

Humanities

Too



The National Primary History and Geography Project 'Raising Citizens for the 21st century' has developed schemes of work to support citizenship education in the primary school.

Humanities and Citizenship - Making the Implicit Citizenship Explicit through Humanities

On July 11, 2000 the Local Government Information Unit and The Education Network staged a very well attended and high profile conference entitled 'Citizenship; The Challenge for Councils'. A broad mix of LEA advisers and inspectors, governors, councillors, and a few teachers attended it. Jacqui Smith, Schools Minister DfEE, Professor Bernard Crick, DfEE consultant on Citizenship, and Councillor Bernard Stone, Executive member for Education, Manchester City Council were keynote speakers.

Wirral LEA presented a workshop at the conference entitled '**Wirral Curriculum Audit – Making the Implicit Explicit to provide Citizenship Education for all Pupils**'.

The workshop gave active consideration to the implications of the curriculum audit for a whole school approach to citizenship. The work of the Humanities Citizenship Working Group was shared with conference delegates. This group of teachers from across the humanities are working with the authority's inspection and advisory team to audit the curriculum for the current contribution made to citizenship education by their subjects. The aim is to establish the extent to which the requirements for citizenship are already implicitly covered within the humanities subjects and to suggest what needs to be done to make the implicit more explicit in time for the introduction of citizenship as a foundation subject at key stages 3 and 4 from 2002 onwards.

The workshop also looked at the way in which the National Primary History and Geography Project 'Raising Citizens for the 21st century' has developed schemes of work to support citizenship education in the primary school, and the Wirral Civic Award scheme.

The work of the Humanities Curriculum Group is ongoing, and it will be presenting the audit and its findings to Wirral Heads and Deputies at their next curriculum conference in October.

Examples of the Curriculum audit provided by Prenton High School for Girls, Birkenhead and appear in the next issue of Humanities Too.

Deirdre Smith, General Inspector, Humanities, Wirral.

Membership is still only £12.50 that is the same rate as it was when we were founded in 1985. Not bad for four editions of the journal and a £15 rebate at conference.



Editorial

The Association continues to make progress. We are on target as far as Humanities Too is concerned – this being the fourth issue since last year's conference. We are still too reliant on copy from the executive but we are making some progress. Mike Johns and Thelma Wiltshire providing us with teaching materials this year. Remember there is a very small fee of £10 for everyone who makes a contribution who is not a member of the executive. We are thankful to Heinemann and the Geographical Association for providing us with books.

The conference this year is heading for success. There will be forty residential delegates and over a hundred there on the Saturday. The programme this year surpasses even last year's in the Wirral. We are very grateful for the help we have received to stage the conference in Warrington. The venue was chosen because of a Village hotel being located there. This is the third conference we have held in a Village hotel. Their organisation is superb and they are very flexible which is very important when people are contacting you to book two

days before a conference they have known about for six months! The choice however proved to be brilliant anyway. Neill Harris, the Humanities advisor has been very supportive and joined the conference committee that has been meeting in Warrington since early this year.

His contacts have led to several workshops and delegates. The major coup however is Neill's contact with the Warrington Peace Centre. The whole of the conference on Sunday is being held there. Colin Parry, the father of Tim who was killed in the Warrington bomb outrage in the early nineties, is welcoming us to the centre. If you are reading this at the conference this year we hope you will find it very worth while and if not then join us next year.

Please keep up your support. Some of you have not renewed your membership since the conference last year and this will be your last edition if you don't do so. Membership is still only £12.50, that is the same rate as it was when we were founded in 1985, not bad for four editions and a £15 rebate at conference.

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Marking For Improvement

By Mariea Christodoulou

During the academic year 1999/2000 East Sussex County Council Advisory Service set up a working party of Primary and Secondary teachers to look at practice and issues relating to target setting. Areas investigated included Tracking Targets, The role of the parent in target setting, School approaches to the process and Cross phase transfer. This article outlines the implementation and ongoing developments in Target Marking at Hampden Park School, with examples from the Humanities Faculty.

AIMS

- To seek effective practice in marking that includes the setting of specific pupil targets
- To demonstrate good examples and detail how this has helped pupils to make specific progress
- To examine how this has impacted on whole school/departmental marking policies
- The implications behind monitoring progress towards the achievement of targets

BACKGROUND

In the Autumn Term 1998 Hampden Park School undertook a review of the Marking Policy. One of the major outcomes of this review was the identification of a need to enhance the impact that marking has on both the progress of individual students and to inform future planning in a more strategic way.

