curriculum for history and geography produced some passion the present debate is about as interesting as watching 'One man and his dog' without the dog. In some ways this is all rather odd. The debates around the original National Curriculum were about the definitions and content of subjects and the conflict between a centrally prescribed curriculum and a socially relevant curriculum which developed from classroom practice. The Humanities were the perceived losers in the great National Curriculum debate. Narrow versions of history and geography emerged less socially relevant and over obsessed with content. The integration of humanities subjects became more and more difficult and the creative interaction between the methodologies of the humanities subjects in the study of issues became harder to sustain. The new national curriculum offers less prescription and more choice than at any time since the introduction of a centrally defined curriculum. So why is there not a feeling of some optimism or the hint of some enthusiasm?

The answer may lie in the feeling that the humanities are under attack. We are more concerned with maintaining some provision for the humanities within the curriculum than we are in thinking how we can use the new measure of freedom to create an exciting and relevant curriculum. As always it is worth reflecting on some of the lessons of the past in considering our present situation. When the New Code or payment by results was introduced in 1862 the original wide curriculum offered by schools contracted and the main casualty was the humanities. The quantifiable curriculum of the 3 R's became what was important to develop in schools to meet targets and generate funding. The humanities with their more intangible goals and with their concern with the development of the whole person had little importance within this

mechanistic curriculum. Today the concern to deliver easily quantifiable progress within education and a reluctance to think through the complexities of the interaction between basic skills and the context of learning and the importance of issues and enquiry leads to an emphasis on measuring literacy and numeracy and the marginalisation of the humanities.

History, however, shows us the resilience of the humanities. The events of the first half of the 20th century highlighted the importance of a humanities education. In an array of initiatives and curriculum movements the humanities, through the civics movement in the 20's and 30's, social studies in the 50's and social science in the 60's, the Humanities Curriculum Project of the 70's and the integrated humanities of the 80s, was kept alive. History shows us that the curriculum needs the humanities and that the humanities will always be on the agenda. What then do we mean by the humanities and what are the key characteristics of the humanities which we can identify within all these curriculum movements which have kept the humanities on the agenda?

Attempting to define the humanities is to enter a minefield. The humanities change in form and content and they respond to different social circumstances. At their heart is a concern not just with the disciplines of subjects which may fall within the field of the humanities but with the application of those disciplines to the understanding of the issues facing humanity. This is what gives the humanities their defining features, a concern with the totality of human experience, how people create the world they live in and how the world they live in makes them the people they are. The humanities is a dimension which spans a variety of disciplines and is concerned with the causes of human experiences and human responses to their experiences. The humanities dimension is concerned with the human response to its condition. It has a concern with human rights, global interdependence, the exploration of issues and human action.

REVIEWS

GEOGRAPHICAL EYE OVER ASIA

A useful introduction to the diversity of South and South East Asia and the study of places and themes at Key Stage 3. TOO is grateful to Margaret Burr of Tower Hamlets Humanities Centre and Don Harrison, who devised the leaflet, for providing us with this information.

There are three components:
the video itself, the study guide and the pupils' book.

The Video 146271 £47.00 plus VAT

The video consists of five programmes broadcast on Channel 4 in February 1996. Individual case studies enable students to understand how physical conditions influence and are affected by human activities. Three programmes on India examine development and environmental dilemmas with regard to farming, mining and textiles. Two programmes on Indonesia examine what happens during a volcanic eruption and the rapidly expanding city of Jakarta. The other programme looks at the effects of cyclones and flooding in Bangladesh.

The Study Guide 146325 £4.95

The Study guide offers the following:

- ♦ **28 photocopiable pages.**
- ♦ **A list of Key points for all programmes.**
- ♦ **Country Profiles for the three countries involved.**
- ♦ **Before, While and After Viewing activities.**

The guide helps build up the understanding of the place and the issues involved, encouraging students to share their thoughts and ideas in group discussions and activities.

Pupils' Book 163329 £4.50

This provides an introduction to the geography, politics, economics, religion and culture of Indonesia. It

contains 32 pages with coloured Illustrations. The book goes on to focus on the community involved in the video focusing on the Volcanic eruption. These resources can be purchased or borrowed. Please make cheques payable to the Educational Television Company and send it to the Humanities centre who will pass it on.

