

Commissioned Research Article

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through RE, Geography and History

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**Citizenship Education taught through RE, Geography and History
A scheme of work created through joint planning
Enriching the curriculum**

By

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Background

As PSHCE Co-ordinator in this town centre 450+ primary school and AST for Citizenship Education, my aim was to make Citizenship more real for the children. I wanted them to see that what they were studying in RE, History and Geography, in particular, has huge links with what is happening in their world today and that not only does it affect them, but that they have the power to change it....

The Senior Management team were also grappling with the flexibility afforded by the new Primary Strategy and were turning over different approaches to creating curricular links for Excellence and Enjoyment. Eventually we decided that our new project for school improvement would be *Citizenship taught through the Humanities*.

In this article I describe the steps we took to creating a scheme of work through joint planning which has integrated citizenship with the humanities.

1. Step One: Agree objectives and action plan with senior management

OBJECTIVES

- To produce a new scheme of work for Cockington Primary School entitled '*Citizenship taught through the Humanities*'
- To improve teachers' understanding of Citizenship Education and their confidence in teaching
- To enrich and extend the Citizenship Education the children are receiving
- To spearhead the Excellence and Enjoyment approach to education at Cockington by making prescribed over-arching curricular links
- To embrace 'Every Child Matters' by making the curriculum relevant and participatory for all children
- To form a curriculum map for the school

PART OF THE ACTION PLAN

KEY SUCCESS CRITERIA	<p>JULY 2006</p> <ul style="list-style-type: none"> • Scheme of work in place • Improved teaching and learning in CE and humanities • Positive impact upon children's attitudes 	<p>EVIDENCE</p> <ul style="list-style-type: none"> • On file • On school network • Lesson observations • Pupil self-assessments
INTERIM CRITERIA	<p>DECEMBER 2005</p> <ul style="list-style-type: none"> • Term One planning in place • Improved teaching and learning in CE and humanities • Positive impact upon children's attitudes 	<ul style="list-style-type: none"> • On file • On school network • Lesson observations • Pupil self-assessments

2. Step Two: Meet humanities subject co-ordinators

My first task was to meet with the History, Geography and RE co-ordinators to find an opportunity in every year group for a discrete Citizenship lesson to be taught within a block of work, which would both enhance the children's understanding of the original subject and allow opportunities to consider complex Citizenship issues.

RE/CE

This was the result:

Year One Term 1

RE unit: Why is the World So Beautiful?
CE theme: Concept of stewardship – caring for our planet
Resources: Dinosaurs and All That - book

Year Two Term 2

RE unit: What Does It Mean To Belong?
CE themes: Global diversity – Similarity and Difference - All the children of the world
Resources: Oxfam / Save the Children **

Year Three Term 1

RE unit: What Do Signs and Symbols Mean In RE?
CE theme: Laws and Rules – social organization – Why are signs and symbols important in maintaining order within our society
What would happen if we had no rules, signs or symbols

Year Four Term 1

RE unit: Creation
CE themes: Stewardship and Rights and Responsibilities – Conservation and active Citizenship – What is being done to protect our planet and its creatures – what we can do?

Year Five Term 3

RE unit: How Do Beliefs Influence Actions?
CE themes: Active Citizenship – What people are doing to make the world a better place – locally, nationally and globally
What issues do children feel strongly about? What can they do to help?

Year Six Term 1

RE unit: Sacred Texts:
CE theme: Laws and Rules - The Ten Commandments – Structure of society – civilization and anarchy

Geography / CE

Year One Term 1

Geography unit: Our Community
CE theme: Similarity and Difference - Parts of our community which make us sad / happy
Considering green spaces within Chelston – how could they be adapted for all member of the community to enjoy?