It was evident that when marking teachers wrote lengthy comments in which the needs of the learner were being identified. The writing of these comments was both time consuming and often repetitive. The initiative that was to address these points was introduced at an INSET day – namely Target Marking.

Articles

WHY TARGET MARKING?

- ◆ Specific and focused identification of individual learning needs for all abilities
- ◆ Enhances dialogue between teacher and student about exactly what needs to be done to progress towards higher levels of achievement i.e. marking for improvement
- ◆ Enables parents to understand specific areas for development in individual subjects
- ◆ Encourages students to take greater responsibility for their own learning (students focus more on marked work than previously)
- ◆ Clearly informs future planning for classes where similar individual targets arise across a group
- ◆ Reduces marking time by making it more focused and productive for the above reasons

GETTING STARTED

The starting point for what would be a change in practice needed to be via an area common to the whole school, cross faculty experience. During the Spring Term INSET revealed inconsistencies in standards of presentation in students' work across faculties. For this reason presentation targets were the first to be devised and introduced. All Faculties provided a list of rules for presentation that they would expect all students to adhere to. The results were collated and showed that expectations were similar; these were constructed into a list of 10 key targets for presentation to be introduced immediately. Each classroom has the targets displayed prominently to enable students and teachers to refer to them. When marking a teacher will select relevant targets and annotate work using the code letter and number (see 'Presentation Targets') for example, a student who has submitted work in pencil will have P1 written on their work.

Teesside One World Centre is trying to create a regional network to promote development education in the region.

The Humanities Association has assisted the Teesside One World Centre is trying to create a regional network to promote development education in the region. Peter Walsh, the Association's membership secretary attended the meeting on September 12 2000. Here is a report from Averil Newsam who has pioneered the initiative.

A STRATEGY FOR DEVELOPMENT EDUCATION NETWORK IN NORTH EAST ENGLAND

Using the impetus of DfID's 'Enabling Effective Support' initiative, a meeting was held on September 12th 2000 at the School of Education, University of Newcastle, to bring together people from across the sectors, concerned to increase access for teachers to Development Education (DE) related materials.

The meeting was organised by Teesside One World Centre, the only DE Centre in the North East region. Scott Sinclair, Director of Birmingham's 'Teachers in Development Education Centre' outlined the DfID initiative for the twenty-two delegates who represented educational perspectives on Environment, Energy, European, Business, Health, Teacher Education and L.E.A Humanities. Presentations from Somerset, Wales and Leeds, helped to set the current national scene before Bill Rigby, Chair of the Development Education Association facilitated discussions toward an Action Plan. A small working group will meet in October to take the Action Plan forward with the aim of eventually obtaining funds to turn it into reality.

Averil Newsam, Coordinator, Teesside One World Centre
21 Stoneleigh Avenue, Acklam, Middlesbrough, TS5 8AR. Tel:01642 287158
and Teesside One World Centre, Macmillan College, PO Box 8, Stockton Road,
Middlesbrough, TS5 4YU. Tel/ Fax:01642 250930.

Anyone who is based between the Tees and the Tweed who is interested please contact Averil or Peter.

Leeds DEDU

The Leeds Development Education Despatch Unit can provide teaching resources on citizenship, geography, PSHE, history, sustainable development. All the resources they have are listed in their FREE catalogue, which is available from:

Angie Stratton, DEDU, Freepost NEA3807, LEEDS LS6 2YY
Tel: 0113 278 4030

At the launch of the NE development education group, see outlined above, I was fortunate enough to meet Angie Stratton. She gave an interesting and informative talk about her work. During a lunchtime chat I was able to learn that DEDU are subsidised and therefore their resources are reasonably priced. It is well worth a few minutes to get their catalogue.
Peter

Notices

Development Education Association

The Humanities Association's link with the Development Education Association continues. Peter Walsh attended a two day residential at Birmingham in late September. Here are a few snippets from their September bulletin.

Global Citizenship with Schools

In partnership with the Council for Education in World Citizenship, the Council for Environmental Education, Oxfam, Central Bureau and Commonwealth Institute, the DEA is currently in discussion with DfEE and DfID on a strategy for resources and support for teachers in delivering the global dimension to the citizenship curriculum. Part of this strategy is likely to involving members in helping to support this delivery through a co-ordinated promotion of existing and planned resources and assisting with in-service training of teachers. Ali Brownlie would welcome any information you may have about your plans for the next six to nine months on global citizenship including resource development, in-service training and partnership programmes with educational and training bodies.

