This paper was split into seven sections covering Citizenship Education (CE). It explains how history can support and develop citizenship and how history themes and topics in Key Stage One and Key Stage Two can be used as vehicles for CE. It is the latter that I will review in this paper.

Opportunities for Citizenship Education (CE) in Key Stage One History

Claire argues that it is important to set up opportunities for children to debate current issues as extensions of, or in comparison with the historical material. This is vital if pupils are to transfer their understanding of history to contemporary issues when linking history and CE together. She suggests the following topics can be used to enhance CE in Key Stage One History:

1. **Significant people** – e.g. Anne Frank, Nelson Mandela, Gandhi, Martin Luther King etc. are people who have challenged inequality, fought against injustice, and displayed moral and physical courage. They present opportunities as a result to develop children’s understanding of CE.
2. **Local history topic** – Exploring change in the local area e.g. shopping facilities, transport, housing etc. Claire argues that e.g. looking at the array of foods available in the local market can offer an opportunity to discuss global interdependence, or environmental issues (local or global?).
3. **Children’s personal or family histories** – Children could learn about their own and other children’s heritage. By learning about living in a different place/culture this could lead into discussing the economic, social and political reasons for migration into the UK.
4. **Through significant past events that are commemorated** – e.g. Guy Fawkes – what might the rebels have tried other than violence? Remembrance Day as an opportunity to explore alternatives to war; Human Rights Day as a chance to look at the Convention of the Rights of the Child. Alternatively, instead of using the day simply to remember innocent victims of war and racism it could be used for children to make their own declarations and commitments to a better world.

Claire also argues that if the history is cross-curricular using e.g. drama, literacy, art, or music then there are good opportunities for debates, conscience alley, ‘mantle of the expert’, hot seating and role play, which are not only developing empathy and understanding, but also practising CE. Skills of advocacy, presentation of argument based on evidence, and questioning techniques are also recommended.

Opportunities for Citizenship Education (CE) in Key Stage Two History

1. **Promoting political literacy** – For example, ancient Greece offers an opportunity to role play democratic decision making.
2. **Understanding different possibilities and processes for reform** – There are many examples of reform to improve society e.g. the Victorians with reform of working conditions, sanitation and health; women’s rights etc. in
Britain since the 1930s. These present an opportunity to compare past examples with contemporary solutions – what would children like to reform locally, nationally and globally?

(3) **Tackling racism, chauvinism and prejudice** – e.g. Tudor Britain and Elizabeth’s desire to rid London of Black people, or the 2nd World War looking at anti-semitism and Jews in Nazi Germany (Anne Frank?).

(4) **Commemorating Special days and Events** – e.g. International Women’s Day and how this can be used to look at campaigns such as the suffrage movement;

(5) **Local History** – any local campaign can be explored e.g. road building protest.

(6) **Understanding the importance of trade and economic growth to stability and responses to economic hardship** – e.g. famine in Ireland, poor law in Victorian Britain, the depression in 1930’s Britain.

(7) **Religious tolerance** – e.g. different Tudor monarchs’ intolerance of either Catholic or Protestants.

Claire’s paper illustrates the wealth of opportunities that exist within the key stage one and two history curricula, to link historical concepts and contemporary events to support CE. She also highlights how teaching history in a cross curricular way will support citizenship education.

This article was an excellent way of highlighting how we as trainee teachers are able to transfer the understanding of history to contemporary issues when linking history and CE together – particularly through debate.

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