

New opportunities for history: implementing the citizenship curriculum in England's secondary schools – a QCA perspective

In September 2002 Citizenship becomes a completely new subject in England's secondary schools. Jerome Freeman, Principal Officer for History with the Qualifications and Curriculum Authority (QCA) – the authority responsible for advising the British government on curriculum content and qualification standards in England - outlines QCA's view on the connections between history and citizenship. With reference to the scheme of work that QCA officers have produced to help schools interpret the Citizenship curriculum, Jerome Freeman illustrates the ways in which Citizenship and History might be taught together.

A new subject called citizenship becomes a statutory part of the curriculum in England's secondary schools at Key Stages 3 and 4 from September 2002.¹ Many schools will have already started preparing for its implementation. The aim is to enable pupils to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities.

The inclusion of citizenship in the secondary curriculum provides history departments with many opportunities and challenges. By building on current good practice history departments should be in a strong position to contribute to citizenship education through, for example, the national curriculum programmes of study for history which already ensure that pupils:

- learn how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions
- see the diversity of human experience, and understand more about themselves as individuals and members of society
- develop an awareness that what they learn can influence their decisions about personal choices, attitudes and values
- develop skills that are prized in adult life, such as evaluating evidence and arguing for a point of view.

However, history departments will also have to give some consideration to the possible implications of establishing closer links to citizenship, especially in terms of adapting their existing schemes of work, developing appropriate resources and maintaining the integrity of history as a subject in its own right.

The experiences of departments may well be quite different; some will be given the opportunity to take a proactive role in the implementation of citizenship in their schools that may attract additional resources and add a new dimension to the history curriculum. Others may be compelled by circumstances to take a more cautious

approach with some even finding that existing time for history is squeezed in order to accommodate aspects of citizenship. Rigorous and innovative planning will be especially important if these departments are to achieve a coherent and balanced approach to both subjects.

A number of factors will help to underpin the effective delivery of citizenship through history. All departments will need to ensure that their plans relate to whole-school policies, that opportunities are provided for citizenship to be treated in sufficient depth, and that arrangements are in place for assessing pupil progress in a variety of active and participatory ways. The aim should be to create links between history and citizenship that make sense to pupils and enhance their overall knowledge, skills, understanding and motivation in both subjects.

To help schools, the Qualifications and Curriculum Authority (QCA), in partnership with the Department for Education and Skills (DfES), has recently published a scheme of work for citizenship at Key Stage 3 with another scheme for Key Stage 4 on the way. The scheme of work for Key Stage 3 is available on the DfES Standards site (www.standards.dfes.gov.uk) and schools in England should have received hard copies of it by now.

The scheme of work for Key Stage 3 is designed to enable schools to deliver citizenship through a combination of different approaches ranging from a discrete to a more integrated provision for citizenship. The scheme of work is not statutory and ultimately it is for individual schools to decide on an overall approach to teaching that is most appropriate for their pupils.

There is a teacher's guide together with units of work that provide possible teaching activities, learning outcomes and opportunities for assessing pupil progress in citizenship. The scheme of work also makes links with other national curriculum subjects and the non-statutory guidelines for PSHE as well as showing ways of making citizenship explicit in the wider school curriculum. Examples of activities that enable pupils to contribute to

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Figure 1: Extract from scheme of work for unit 11 which is built around the enquiry question: *Why is it so difficult to keep the peace in the world today?* This extract shows the suggested workplan for one sub-question: *What are the roots of this conflict?*

WHAT ARE THE ROOTS OF THIS CONFLICT?