The video and study guide are available on loan from:
Humanities Education Centre,
Tower Hamlets Professional Development Centre,
English Street,
LONDON
E3 4TA

Tel: 0171 364 6405

Email: hec@gn.apc.org

NEWSPAPER ONLINE

Questions Publishing have sent us details of a new daily online newspaper for education. It went live in late January. There is a headline ticker box which can be placed on your web site and it will provide the day's headlines which can be ticked on to bring up the story. There are a large number of columns on various subjects and specific areas such as management, special needs, literacy, numeracy and they also have special areas for higher and further education.

A New Daily Online News paper for Education:
www.teaching-today.com

Further details from:

The Questions Publishing Company Limited, 27
Frederick Street, BIRMINGHAM, B1 3HH

Tel: 0121 212 0919

Fax: 0121 212 0959

Web: <http://www.education-quest.com>

We would be interested in hearing from any of our members who follow this up.

CONFERENCES

As you all know the Humanities Association conference is at Bromborough and further details are enclosed in your pack.

HISTORICAL ASSOCIATION CONFERENCE

University of York 10-11 September 1999

Cost is £235 for members (a discount of £40 if you book before 1-5-99) £310 for non-members. This does not include accommodation or meals.

Further details from:
Rosemary Rees
The Historical Association
59A Kennington Park Road
LONDON
SE11 4JH

Tel: 0171 735 3901
Fax: 0171 582 4989
Email: enquiry@history.org.uk

DEA CONFERENCE

The DEA conference is at GMB College Manchester on 23-25 April 1999

The cost is:
£160 DEA members/National organisations
£185 Non-DEA members/National organisations
£110 DEA members/Locally based organisations
£125 Non DEA members/Locally based organisations
£75 Daily rate exclusive of accommodation

The programme includes Keynotes from Helena Kennedy, chair of the British Council and Lynn Davies Professor of Education, Birmingham University on Friday. On Saturday there are workshops on Examples of Practice in Schools work, Youth work, Work with community groups, Professional development and training, Work within Higher Education and Public awareness as well as many more activities.

Further Details from:
The DEA Residential Conference Organiser
DEA
3rd Floor
29-31 Cowper Street
LONDON
EC2A 4AT

Tel: 0171 490 8108
Fax: 0171 490 8123
Email: devedassoc@gn.apc.org
Would anyone attending either of these conferences please send us a conference report for our next edition. Copy date 1 June 1999.

Any members with suggestions for The Humanities Association conference November 99 please contact:
Dee Smith,
Birkenhead, Wirral, Merseyside, L41 4FD.
Tel 0151 666 2121
Fax 0151 666 4207
Email Educ@Wirral.Gov.UK

ADULT LEARNERS' WEEK

Niace, the National Organisation for Adult Learning is holding its eighth annual Adult Learners' Week from 17 to 23 May 1999. To be nominated individuals and groups should have seen benefit to their lives through learning - they may also have helped improve the lives of others. Also available this year is the new Learning Works award, for adults who have progressed in their career or found a job through their own efforts to learn. Unfortunately the closing date for nominations was January 29 1999 but an Adult Learners' Week newsletter is available for anyone who is interested. Please let us know if anyone follows this up. Details available from:

ALW Team, NIACE, 21 De Montfort Street,
Leicester, LE1 7GE.
Tel: 0116 204 4200
Fax: 0116 223 0050
Email: ale@niace.org.uk/.

The scope of such a definition of the humanities means that it is present within the traditional subjects which comprise the humanities curriculum and also within the moral and social dimensions of the curriculum. Humanities have a concern with the struggles within definitions of history and geography but also within the debates about citizenship and the wider curriculum. As the curriculum opens up there will be an inevitable debate about the role and location of humanities within that curriculum. This will be a debate in which the Humanities Association will have a central role.

Dave Walker
Humanities Inspector Solihull,
Chair Humanities Association.