Send details to Ali at email: alibrownlie@skab.co.uk

WEA National Archive

The Workers' Educational Association has established a national Archive including the first full catalogue of the entire collection. It is housed at the University of North London. The Archive combines rare manuscripts and printed documentation dating back to WEA's foundation in 1903, as well as general material on 20th century developments on adult education and beyond. It is open to students, researchers WEA staff and voluntary members. If you are interested please contact:

Christine Coates
The Learning Centre
University of North London
236 Holloway Road,
LONDON N7 6PP
Tel: 0207753 3184
Email: c.coates@unl.ac.uk

SCF Introsheets Series

As part of Save the Children's Youth Education Programme, a series of information leaflets for young people has been developed. These free 2-sided A4 sheets provide a straightforward introduction to a range of international children's rights issues including: refugees, child labour, landmines, participation, the UN Convention on the Rights of the Child, child soldiers, debt, environment.

Available from:
SCF Youth Education Programme
17 Grove Lane
LONDON
SE5 8RD
Tel: 020 7703 5400

On achieving the target the teacher signs the record sheet and rewards the student with a credit.

FACULTY/SUBJECT SPECIFIC TARGET MARKING

Having been introduced to the concept of target marking and experiencing the process through presentation targets it was possible to instigate subject specific target marking. This process was a difficult one and required time to develop a bank of statements specific to subject areas.

The use of targets for marking is to enable students to focus on what they need to do to progress to the next level at KS3 and to improve grades at GCSE. For this reason we focused on the Level Descriptors in the NC documents for Geography and History, the East Sussex Agreed Syllabus for RE and at KS4 the NEAB GCSE Humanities Syllabus. Our initial list of targets separated the 3 subjects at KS3 (see Key Stage 3 Target Bank). These were implemented for the first half of the Autumn Term when a review of the targets was undertaken. At this stage we identified the following areas for improvement:

- A reduction in the number of targets
- 'Student speak' to be used
- KS3 targets to be linked to KS4 targets to ensure more coherent progression
- Introduction of an additional target 'Keep up the good work!'

This review resulted in the implementation of a list of 12 targets at KS3 (see Humanities Targets Key Stage 3). These have been found to be more manageable for both students and teachers. They are more clearly understood and relationship to KS4 is evident (see Humanities Targets Key Stage 4).

HOW DOES THIS WORK ON A PRACTICAL LEVEL?

1. When marking a piece of work the teacher follows the School Marking Policy correcting punctuation, grammar and spelling as required by the policy. An effort grade is awarded and presentation/subject specific targets are set. The targets are written as codes.
2. On having the work returned students review the target(s) identified. They do this by looking at the poster displayed prominently in the classroom (A3). At any given time a student will be focusing on 1 or 2 targets per subject.
3. Students select from the targets identified by the teacher (thus taking responsibility for a particular area in which they will focus improvements).
4. The target codes and accompanying statement from the poster are noted, by the student, on a Target Sheet that is in the back of their exercise books.
5. At regular intervals the student and teacher discuss and review the targets to assess progress being made towards achieving the target. This can be undertaken when directed by the teacher or at the request of a student when they feel that they have achieved the target.
6. On achieving the target the teacher signs the record sheet and rewards the student with a credit.
7. At Academic Review, the system for Consultation with Parents, the record sheets for each subject are placed in the Student Portfolios to be looked at alongside assessments.
8. On specific tasks the teacher may sometimes set a target for the whole class and assess the task against that target, for example Year 8 drawing a climate graph for India were set H9: Complete diagrams, maps and graphs accurately.