Learning Objectives	Possible teaching activities	Learning Outcomes	points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • that current conflicts have their roots in past events • about the social, cultural, religious and ethnic diversity of the societies studied • to consider the significance of the main events, people and changes studied • how to select and use chronological conventions and historical vocabulary to organise historical information • to recall, prioritise and select information • to think about topical political, spiritual, moral, social and cultural issues • about aspects of the world as a global community • to infer implied and explicit meanings in texts 	<ul style="list-style-type: none"> • Select a number of key dates relating to the history of the selected conflict. Working in groups, pupils research these dates, focusing on the question: <i>Why is this moment important?</i> • Pupils compile information and write on a card a maximum of 100 words about each key date. Cards are added to the class timeline with a brief note on the date's significance. • The teacher uses the timeline as a basis for question and answer sessions to check pupils' knowledge and understanding of the conflict. The teacher also encourages pupils to pose questions, eg <i>What else do we need to know?</i> • The teacher focuses on the present by asking: <i>What might leaders of all the current factions say about each of the key events listed on the date cards?</i> • Round off with discussion using key questions: <i>How far do the roots of the conflict go back? In what ways do those involved use history to back up their present ambitions? Is the cause of the present conflict racial? religious? ethnic? nationalistic? What human rights issues are involved? What has this got to do with us?</i> 	<p>Pupils</p> <ul style="list-style-type: none"> • describe and, where appropriate, explain significant social, cultural, religious or ethnic differences in the societies studied • carry out group investigations and construct a broad picture by taking on information presented by other pupils • prioritise and select information and, using appropriate vocabulary, explain why an event is significant • understand that it is necessary to have some knowledge and understanding of history to fully appreciate topical situations • learn that history is not neutral and can be used and manipulated to influence contemporary events • recognise that human rights violations in the contemporary world are of international concern 	<ul style="list-style-type: none"> • This section is designed to give pupils an overview of past events, help them establish their significance and make links with contemporary events. Pupils do not need a detailed knowledge of past events, but do need sufficient historical knowledge to make sense of the current situation. • Non-specialist teachers may need support in preparing this section, for example in identifying key dates and issues. The use of an enquiry approach, including encouraging pupils to pose questions, provides a strategy for non-specialists to manage the historical background to the work. • For example, a study of current conflict in the Balkans might include some of the following key dates: 28 June, 1389 (Battle of Field of Blackbirds/ Battle of Kosovo); 1829/1856/1878 (landmarks in Serbian independence); 28 June, 1914 (assassination of Archduke Franz Ferdinand of Austria at Sarajevo); 28 June, 1919 (signing of Treaty of Versailles creating Yugoslavia); May 1941 (German invasion of Yugoslavia); 28 June, 1948 (Tito independent ruler of Yugoslavia); 1989 (Slobodan Milosevic President of Yugoslavia). • Teachers might need to give lower-achieving pupils structured support for their research, including help with mapwork to check countries and locations. • Link with Key Skills: communication. • Link with thinking skills: information processing, reasoning, enquiry. • Link with Key Stage 3 Strategy Framework for Teaching English: Year 7 R8, Year 8 R7.

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and participate in the life of their school and their communities are also included.

Teachers will find specific guidance on delivering aspects of citizenship through history and two units have been included to exemplify practical ways of doing this.

Unit 11 *Why is it so difficult to keep the peace in the world today?*

The relevance of this unit needs no explanation and should also help to lay to rest the assertion that schools are not allowed to teach recent history. It can be delivered through citizenship and/or history lessons. It provides a template for studying a contemporary conflict in the context of its historical background. The structure, investigations and activities could be applied to the study of present-day conflict anywhere in the world. The war in the Balkans has been used as an example and information has been provided in the 'points to note' section. History teachers could use it to round off the area of study in the National Curriculum for history entitled 'a world study after 1900'.²

The extract contained in Figure 1 shows how some of the links between history and citizenship have been made in this unit. For example, the opportunity to explore the roots of a current conflict, and how history can be used and abused by some of its protagonists.

Unit 12 *Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?*

This is an adaptation of an existing unit on the franchise from the DfES/QCA scheme of work for Key Stage 3 history.³ Pupils learn about the key characteristics of government and the electoral system in Britain by building on their learning and understanding of the struggle for universal suffrage in the 19th and the early part of the 20th centuries. In this way pupils are encouraged to see the relevance of aspects of the past to their lives today. The distinction between history and citizenship is deliberately made clear throughout the unit so that teachers can see how elements of the two programmes of study have been linked. The unit is quite long and schools wishing to further adapt it could do so through the use of overview and depth studies along the lines suggested in Figure 2. The final sub-question in this sequence requires pupils to draw on their prior learning

of history in the unit to investigate a present-day issue that is directly relevant to them (see Figure 3).

A number of other citizenship units could easily be extended to incorporate links to history. These include Unit 3 on human rights, Unit 4 on diversity in Britain and Unit 7 on local democracy.

Also featured in the scheme of work for citizenship at Key Stage 3 is a series of subject leaflets including one for history. This provides a useful starting point for schools planning links between history and citizenship. The areas where the two programmes of study are compatible are mapped out and opportunities in the form of enquiry questions for teaching citizenship through history are suggested. For example:

- Human rights and the criminal justice system are linked to medieval history through the enquiry questions: *Did the law treat everyone justly in medieval times? Is the law in the twentieth century any different?*
- The significance of media in society can be put into an historical context through the enquiry: *Why have powerful people taken great care about the way they are shown in pictures?*
- A study of twentieth-century medicine and other public services can be brought up to date through the enquiry question: *Has the National Health Service lived up to the expectations of its founders?*

Examples of activities in history that develop the skills of enquiry, communication, participation and responsible action are also included in this leaflet and some of these are exemplified by the extract in Figure 4.