GLOBAL EXPRESS

Some of you who attended 1998 the conference at Nottingham last March may well remember Cathy Midwinter's workshop on Global Express. This is an update which appeared last October in Volume 5 Number 1 of the Development Education Journal.

The idea behind Global Express is to provide resource booklets with instant classroom activities and concise but considered background information on world events and global issues that are hitting the headlines. Global Express is aimed at 8 to 14 year olds and is published at least twice a term. There is a pull out section of lively photocopiable material with lots of activities related to the curriculum. Editions usually run to ten pages. The aim is to get children to ask questions about what they see in the news and how it is presented and how distant events may well affect their lives. Choosing the news stories to cover is one of the most interesting but testing aspects of this project. The main difficulty is assessing how long a news item will remain high profile. For example Global Express decided to go ahead with a ten page edi-

tion on Montserrat when the news of the smog over Indonesia broke. As soon as the Montserrat edition had gone to the printers they put together an extra fast 4 page edition on the smog so subscribers got a bumper mailing.

All editions have received positive feed back but not all subscribers use all editions. Use of the edition depends on whether people personally feel the topic is important. Subscribers use Global Express in different ways which has been discovered by informal evaluation from phone calls and feedback at teachers' conferences. However there are still out there a lot of educators who could use Global Express but don't know it yet. Please get in touch.

Cathy can be contacted at
DEP,
801 Wilmslow Road,
Didsbury,
Manchester, M20 2QR.

If any of our members use Global Express please let us know.

RE-MEMBERING EDUCATION

Re:membering Education is a new organisation working to empower teachers to widen and deepen the education debate. They hold an annual conference and produce a termly newsletter. Subscriptions are £5 individual and £10 for the school. Further details can be obtained from:

Kevin McCarthy
66 Beaconsfield Villas
BRIGHTON
BN1 6HE
Tel/Fax: 01273 239311
Email: remember@mcmail.com
Web: www.remember.mcmail.com

KEY STAGE 4 AND CURRICULUM 2000

Which way will they choose?

I mean of course the Ministers who will be making the decisions on the shape of the curriculum post 2000. There have been widespread consultations on the aims and purposes of the curriculum at each Key Stage but the shape of Key Stage 4 looks the most contentious. What should the statutory curriculum contain at Key Stage 4?

QCA's recent Work In Progress report put forward 4 alternatives:

1) **INCREASING FLEXIBILITY WITHOUT REDUCING THE NUMBER OF STATUTORY SUBJECTS**

Could be achieved by:

- i) changes to statutory subjects' existing programmes of study to reduce prescription;
- ii) removing the requirement to follow the programme of study in one or more of the statutory subjects while keeping the requirement to study the subject(s)
- iii) extending the use of Section 363 to allow disapplication for purposes other than work-related learning.

2) **INCREASING FLEXIBILITY BY REDUCING THE NUMBER OF STATUTORY SUBJECTS**

One, or more, of the subjects which are currently statutory could be removed from the statutory requirement. Removing a subject which has a programme of study which can be covered by a full GCSE could provide an additional flexibility of 10% of curriculum time; removing a subject which has a programme of study which can be covered by a short course GCSE could provide 5%.

3) **INCREASING FLEXIBILITY BY ESTABLISHING A CLEAR RATIONALE FOR THE STATUTORY REQUIREMENT**

A clear rationale could be established for what can best be achieved by statute in the current context of key stage 4, taking into consideration the range of influences on curriculum decisions, including regulations within the qualifications system, performance data, national targets and initiatives, pupils' career aspirations, and the requirements of employers.

A suggested rationale for the statutory requirement is that it should secure for all pupils:

- areas of learning which are essential for progression into whichever future education, training or employment route pupils choose;
- areas of learning which will enable pupils to become independent and responsible adults and which will not be safeguarded by other means.

The statutory requirement could include, English, mathematics and information technology, with programmes of study which reflect this essential learning, and, to meet the second purpose, those aspects of physical education and the Preparation for Adult Life agenda, particularly careers education and guidance and citizenship, which are not safeguarded in the curriculum by other means. This reduced statutory requirement could represent, at most, 40% of the curriculum and schools would have flexibility to complement it appropriately to provide a broad curriculum for all pupils.