Continued

Marking For Improvement

By Mariea Christodoulou

TEACHER RESPONSE TO TARGET MARKING

To enable assessment of the usefulness and effectiveness of the system of target marking devised at HPS I undertook a survey of staff. The findings were as follows:

- ✓ 64% found the subject specific targets very useful/useful the remaining 36% sometimes useful
- ✓ 50% of teachers discussed targets with students at least twice each half term and in some cases fortnightly. 50% discussed them about once per half term (the differential can be accounted for in the number of periods students have of a particular subject per week i.e. 4 periods of Humanities facilitates more regular review than 1 period of Drama)
- ✓ 90% of teachers believe that target marking has made students more aware of areas for improvement
- ✓ 59% found that target marking noticeably improved the work of students
- ✓ 83% felt that target marking informed future planning for their classes
- ✓ 90% believe that target marking will contribute towards students achieving their end of KS aims (the individual targets for the end of Key Stage set by the teacher)

TEETHING PROBLEMS / WAYS FORWARD

- The subject specific targets are not set in stone and will continue to be

- reviewed regularly by Faculty Teams.
- The Target Record Sheets have been difficult to use – triplicate forms have become unreadable – for the next Academic Year these will be incorporated in the Student Log. This will enable parents and tutors to have more frequent access to the targets and enable them to contribute to the ongoing dialogue regarding subject specific progress
- It is important that the targets are written in student friendly language, faculties continue to work on developing them in this way
- Finding the time to discuss targets with students individually is not always easy. Time needs to be built into lessons for reviewing targets – this could be on the school calendar for different year groups during different weeks
- Posters, for presentation targets and subject specific targets, are displayed in each classroom - one is not enough. Several will be produced and displayed on walls around each classroom for the next academic year
- Response to the achievement of targets needs to be more clearly linked to the Rewards System of the school
- Greater responsibility for the identification and selection of targets needs to be given to the students to ensure ownership
- The use and effectiveness of target marking must be monitored to ensure that the system has the desired impact

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FREE from RSPB

RSPB produces resources that are:

- Clearly linked to the national curriculum,
- Written and trialled by practising teachers,
- Will become increasingly valuable as citizenship and sustainable development make new demands on the timetable.

Primary Geography and History

Simple but thought-provoking ideas to teach geography with useful links into education for sustainable development.

Uses birds and conservation issues to teach history creatively, this resource is full of cross-curricula links so that you can make the activities into a project.



Further information from:
RSPB

The Lodge
Sandy
Bedfordshire
SG19 2DL

Tel: 01767 680551
Email: education@rspb.org.uk
Web: <http://www.rspb.org.uk>

Global Eye News From the Autumn edition of Global Eye News there will be a primary school section to run in parallel with the secondary school section. The primary section will focus on Mexico and report on the young people's parliament in Richmond. The secondary section, and **Global Eye** magazine issue 13 will have a country focus on Peru and the theme of urbanisation.

Accompanying the magazine distribution in the Autumn term is an eight-page supplement called "**World poverty: the issue we can not afford to ignore**" made possible by partnership funding from the World Bank Group. This takes a close look at re-building Nicaragua after Hurricane Mitch, educating girls in Bangladesh and debt relief. This will also have teachers' notes available on the Worldaware website.

Further information from:
Worldaware
31 - 35 Kirby Street
London EC1N 8TE

Tel: 020 7831 3844
Fax: 0207831 1746
email:
info@worldaware.org.uk

TOURISM CONCERN

Notices

Tourism Concern has produced a video called "Beyond the Brochure" which is about tourism in Gambia. There has been an article in a previous copy of Humanities Too and it featured at the Trade Fair of the 1999 conference, so you may be familiar with it.

Here is a review from Pete Slaughter of Pennywell School, Sunderland:

This video is of particular relevance to the SEG Travel and Tourism GCSE course, Module Three – the social, cultural and environmental impact of tourism. It can be used to complement Case Study 10 – The Gambia, in the key textbook "Travel and Tourism" by John Ward (Longman).

The video's usefulness can perhaps be best understood through a quote from the 1998 Chief Examiner's Report relating to a lack of a sense of realism in candidates' work. "If centres can seek ways of providing a more realistic understanding of the syllabus issues, some of the lack of real world perception could be overcome".

Section one sets the scene of the "smiling coast" which brings to life the winter sun package holiday images which students get from tour operators' brochures.

The interaction between visitors and local inhabitants, featured in sections two and three, raise many important social and cultural issues. The impact of tourism on Gambian society is illustrated through focusing on employment, wealth, values and attitudes and its impact on culture through mention of dress, cuisine, performance, arts and crafts.

Having viewed the video and reflected upon the issues it raises, pupils can only benefit from a more realistic perception of the real world.