Year Two Term 2

Geography unit: Katie Morag's Island Home
CE themes: Inclusion - Similarity and Difference - making the island accessible to all visitors
Resources: Katie Morag's Island Home

Year Three Term 3

Geography unit: The Weather
CE theme: Valuing diversity and difference of people in countries we visit on holiday – respecting cultural and linguistic differences

Year Four Term 3

Geography unit: Local Coasts
CE themes: Conservation – What do we need to do to look after our coasts? Pollution / conservation issues – what are charities / organizations doing? What can we do? Rights and Responsibilities

Year Five Term 1

Geography unit: Water
CE themes: Rights and Responsibilities – Fairness and Justice – The world` water – water accessibility – clean water – pollution – what can be done to improve matters / what is being done?

Year Six Term 3

Geography unit: A proposed bypass

CE themes: Fairness and justice – Rights and Responsibilities

- Role plays and discussions about new developments – different perspectives / opinions – democracy
- Looking at local, national and local controversial issues relating to land -ownership and developments

History / CE

Year One Term 2

History Unit- Homes

CE themes: Shelter; homes around the world; the right to shelter today; homelessness; refugees; equality and fairness of shelter globally; visit from Shelter or similar charity? Related current affairs

Year Two – Term 1

History unit: Victorians

CE themes: Children's rights; the right to play and the right to education; link with children in the developing world. Our responsibilities; how can we help them? – visit from Christian Aid or similar charity? Related current affairs

Year Three – Term 2

History unit: The Greeks

CE themes: Democracy– How did the Greeks govern their city-states? Different forms of government today; parliament; link with school council; visit from MP? Related current affairs

Year Four – Term 2

History unit: The Romans

CE themes: Occupation of land. Was it fair that the Romans invaded and occupied Britain? Did they have the right? What were the positive and negative consequences? How have other civilizations affected Britain's culture? Ownership of land as a source of conflict; how is occupation of countries being mirrored today? What are the effects; link with refugees. Related current affairs

Year Five – Term 3

History unit: The Tudors

CE themes: Government and power – Was it right that Henry commanded ultimate power and authority? How should countries be governed to allow fairness and equality? Should humans have the right to sentence each other to death? Related current affairs

Year Six Term 1

History unit: The Victorians

CE themes: Rights of the child; laws and acts of parliament; forces for change; pressure groups; charities; how changes in Victorian times are being mirrored today in the developing world. Related current affairs

3. Step Three: Introduce the plans to all staff and ensure ways of monitoring practice

At a meeting I introduced this to the staff. I was very keen that the lessons they would plan would be examples of very best practice. We discussed together what constituted effective teaching in PSHE and Citizenship Education and came up with this:

What Constitutes Effective Teaching and Learning in PSHE and Citizenship?

- Ground rules - particularly when dealing with sensitive and controversial issues
- A positive classroom climate to promote the development of supportive relationships and trust
- Clear learning objectives shared with the pupils at the beginning of the lesson, referred to throughout the lesson and evaluated at the end
- Movement of pupils during the lesson – different groupings and seating arrangements
- Content of lesson builds upon pupils' past experiences and learning
- There is time for reflection or self evaluation

- An emphasis upon collaborative approaches to learning
- Opportunities for pupils to participate, take responsibility, make choices and decisions and consider social and moral dilemmas
- Speaking and listening activities
- Teacher acting as facilitator – encouraging all pupils to contribute without teacher dominating
- Lesson content linked to real life issues - locally, nationally and globally
- Enjoyment

SUBJECT OBSERVATION FORM FOR CITIZENSHIP EDUCATION

DATE:	
YEAR GROUP:	
CURRICULAR BLOCK:	HISTORY GEOGRAPHY RE (Please circle)
TEACHER:	
OBSERVER:	