Raising Achievement through Peer Support

Pennywell School is a larger than average comprehensive school for boys and girls between 11 and 16 situated in Sunderland, Tyne and Wear. The number on roll is steadily rising and is presently over 1100 pupils. It serves an area which suffers from extreme social disadvantage. There are high levels of unemployment, well above the local and national average.

Against this background Pennywell is using the extremely powerful influence of peers upon each other to:

- ♦ raise achievement
- ♦ support personal development
- ♦ extend and enhance community links

Our young people are empowered to: manage situations in a non confrontational way, solve problems using a range of strategies, communicate effectively, listen carefully and be influential in promoting academic and personal success. Skills, qualities and outcomes to be aspired to by all young people.

The Pennywell School Peer Support programme began in February 1995 as an Anti Bullying Initiative. This is now well established as a whole school and community support network. A recent OFSTED inspection said "the school devotes considerable human and financial resources to ensure the initiative succeeds. Bullying and harassment is reduced to the lowest level possible".

Peer Support has now moved far beyond involvement in anti bullying. It has developed into a whole curriculum initiative. There is an ongoing programme of residential and school based training for pupils and staff. Pupils learn how to support one another with subject specific work, reading, drama, health awareness, sport, community initiatives - the list is vast. Teachers are trained to facilitate this process across the curriculum. Pennywell pupils have extended their training programme by training others. This has included teachers, business partners, parents, a range of professionals and young people. They have done this locally, nationally and overseas.

Imagine the impact on self confidence and self esteem if at 14 years of age you are asked to:

- ♦ organise and deliver a training session for 80 teachers.
- ♦ deliver a seminar at the North of England Education Conference.
- ♦ prepare a peer support plan detailing a year's targets which are incorporated into the School Development Plan.
- ♦ travel overseas to train peer supporters.

Pennywell pupils have done this and more. HMI Comment "The Peer Support initiative and its ambition is regarded as outstanding. Pupils seen demonstrated confidence in it and esteem. Very impressive, a tremendous initiative. Much can be gained from it".

The pupils next ambitious venture is to organise a Peer Support International Conference on Raising Achievement. This is to be held on Friday 25 June 1999 at the Stadium of Light in Sunderland. Delegates from around the world will have access to the very best practice on Peer Support. They will be able to see how personal and academic success is achieved through peer help.

Our ultimate ambition with this initiative is to provide a school environment in which all children feel safe and secure, can learn effectively and achieve their maximum potential. I consider that we are nearing our goal.

Sandra Smith, Deputy Head, Pennywell School.

Heinemann Press Review Column

BOOK REVIEWS

Many thanks to Denise Kilkenny, of Heinemann for providing books for review and to John Murphy for sending the copy for this issue. There are two books to choose from this time. If you wish to review either of these books please let me know as soon as possible. In return for a review which must reach me by June 1 1999 you can keep the book with the compliments of Heinemann.

History

The Stories from History Evaluation Pack

Medieval Times or Tudors and Stuarts

Both priced at £11.99 they contain the Teacher's Guide and the appropriate student book.

Geography

Avery Hill GCSE Syllabus

People and Place by Gary Cambers and Stuart Currie £6.25

Heinemann Living through History

Book1

The Roman Empire and Medieval Realms

Remember all those meetings that Heads of History attended to produce schemes of work when the

National Curriculum was first introduced? One of the most common complaints was about text books, that the language used was too difficult for many pupils, particularly those with a reading age lower than their chronological age.

So perhaps publishers do listen. The Living Through History series comes with a core and a foundation version. The foundation edition covers the same topics, but the text is edited and simplified to make it accessible and more attractive to lower ability pupils.

The sources and illustrations are also well set out, to complement rather than overpower the text. Most pages invite, rather than discourage, the reader.