The video is available free of charge from Tourism Concern
Stapleton House
277-281 Holloway Road
LONDON
N7 8HN
Tel: 020 7753 3330



KEY STAGE 3 TARGET BANK

Geography

- G1 Make more use of factual evidence in descriptions
- G2 Provide explanations for patterns identified
- G3 Include more figures in graphical/statistical interpretations
- G4 Read and respond to the question/task with greater care
- G5 Identify your own geographical questions
- G6 Include geographical terms in your work
- G7 Offer a balance of opinions on the issue
- G8 Offer conclusions to your findings
- G9 Use examples of places in your work
- G10 Predict how a place may change because of people's actions

History

- H1 Include more facts about past societies from the sources provided
- H2 Provide a greater range of reasons in your explanations
- H3 Include a wider variety of interpretations of the event(s)
- H4 Include quotes from sources to support your work
- H5 Combine information from more than two sources
- H6 Make greater use of dates in your work
- H7 Include historical terminology in your work

- H8 Evaluate the usefulness of sources provided
- H9 Use evidence to justify and support your opinion
- H10 Plan and structure answers with care

RE

- R1 Describe beliefs and actions more fully
- R2 Include specialist terms for RE in your work
- R3 Explain how a person might be influenced by the beliefs you have described
- R4 Explain the significance or meaning of what you have described
- R5 Identify similarities or differences with other religions
- R6 Include your own feelings about what you are describing
- R7 Identify your own questions about what you are studying
- R8 Explore the point of view of others more sympathetically
- R9 Include more evidence when explaining another person/groups point of view
- R10 Include your own reasoned judgement in your descriptions and explanations

Continued
Marking For Improvement
 By **Mariea Christodoulou**

H1	Use more facts and examples to back up your ideas
H2	Say WHY that is the answer
H3	Use more words from your glossary and word banks
H4	Try to put together information from different places in your answer
H5	Do more research
H6	Say WHY you have chosen that piece of information
H7	Explain how reliable/useful the sources are
H8	Use quotes in your answer
H9	Complete diagrams, maps and graphs accurately
H10	Give both sides of the argument
H11	Make sure that you answer the question set
H12	Keep up the good work!

HUMANITIES TARGETS KEY STAGE 4

HU1	Make more use of factual evidence
HU2	Provide a greater range of reasons in your explanations
HU3	Include more subject specific terminology
HU4	Combine information from more than 2 sources
HU5	Identify and acquire a wider range of relevant information
HU6	Give more detailed reasons for the choice of information selected
HU7	Make more specific reference to examples
HU8	Evaluate the usefulness/reliability of the sources (gaps, bias, consistency)
HU9	Include specific quotes to support your answer
HU10	Use data to substantiate your work
HU11	Offer a balance of opinions on the Issue
HU12	Read/respond to the task with greater care
HU13	Keep up the good work!

PRESENTATION TARGETS

P1	Write in blue or black pen
P2	Begin each new piece of work with a title written in the centre of the page
P3	Date each new piece of work on the right hand side of the page
P4	Use a ruler to underline titles and dates and when drawing straight lines
P5	Complete drawings, diagrams and graphs and tables in pencil and label in ink
P6	Label homework – H/W next to the title
P7	Cross out errors with a single straight line. Do not use Tippex
P8	Use all pages in exercise books
P9	All work should be finished and 'ruled off' with a ruler
P10	Books and folders to be kept clean and tidy. If dirty or marked they must be covered with appropriate paper. No graffiti

"I shall try to ensure that the context of studying the Holocaust includes examples of genocide and atrocities from the history of the British Empire".

The account of the journey through arid lands is the setting for a recalling of genocidal campaigns and theories of social Darwinism: lower races, whether Tasmanians, Indians or Jews are best exterminated by Western master races. Hitler's fanatical anti-Semitism had its roots in a long tradition. "But the step from mass murder to genocide was not taken until the anti-Semitic tradition met the tradition of genocide arising during Europe's expansion in America, Australia, Africa and Asia." (P. 159)

Western solidarity (or complicity) is shown by the fact that the Germans observed the laws of war on the western front: only 3.5 per cent of British and American prisoners of war died in captivity. The same did not apply to the future "colonial peoples" in the east: 57 per cent of Soviet prisoners of war died.

His mode of writing allows the author to set out "objective" academic arguments and at the same time show the "subjective" challenge they present to his identity. It is a style pioneered by academics in the women's movement.

A further recommendation of the book is that at no point was I aware of reading a translation (from Swedish).

How then do I hope to alter my teaching? I shall try to ensure that the context of studying the Holocaust includes examples of genocide and atrocities from the history of the British Empire.