CRITERIA TO BE USED WHEN OBSERVING CITIZENSHIP LESSONS – these will be matched to the age / ability of pupils	
Children are involved in deciding upon and agreeing to ground rules at beginning of lesson	
There is a positive classroom climate which promote the development of supportive relationships and trust	
Clear learning objectives are shared with the pupils at the beginning of the lesson, referred to throughout the lesson and evaluated at the end –it is made clear to the children which areas of the curriculum are being explored	
There is movement of pupils during the lesson – children work in different groupings and have different seating arrangements	
The content of lesson builds upon pupils` past experiences and learning both in CE and RE, History or Geography	
There is time for reflection or self evaluation and opportunities for children to share or record what skills, knowledge and understanding they think they have gained during this lesson	
There is an emphasis upon collaborative approaches to learning	
Teachers use a wide range of teaching and learning approaches to deliver PSHE and Citizenship with high levels of interaction and participation for pupils.	
There are opportunities for pupils to take responsibility, make choices and decisions and consider social and moral dilemmas	
The lesson is rich in Speaking and Listening - children are	

given opportunities to debate, explain and defend their views, listen to others and consider different alternatives.	
Teacher acts as a facilitator - encouraging all pupils to contribute without teacher dominating throughout the lesson	
The lesson content is linked to real life issues - locally, nationally or globally	
Children show enjoyment and interest and understand the purpose of the lesson	

4. Step Four: All teachers to teach the schemes of work and take part in lesson observations and lesson plan perusal.

During the year teachers planned and taught the lessons. I offered support with planning and used some of my AST time to cover classes so that teachers could plan together. All lesson plans were added to a new folder on the school network and time was given during staff meetings for teachers to peruse and comment upon each others. This frequently led to lively debates which furthered the development of Citizenship Education even more! A sample of lessons was observed by the History, Geography and RE co-ordinators and the head teacher and me. These paired lesson observations led to a deeper understanding of Citizenship Education throughout the staff and, interestingly, a more participatory approach to the teaching of other subjects. I then used more of my AST time to speak with groups of pupils about their learning and thoughts.

Points arising from lesson observations and lesson plan perusal

- Planning and delivery is good
- The delivery of emotional literacy is very good – pupils are developing effective vocabularies and are prepared to respond with empathy
- Teachers find it difficult to explain complicated Citizenship concepts to pupils: e.g. diversity, rights and responsibilities
- *However, teacher expectations of pupils` ability to access difficult concepts is sometimes pitched too low – as is expectations of other PSHCE skills and understanding*
- Teachers still need to play a more facilitating, back-seat role – they want to talk too much!
- Ground rules are becoming entrenched in delivery of PSHCE– there are atmospheres of mutual trust and respect in lessons – this concept can now be extended to all times when controversial or sensitive subjects will be discussed
- Planning is sometimes too ambitious – teachers are frequently planning too much - lesson times need to be longer in some cases – probably one hour
- Circle time responses sometimes take too long as teachers feel the need to pick up on points and this sometimes causes restlessness amongst other children –pace needs to be more brisk
- More time for personal reflection needs to be built into lessons
- Discussions, either in small groups or in larger groups, need to be planned more carefully. Children will frequently need an activity to trigger debate
- Speaking and listening skills and strategies can be developed

5. Step Five: Gathering pupil responses

Pupils said that they enjoy working in this way and, where discussions are structured, show a growing awareness of Citizenship issues. We took photographs of children at work to help us evaluate the processes.