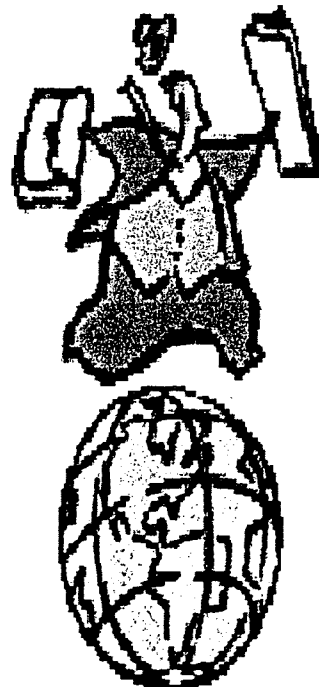
The photocopiable resource pack for the series is also an improvement on previous publications, and also comes in a core and foundation edition. The tasks are varied, and although classroom teachers are experts at producing worksheets to suit the abilities of their own pupils, there is a lot to be said for having a professionally printed task that is already matched to the text book. It can save a lot of time and effort and in this series most of the worksheets provide good preparation for some extended writing.

The books are expensive at £9.25 for the core and foundation texts and £24.99 for the resource books. However, they do contain two

core study units and it has been helpful to have both of our year 7 topics in one text book. Your local Heinemann rep. will probably offer you some discount, and our 25% off 120 copies made the purchase worthwhile. We will almost certainly purchase book 3 in the series this year.

One final comment for what it's worth. We had an OFSTED in February and the history inspector rather liked the books.

John Murphy
Head of History
Pennywell School
Sunderland



4) INCREASING FLEXIBILITY BY REDEFINING THE STATUTORY REQUIREMENT AS AREAS OF EXPERIENCE

Schools could be required to include a number of broadly defined areas of experience in each pupils' curriculum. Drawing on the work of HMI, these could be: aesthetic and creative; ethical; linguistic; physical; mathematical; scientific; social and political; spiritual; technological. Clusters of qualifications which contribute to the defined areas of experience could be identified. Guidance could support schools in developing areas of experience which do not lend themselves to qualifications. The scope of these changes to the statutory requirement would require primary legislation which is outside the scope of this review. This approach would therefore be a longer term development.

Not very long ago Option 3 looked the odds on favourite, or indeed a compromise position between Options 2 and 3. Option 3 was a way of guaranteeing that a range of government priorities including Citizenship and Education for Democracy, PSHE, Education for Sustainable Development, Pupils' Spiritual, Moral, Social and Cultural Development and creativity and culture and Key Skills would become an entitlement for all 14-16 year olds. These have all been seen as vital elements in preparing pupils for adult life, (PAL). As the time for such decisions, which would bring an end to compulsory D&T and MFL, comes closer it may be that the determination to ensure PAL for all in Curriculum 2000 may be wavering.

The internal consultation will be ended by the time you receive this information but it may not be too late to make your views known by writing to:

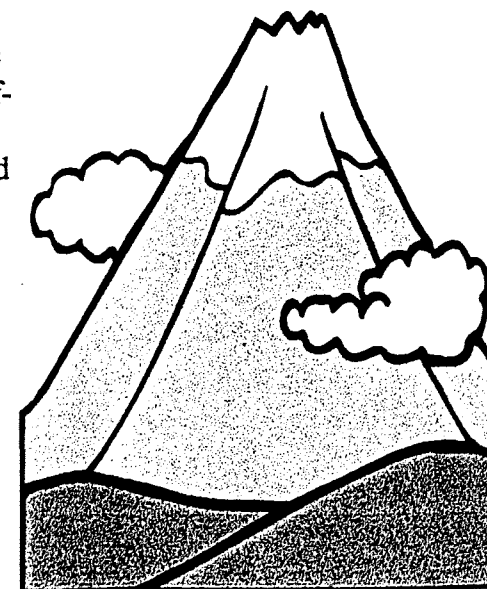
National Curriculum Review Division
QCA, 29 Bolton Street,
London
W1Y 7PD

Deirdre Smith
Humanities Inspector
Wirral

DYNAMIC EARTH MILLENNIUM PROJECT

The Association has received details of our Dynamic Earth a millennium project which is supported by funds from the National Lottery. It opens in May 1999. You are invited to bring your group on an epic journey of discovery at Our Dynamic Earth. With the help of state-of-the-art technology your group will experience earthquakes, ice ages and tropical rainstorms. They'll travel to the depths of the oceans and fly high above towering glaciers and mountains. They'll see, hear, feel and smell the planet as it was millions of years ago and how it might be in the future. The big bang party to open it will be in Scotland probably Edinburgh

