

How can departments make effective use of the Citizenship Orders to really make history fizz with excitement?

Welcome to Mundane Middle Comprehensive School's History Department. They believe they have managed to effectively incorporate some of the citizenship requirements into their Key Stage 3 course. This is their departmental policy for the "effective" delivery of citizenship.

- 8 The orders require that pupils develop their knowledge and understanding about what it is to be an informed citizen. One of the listed requirements is for them to know and understand the key characteristics of parliamentary and other forms of government and the importance of the democratic process.
- 9 Well we do Parliament in Year 9 when we look at the 1832 Reform Act, so to cover the requirements this is what we will do.
- 10 Start off by having a brainstorm about "Democracy" with the pupils and have them list all that they know about this idea.
- 11 Then spend 20-35 minutes getting them to draw diagrams and flow charts of how Parliament works today.
- 12 This will lead us nicely into the 1832 Reform Act.
- 13 So by the end of the next lesson we will have done not only democracy, but the importance of voting and the role of Parliament.

Clearly it is very easy for some History Departments to slip into sloppy and complacent thinking about the role of citizenship. Surely this is what good history teaching is all about, helping the pupils to make sense of the world around them and the significance of how and why we are where we are today. Some certainly deliver citizenship within history better than others, but rarely is it done as well as it might be. In fact in their recent annual subject report OFSTED noted that

"Citizenship adds a further element to the content debate... To teach about chartists or suffragettes as steps towards democracy is insufficient: teachers need to use this context as the platform for further work on democratic institution today... but in order to do so, within the time available, something will have to give. *The criteria for selection will need to be applied even more rigorously.*"

OFSTED subject report November 2002

(My italics)

It seems that the more you look at the proposals for Citizenship within the curriculum there are two main things that spring to mind.

- a That History can be (and should be seen as) one of the main vehicles for delivering Key Stage 3 citizenship programmes of study
- b History Departments that already deliver varied and challenging history lessons will already potentially be doing a great deal to fulfil the demands of the citizenship requirements.

However, simply recognizing the role History can play in helping to deliver citizenship will not suffice. The History Department needs to take a conscious decision and effort to look critically at its schemes of work and plan with citizenship in mind. This does not mean starting over again with a blank page, but critically evaluating what kind of Key Stage 3 course you have.

What are the Citizenship Orders...the specific knowledge and skills?

However, citizenship is broken down into:

a Knowledge and understanding about becoming an informed citizen

Pupils should be taught about:

- the legal and human rights and responsibilities underpinning society,
- the diversity of identities in the UK,
- the key characteristics of parliamentary and other forms of government
- the legal system
- the nature of government (central and local and the services they provide)
- the importance of democratic processes (electoral system and the importance of voting)
- the role of the media
- conflict resolution and the challenge of global interdependence and responsibility (the role of the European Union, the Commonwealth and the United Nations)

b Skills of enquiry and communication

Pupils should be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events (including the use of ICT)
- express and justify opinions
- contribute to discussions and debates

c Skills of participation and responsible action

Pupils should be taught:

- how to consider the experiences of others,
- to take part responsibly in activities
- To reflect on the process of participation

Activity One: A debate of historians

Here pupils are acting as themselves, 21st century historians. It can be used as a speaking and listening task in itself, but it can also lead to some quality follow-up written work.

Area of study: Britain 1750-1900	Year group: 8 or 9
<p>Medium term planning context:</p> <ul style="list-style-type: none"> This would form part of a larger enquiry, linking slavery and factory conditions: “Which were worse off in the last years of the eighteenth century: British factory workers or slaves in the West Indies?” Pupils will already have covered issues/topics such as: <ul style="list-style-type: none"> (i) trade triangle (ii) treatment of slaves on plantations (iii) conditions in British factories <p>and will have already used a range of source types from the period and modern textbooks</p> <p>The pupils will be tackling this concluding enquiry by playing the role of MODERN HISTORIANS. Luff also points out that it fits the requirements of listening covered in Year 8 of the English Framework: “Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.” It also builds upon a Year 7 English Framework objective, which was to “promote, justify or defend a point of view using supporting evidence.”</p>	
<p>Main National Curriculum focus:</p> <ul style="list-style-type: none"> Chiefly 4a: “evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.” 5a: “recall, prioritise and select historical information.” 5c: “communicate their knowledge and understanding of history, using a range of techniques, including spoken language (and) substantiated explanations.” 	
<p>Procedure</p> <ol style="list-style-type: none"> Issue pupils with suitable texts covering conditions in British factories and on plantations in the period mentioned. (‘Peace and War’ published by John Murray in 1993 is ideal). The more texts or sources the pupils have access to, the better. Divide your white/blackboard in two. Head each half with opposing views of the enquiry. In this case: <ol style="list-style-type: none"> slaves were worse off factory workers were worse off 	

- 3 Direct pupils as individuals, pairs or threes (be sure to specify which) to collect evidence for both sides of the issue and jot it down in rough. This can usually be done in approximately 30 minutes, depending on the ability of the class. Intervene at intervals, to monitor the quality of pupils' focus and to strengthen that focus, as necessary.
- 4 Ten minutes before the debate, assign groups to each side of the argument. Do not allow them to choose. Often, being forced to argue against a personal point of view aids mental agility-although pupils won't see it that way!
- 5 Now ask pupils to jot down five points for their side's view. This is merely an "aide memoire" and need not be detailed.
- 6 Turn each side of the debate to face each other but avoid those in the middle of the class ending up nose to nose!
- 7 Toss a coin to see which side starts. Allow a member of each side to speak alternatively and award marks as follows:

Valid point made = 1 mark

No valid point made = no score

Valid attack made against a point made by the opposition = 1 mark transferred from one side's score to the other

Ian Luff also adds other points worthy of note to ensure that such a speaking and listening activity stands the greatest chance of allowing pupils to perform well.

- 1 The teacher modelling the process of debating is vital if pupils are to be able to do this for themselves. The teacher needs to model clear speech and active listening.
- 2 Silence is crucial when somebody is making their point.
- 3 Academic demolition is acceptable but ridicule is not!
- 4 No student can speak more than three times. Counters/pieces of paper can be given to pupils and each time they contribute, one of these is taken back by the teacher.