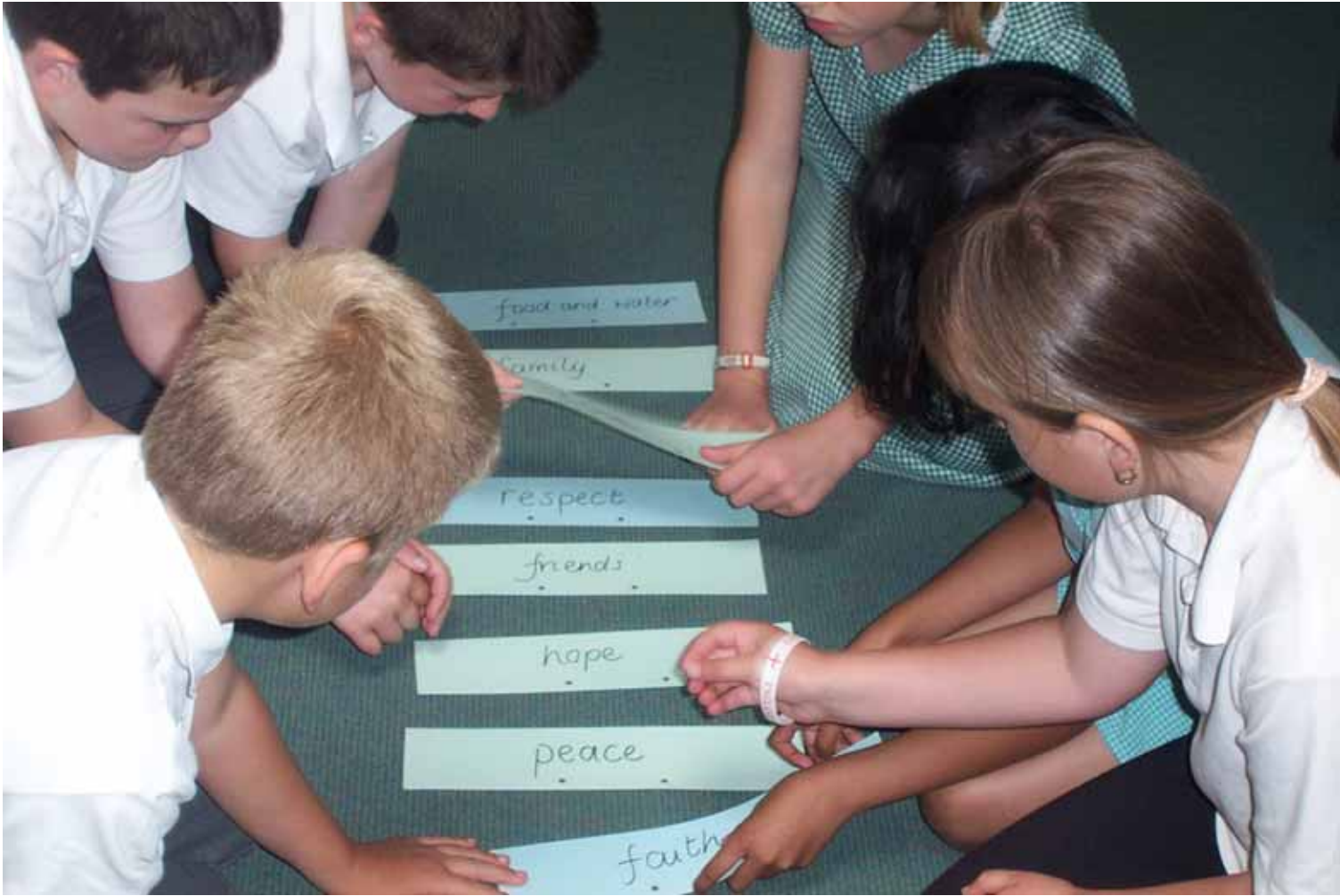


Photo 1: Which are more important in our society? Year 4 pupils rank issues which they have generated

Year 4 pupils: History unit: The Romans

CE themes: Occupation of land. Was it fair that the Romans invaded and occupied our country? Did they have the right? Which positive changes did they bring to our culture? What other civilisations have contributed to our culture? Which of these rights which we have in our democracy are most important?

Children's comments

'The lesson made me think about who owns land and it made me think about all the people on the news on television who are sad because of wars in their country when people are fighting about who owns some land. I wish they would stop. I think they need a Peer Mediator.' (Year 4 girl)

'We didn't know what was more important – Faith or Hope, but I think Hope because if you have no hope you have no future and you are completely alone.' (Year 4 girl)

'We disagreed about whether to have our own money and to have national sports like football, but I changed my mind when the others explained how they felt.'