Further Details from:
PO Box 23086, Edinburgh EH8 8ZH
Tel: 0131 550 7800
Fax: 0131 550 7801
email: enquiries@dynamicearth.co.uk
Website: www.dynamicearth.co.uk



The work of the Geography Task Group

National Curriculum Review was the main task of this group. QCA are developing the school curriculum for the year 2000. Their brief has been to make limited changes to the curriculum. The Sept. 1998 QCA leaflet outlines how their monitoring and research programme has shown that, "schools need more flexibility in the curriculum if they are to give sufficient emphasis to literacy and numeracy and other aspects such as personal, social and health education, citizenship education and work related learning".

The composition of the task group

The work of the Task Group was part of the phased development for the curriculum which will be completed by September 1999 when the details of the revised statutory requirements will be sent to all schools. The geography task group along with the other five groups for foundation subjects were to focus on the aims of the subject at each key stage and look at ways of increasing flexibility and, in key stages 1 and 2, reduce content. The group consisted of four heads of geography departments in secondary schools, two primary heads and a primary teacher, one lecturer in primary education and one in secondary. Two LEA geography advisors and a professor of education completed the group led by John Westaway and Eleanor Rawlings, the Principal Subject officers for geography at QCA.

The composition of this group is an important detail because all are active practitioners in the teaching of geography. Direct comparisons cannot be made with this group and the original NC working group, and this group who met on three occasions to review the curriculum. But it is important to remember that teachers were severely under represented when the National Curriculum was first developed. The previous geography curriculum was overloaded by an enormous amount of content as were all the other subjects and therefore was completely unmanageable in schools. The proposals to reduce content and give increased flexibility are very welcome ones. I look forward to a primary curriculum which will be broad and balanced but also one where there is time for in depth work in geography with a proper regard for the teaching of skills and an understand-

ing of the subject. It was encouraging to see at this stage of the evolution of the National curriculum so many teachers involved in developing proposals for changes to the statutory curriculum requirements.

Proposals for the revised order

The proposals generated by the group built on the excellent work by the subject officers on the expectations in geography at Y2, Y4 and Y6. Draft models of proposed changes to the orders produced by the subject officers underlined the importance of progressive development of skills. Wider consultation is still being sought but I hope that the proposals for listing the essentials of the subject and the status given to enquiry skills will remain a feature of the orders. The proposals included a framework which presents the revised order on one side of the page with information and examples accompanying the order on the opposite page. This would be essential for teachers who are not geographers and extremely useful for those who are. These proposals will give curriculum managers clear indications of how to plan the geography curriculum across National Curriculum year groups not only for placing the areas of knowledge and understanding but also in the progressive development of geographical skills.

Cross Curricular Issues

The Task Group was also asked to respond to the cross curricular issues outlined in the reports of national advisory groups to the Preparation for Adult Life group. These are: education for sustainable development, education for citizenship, creative and cultural education and personal, social and health education. It is difficult to predict exactly where the recommendations of these groups will be placed in the revised orders for the Year 2000 or if they will have a place at all. The substance of all these reports contains many common features and would make a very worthy curriculum but a huge one. Their recommendations for the whole curriculum give status to a broad and balanced education which has lost its way during the implementation of the National Curriculum. A flexible, well balanced, humanities

EARTH SCIENCE TECHNOLOGY CENTRE

The centre has several physical geography simulations.

1 Coastal Model

Model coastlines including cliffs, beaches, headlands, bays and estuaries can be set up in a ten square metre wave tank. Waves of variable height, period and wavelength are generated. Processes of undercutting, slumping, longshore drift, beach and spit formation are vividly simulated. A smaller wave tank enables students to investigate how beach profiles change in response to a variation in wave periods.

2. River Channel Studies

The flume was specially designed for investigating water flowing in river channels. It can show erosion, transportation and deposition and illustrate features such as meanders, pools, waterfalls, river terraces, deltas and many more.