[S. LINDQVIST, "Exterminate All the Brutes" (179pp.) is published by Granta, 1997 at £8.99. ISBN 1 86207 017 2]

Phil Marlow

QCA Guidance on Citizenship Education

Guidance material is now available from QCA for PSHE and Citizenship Education. There are three booklets:

1. Personal, social and health education and citizenship at key stages 1 and 2
2. Personal, social and health education at key stages 3 and 4
3. Citizenship education at key stages 3 and 4

These booklets are initial guidance and the DEA will be feeding in ideas for further guidance materials. Although the DEA and the Council for Education in World Citizenship are included in the list of organisations, there is little about global citizenship particularly at key stages 1 and 2.

The booklet for citizenship at key stages 3 and 4 includes some suggested enquiry approach questions, such as:

- When we speak about global citizenship what do we mean?
- What is sustainable development?
- How viable is it at local, national and international levels? What happens if it is not viable?
- In what ways do the law and human rights and responsibilities affect people's lives?

The DEA would welcome any examples of good practice that we could feed in to QCA.

Please contact Ali Brownlie at alibrownlie@skab.co.uk

Articles

Example

In a unit on Ancient Greece pupils learn about differences between ways of life through finding out about Greece and Persia in a study of the Persian Wars. Pupils could find about differences between ways of life through the coverage of other content within the unit e.g. through a study of Athens and Sparta, and coverage of the Persian Wars could be removed.

Example

Pupils study environmental change and how people are trying to preserve the environment both in a unit on Chembakolli, an EDC locality and in a unit on Rainforests. The study of environment could be dropped from the study of Chembakolli and retained in the study of rainforests

Example

Pupils study the effects of weather on people and their surroundings both in a unit on Food and Farming and in a unit on Weather and Earth. One of these could be reduced in content.

Example

Pupils study the similarities and differences between holidays today and holidays in the Victorian period and in another unit between schools today and in the Victorian period. One of these could be dropped or reduced in content.

Dave Walker
Chair, Humanities Association.

Persecution and Prejudice by Phil Marlow

Many of us get it wrong in teaching about persecution and prejudice. I certainly do. The first sign I had that something needed serious rethinking came when I was teaching Year 10 about the Nazis and the Jews. A student drew ammunition from my teaching to make offensive comments to our teacher of German, who is herself German. Excellent teacher that she is, she used the situation creatively but I remained uncomfortable.

The second sign that pushed me towards reconsidering my approach came when an intelligent Year 10 student confronted me in the corridor. "You know all this stuff about not stereotyping people," she said. "We're stereotyping Germans in this work on the Nazis and the Jews."

How then can we present the Holocaust as the monstrous crime it is without dumping the blame on a whole nation, including millions who were not born at the time?

A remarkable book, a challenge to stock assumptions, suggests a way forward. Sven Lindqvist, *Exterminate All the Brutes* argues that the racism which led to the Holocaust is not some aberration of the German psyche. It is rooted in the attitudes and policies of the major European countries towards colonial peoples. As heirs to and beneficiaries of those policies we Brits cannot simply project our submerged history onto some foreign "monster" that we construct.

Lindqvist travels by bus across the Sahara worrying away at the line from Conrad's *Heart of Darkness* which gives the book its title. At the same time he explores with his PC the European tradition of exterminating colonial peoples.

Principles for History & Geography By Dave Walker Chair HA

Modifying the curriculum at Key Stages 1 and 2

Principles for History and Geography

Background

To ensure that schools will be able to cope with the recommendations of the National Literacy and Numeracy strategies more flexible arrangements for the foundation subjects of the National Curriculum have been made. From September 1998 until September 2000 schools are no longer required to teach the full programmes of study of the six National Curriculum foundation subjects at key stages 1 and 2. Schools will still be required to teach all National Curriculum subjects in order to provide for a broad and balanced curriculum. The new flexibility is intended to provide the opportunity to cut down on the content of the programmes of study if it is felt that there is insufficient curriculum time to deliver literacy and numeracy and all the subjects of the National Curriculum plus RE. From September 1998 the statutory responsibility to teach all the programmes of study of the foundation subjects such as history and geography is replaced by the teachers professional responsibility to make decisions about what to teach in these subjects, to ensure an entitlement to a broad and balanced curriculum. The following principles are designed to support teachers in making changes to the programmes of study for history and geography.