'It made me think that Food and Water are the most important because without them you would die, but Freedom comes second. When we talked about Afghanistan I thought how sad it was that the people weren't in charge of their freedom.'



Photo 2: Year 6 pupils comparing an excerpt from the Daily Mail about child slavery today in Africa with Victorian working class children

Year 6 pupils: History unit: The Victorians

CE themes: Rights of the child; laws and acts of parliament; forces for change; pressure groups; charities; how changes in Victorian times are being mirrored today in the developing world. Related current affairs

Children's comments

'I really enjoyed the lesson, particularly the time for reflection. Talking with other children made me really think about how wrong it is to make children work long hours for hardly any pay. On thenewsround website I found out about children who work in India in Pakistan and they're only the same age as me. I didn't really think that things like that happened in the world.' (Year 6 girl)

'I think that the reporters who wrote this article are a bit like social reformers because they are making people aware of unfairness like Charles Dickens did.' (Year 6 boy)

'I don't really think that money and gifts help to stop this. (Child labour) There need to be new laws like the Factory Acts.' (Year 6 girl)



Photo 3: Year 2 pupils discussing possible changes to Katie Morag's island

Year 2 pupils; Geography unit: Katie Morag's Island Home
CE themes: Inclusion - Similarity and Difference - making the island accessible to all visitors
Resources: Katie Morag's Island Home

Children's comments

'Granny Morag didn't want to lose the old ways. She felt safe with the old ways and didn't want to change. I think she was frightened of change'

'When I was the ferryman (in the role play) I was worried. I thought I might lose my job because of all the changes and I might have no money and I would have to move away.'

The Great Divide

- The island needs the tourists to bring more income for the islanders.

'When we played the Great Divide I disagreed because money isn't everything. All the people on the island had everything they needed and they were happy and money wouldn't make them happier. Money can't buy everything. It's like Michael Owen – he's got loads of money but money won't help him play in the World Cup'

(For further information about The Great Divide please see 'Clough, N.and Holden, C. (2002) Education for Citizenship: Ideas into Action', Routledge)



Photo 4 above and 5 below: *What would I miss about my home if I had to leave it? Year 1 pupils share their ideas*

Year 1 pupils: History Unit- Homes

CE themes: Shelter; homes around the world; the right to shelter today; homelessness; refugees; equality and fairness of shelter globally; visit from Shelter or similar charity? Related current affairs



Children's comments

'If I didn't have a home I wouldn't have anything really. I wouldn't have a cosy bed or lovely food to eat.' (Year 1 boy)

'Homeless people used to have homes like us. I was thinking about how they must miss them.' (Year 1 boy)



Photo 6: Year 5 pupils discuss problems related to the River Nile

Year Five Term 1

Geography unit: Water

CE themes: Rights and Responsibilities – Fairness and Justice – The world's water – water accessibility – clean water – pollution – what can be done to improve matters / what is being done?

Children's comments

'This lesson made me realise that I can do something to help the environment.' (Year 5 boy)

'I didn't really understand just how important having water is until I had this lesson.' (Year 5 girl)

The next step: The Future

It is clear that this project has been really successful. It has indeed made Citizenship more real for the children and has increased their understanding of complex Citizenship issues. They are much more aware of what is happening in their world today and are prepared to talk and think critically about this.

The children have also greatly enjoyed the lessons. It has embraced both the Enjoy and Achieve section of the Every Child Matters agenda and the Excellence and Enjoyment agenda of the new Primary Strategy.

We will now add this scheme of work to our PSHCE scheme of work, ensuring that Citizenship Education is taught both as a separate subject and through the Humanities.

As a final vindication of this work, Ofsted reported that:

'Provision in PSHCE is Very Good and a strength of the school.

- *The Leadership and management are Outstanding*
- *The curriculum is Very Good: it is broad, rich and pivotal to the school's success*
- *Standards are above the national expectation*
- *The quality of teaching and learning are Very Good'*