3. Rainfall Simulation

Model surfaces are set up beneath the rainfall simulator and runoff responses are measured. The data obtained from the pupils is input into a computer which generates storm hydrographs.

This article only gives a flavour of what the centre offers. It sounds ideal for London schools or indeed any others who might incorporate it into a visit to the capital. Please let us know if you have visited the centre.

Further details from:
Stephanie Jackson
Geography Section
Institute of Education
University of London
20 Bedford Way
LONDON
WC1 0AL

Tel: 0171 612 6462
Fax: 0171 612 6450
Email: s.jackson@ioe.ac.uk

curriculum may be the place for this provision. What is clear, is that the subject curriculum will stay and the most practical way for some of the features of these reports to have a stronger place in the curriculum would be within existing subject areas. Environmental issues, sustainability, development education and conservation already hold a place in geography. The new orders may make this a stronger place.

Cross curricular issues introduced during the early days of the national curriculum lost their impetus because of the heavy content overload of specific subject areas. The reduction of content in the year 2000 may lead to schools taking up guidance materials for broadening and balancing the curriculum. I have a concern that there is a tension between the present emphasis on increased demands for time for literacy and numeracy and a proposed increase in demand for time in other aspects such as personal, social and health education, citizenship education etc. Perhaps schools may be able to make their own decisions about what is appropriate for their pupils and be able to take a more flexible approach to a relevant curriculum than the previous OFSTED framework allowed.

Optimism for the future

However, I was heartened to read that all the above reports stressed the importance of promoting particular values in pupils and developing specific skills and they highlighted the importance of active and experiential teaching and learning approaches. As a head teacher I would want to see some cross curricular issues enshrined in the various subject orders with a responsibility given to the school to develop their own approaches for whole school provision in these areas. I would want to see all pupils receiving an education that includes a balance of spiritual, moral, social and cultural development that was based in the curriculum not just in assemblies! A statutory code of practice that is not overloaded with content is the only way of ensuring that the curriculum for the millennium will include an entitlement for all pupils to receive suitable preparation for adult life.

Christine Dale
Primary Headteacher,
Member of Humanities Association Executive

Medium Term Planning Sheet

Unit of Work: Sikhism Time Allocation: 10 hours Year: 3			Focus: R.E.			
Broad Learning Objectives Key Questions	Focus	Resources	Suggested Teaching Str	Diff	Assessment Opportunities	Links
What is Sikhism? What is the History of Sikhism? What is important to Sikhs? What/who are the Gurus? What is a Gurdwara? What are the 5Ks? What is the Langar? What festivals do Sikhs Celebrate?	D/acd D2 abc D3 a c D6 6cd	" A gift to The Child – Teacher's Guide Book" Tape from set. " Sabjit's Book" " The Story of Nanak's Song" Folens Primary R.E. Poster Pack " I am a Sikh" book Book " Religions of the World – Sikhism" by Ranjit Arora " Sikhism in Words and Pictures" – Sarah Thorley Our Culture SIKH Artefacts – 5Ks	This unit of work is based upon " A Gift to the Child" p 44-61 "Sabjit's Book" and "The Story of Nanak's Song" and Folens Primary R.E. Poster pack	When Appropriate by: task outcome resource support	Development of knowledge of relevant characters and understanding of when they lived and the significance of events encountered. Knowledge of 5 Ks and their importance. Sorting of % Ks from 10 items. Development of appropriate vocabulary – gurdwara, guru, langar	English Music Art
Fiction & poetry – myths, legends, fables, stories from other cultures Word Level 23 Organising words alphabetically ie 5ks	Text Level 2 – story themes Text Level 3 – justify and discuss behaviour of characters Word Level 20. To write own definitions of words Text Level 12 & 14 – Look at instructional texts ie recipes and instructions, rules Text Level - Notetaking					

Effective History, Geography and R.E. Effective Literacy

Wirral LEA Working Group on Effective Humanities and Effective Literacy

The National Literacy Strategy is a current imperative for schools. It relates not only to the "Literacy Hour" but also to the requirement to pursue the objectives and teaching strategies through other subjects. History, Geography and Religious Education all make high demands on pupils for the use of a range of literacy skills. Improving literacy directly improves access to and attainment in these important subjects – subjects that are enjoyed by pupils and their teachers. The primary curriculum should be broad and balanced. Literacy skills should be employed in a range of contexts and should include reference to a range of non-fiction texts. Because History, Geography and R.E. provide rich opportunities for the meaningful and relevant application of literacy skills it is vital that our teaching of each of these subjects is effective and that the relevant parts of the National Literacy Strategy are integrated into our teachers and pupils' learning.