Principles for modifying history and / geography

Change only where it is necessary

- There is no obligation to change what is taught in history and geography.

Articles

- Change needs, only to be considered where it is felt that there is not enough time to deliver everything that is required.

Put the aims and needs of the school first

- Consider the school's aims, needs and priorities.
- Are these supported by and developed by history and geography e.g. in developing citizenship and environmental education?
- How can this contribution be maintained?

Any change should not be time consuming

- Change should not involve the investment of considerable amounts of time.
- Change should involve reviewing and reducing what is taught and not producing new units of work.

Any change should be a planned change

- Changes in history and geography, which are left to chance, may lead to a loss of coherence, missing out key areas and limit continuity and progression.
- Change should be planned to ensure that the essential elements of the subject are covered.
- There should be a clear rationale for change.

Make sure that what is taught in history and geography cover the key aspects of the subjects

- Is what is taught in history and geography essential for the subject?
- Use the key elements for history and the focus on place themes and skills for geography to audit what is being taught.
- Can content be reduced by avoiding activities which do not focus on key aspects of the subjects?

- Is planning organised around key learning objectives, which inform activities?

Are there opportunities for pupils to make use of a range of sources?

- In studying history and geography pupils should have access to a range of appropriate source material.
- Schemes of work should provide opportunities for the use of different types of sources including first hand experiences and fieldwork.

Are there opportunities for enquiry?

- The enquiry approach is central to both history and geography.
- Make sure that what you retain in the subjects allows for adequate opportunities for enquiry.

Is the relevance of history and geography clearly established?

- Do the teaching and learning experiences planned for in the scheme of work enable connections to be made with contemporary issues and events and with the locality?

Are there appropriate opportunities for assessment?

- Does your provision for history and geography enable pupils to meet the expectations for the subjects?
- Are there adequate opportunities for pupils' progress to be assessed?

Is there adequate provision for continuity?

- However history and geography are organised in the curriculum they should be taught with sufficient frequency to provide for continuity and progression.
- Pupils should be able to make connections between units of work and build on previous understanding.
- Continuity should be established through the provision of units with a clear focus on the development of historical and geographical skills and understanding. Continuity can also be developed through units of work which develop history and geography but which may focus on other subject areas.

What are the key aspects of history and geography?

What are the key aspects of history?

The history curriculum should ensure that pupils can:

- Acquire knowledge of some history of their locality, their country and at least one other contrasting country;
- Acquire knowledge of events in their own lifetime, the 20th century and earlier history.
- have an awareness of some history of men, women and of the diversity of society and culture;
- Investigate some historical issues in depth;
- Focus on people in the past, similarities and differences between then and now and between ways of life in the past;
- Recognise changes and developments which have occurred over a period of time;
- Use terms related to the passage of time;
- Discuss some reasons for situations which have occurred in the past;
- Be introduced to and use a number of forms of historical evidence by asking and answering questions;
- Identify and discuss different interpretations of the past
- Use historical terms and record and communicate their understanding and knowledge of the past in a variety of ways.

Reducing the content of history and geography

Reducing content using long term planning

Long term planning identifies the units of history and geography which are taught and when they are taught within the school year. Content can be reduced by taking opportunities to combine units of work.

Example

A unit on Local History can be combined with a unit on Victorian Britain so that a local aspect of Victorian society or a local event which took place during Victorian times can be taught alongside the national history of the period.

Example

The study of a locality can be combined with the study of changing land use and resulting environmental issues so that a unit on a locality can be combined with a unit on a geographical theme.

Reducing content using medium term planning

Medium term planning identifies the content, the objectives and the skills and concepts to be developed within a unit of work. Content can be reduced by ensuring that a balance of key concepts and skills can be developed through a narrower range of content.

What are the key aspects of geography?

The geography curriculum should ensure that pupils can:

- Acquire a locational understanding of places in the United Kingdom, Europe and the world;
- Describe the features and characteristics of places, including contrasting places, and identify their similarities and differences;
- Identify and offer explanations for patterns of physical and human features;
- Understand the ways of life and culture of people in different places;
- Recognise changes in places and environments and how physical and human processes bring about change;
- Describe how people can affect the environment;
- Express their own views on the environment and explain different views held by people on environmental change;
- Develop their geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs;
- Find out about places and undertake geographical investigations by asking and responding to questions and by using a range of enquiry skills and resources.