The Wirral Humanities Working Group has been set up to produce guidance which demonstrates how key aspects of the National Literacy Strategy may be integrated into the P.O.S. for History, Geography and R.E. We have taken the Wirral Scheme of Work as a common starting point and mapped the aspects of the National Literacy Strategy have been identified by appropriate term and teachers should apply the strategies according to the term and year group appropriately.

We have also compiled a text list for each of History, Geography and R.E. indicating texts available from the Wirral Schools' Library Service.

The Wirral Working Group hopes that teachers will find this guidance useful and that it will help teachers to sustain effective Humanities, History, Geography and R.E. and promote effective literacy.

Some examples of the analyses of the Wirral schemes of work for History, Geography and R.E. against the National Literacy Strategy appear on the curriculum handout pages of "Humanities TOO".

Zinacanton (Mexico)

A contrasting (developing) locality

Ideas for links with literacy

Explanation / instructions – Craft ideas, e.g. masks, paper cutting etc. Games

Y3 Term 2 Y4 Term 2 Year5 Term 1

Lists – similarities / differences, e.g. school, homes, food, etc

Y3 Term 1 and 2

Reading for Information

Y3 Term 1 Y4 Term 2

Public Information – tourist brochures

Y4 Term 3 Y6 Term 2

Discussion Texts - work
- home life

Y4 Term 3 Y6 Term 2

Persuasive Writing - country v town life
- environment improvements
- impact of tourism

Y4 Term 3 Y5 Term 3 Y6 Term 1

Non-chronological writing – geographical features, aspects of everyday life, etc.

Y3 Term 3 Y4 Term 1 Y5 Term 2 Y6 Terms 1+3

Medium Term Planning Sheet

Focus Statement: Everyday Life, work, leisure and culture of Men, women and children in the past. Progressing from the Familiar to the more distant in time and place.

Unit of Work: Key Stage 1
Year: 1

Time
Allocation: 36 hrs

Broad Learning Objectives	Focus	Resources	Suggested Teaching Strategies	Differentiation	Ass Links
Learning about my family/ The people I live with	Family Life now Seque- ncing	Own Photographs School resources	Look at relationships the people who look after me. People I know- Sequence in age. My grandparents(?) Lives when they were five	Where appropriate work should be differentiated by: Outcome Task Resource Support	Opp 1a Appropri 1b ate and natural links as defined by the class teacher
Learning about people Who help us.		Local resources School based Resources Ks1 Non Statutory SAT's "History through Story"	Look at occupations Now Then Nurses Mary Seacole Police Robert Peel Fire Great Fire	Use SAT material	2a 2b 2c
Learning about where I live			Focus on the area around school. Different homes - Look for clues old/new Changes in lifestyle e.g. TV, microwave, computer Pupils collect information About the changes since their parents were five		3a 4a 4b
Learning about Playground games			Learn and play games parents/ grandparents played. Favourite Christmas, birthday presents, Christmas presents then and now e.g. the Victorians Beach games		4a 4b

National Literacy Strategy Links

Term 1

Fiction/poetry in familiar settings eg Peepo, grandma's and grandpa's
Reading – skills in historical context 1-6 7. re-enact stories through role-play.
Writing 9. – write about events in personal experience (story) 10. Rhymes 11. Picture books. 12. Vocabulary extension

Term 2

Information books N/F 17-21 Reading comprehension skills 22-25 Writing composition eg Family trees labelled pictures of homes etc.

Term 1 N/F 12-16 Instructions reading & writing eg how to use a toy, types of toys etc.