There are many other ways history teachers might deliver aspects of the programme of study for citizenship at Key Stage 3 that are not set out in the scheme of work. Teachers could take a thematic approach similar to the one exemplified by Andrew Wrenn in the 'Citizenship and Identity' edition of *Teaching History* where he uses a series of enquiry questions to develop the theme of 'dissent and the formation of the concept of rights' at different intervals in the programme of study for history at Key Stage 3.⁴

A variation of this could be a long-term development study (familiar to teachers of the Schools History Project) where

Figure 2: Unit 12 is quite long. (*Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?*) It can be adapted through the use of overview and depth studies.

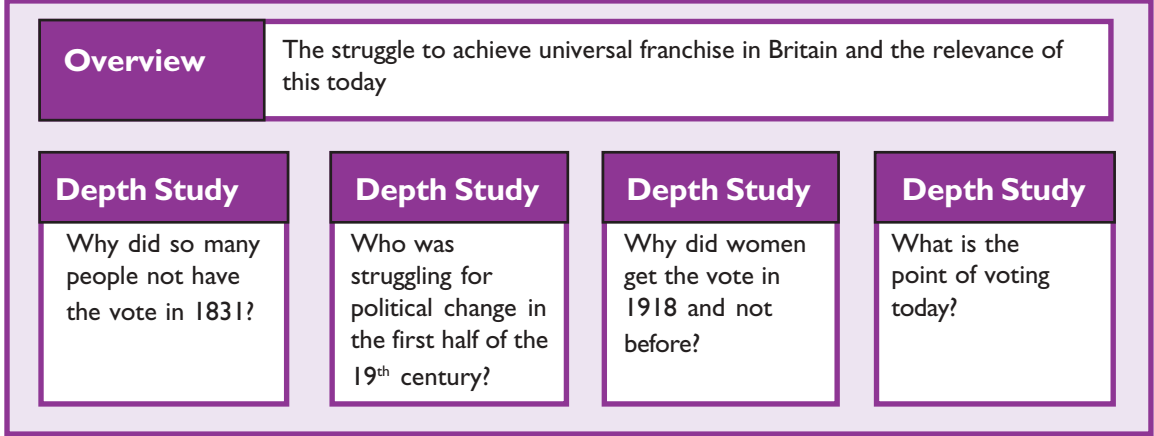


Figure 3: Extract from scheme of work for unit 12 which is built around the enquiry questions: *Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?* This extract shows a suggested workplan for one sub-question: *What is the point of voting today?*

WHAT IS THE POINT OF VOTING TODAY?		
Learning Objectives	Possible teaching activities	Learning Outcomes
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • to apply their knowledge and understanding of political history to contemporary issues • about the electoral system in Britain today • about issues relating to minority groups within a representative democracy • about present-day arguments relating to different forms of campaigning, the responsibility of voting and electoral reform • to work responsibly and effectively as members of a group • to use their knowledge and understanding to participate in a debate on a topical political issue in an informed and responsible way • to discuss, evaluate and develop thinking about different points of view 	<ul style="list-style-type: none"> • Pupils could use carefully selected source material to identify some of the issues relating to voting today, and to prepare a debate on voting. Different groups of pupils could be given different topics to research and present, eg <ul style="list-style-type: none"> – <i>What is 'voter apathy'? Who suffers from it?</i> – Pupils investigate who is most/ more/less/least likely to vote. They reach conclusions about voter apathy; the type of people who are unlikely to vote (age/class/gender/race); the causes of voter apathy; the consequences of voter apathy, both for the voters themselves and for society as a whole. – <i>Is voting for change enough?</i> – Refer to the militant methods used by the Chartists and suffragettes, and the arguments used in favour of militancy. Ask pupils in what circumstances those arguments could be relevant today. Pupils investigate modern campaigns, eg those carried out by <i>anti-racist, environmental or animal rights pressure groups</i>. – <i>How democratic is our voting system?</i> – Pupils research the arguments of a pressure group such as Charter 88, which campaigns for proportional representation. Using the results of the last General Election, they work out: the total percentage of the vote gained by the ruling party; the total number of seats gained by the ruling party; and how the results would have differed under a system of proportional representation. Ask pupils to discuss arguments for and against reforming the electoral system. – <i>Should the voting age in the UK be lowered? (To 16? To 14?)</i> • Pupils investigate questions relating to this issue, eg <i>why are they excluded from voting? Is this fair? Who has the power to change the system? How can they campaign for change?</i> • They discuss the arguments for and against reform. In small groups, pupils prepare arguments and supporting evidence in favour of/against the motion 'Everyone must vote. It is their democratic right and their responsibility. The debate could be conducted in front of a particular audience.' 	<p>points to note</p> <ul style="list-style-type: none"> • Care should be taken when encouraging pupils to access the websites of pressure groups, as some of these may be offensive. • A number of websites provide useful information on topical political issues. They include those of: <ul style="list-style-type: none"> – UK Parliament – UK Online – AlertNet (<i>news service funded by Reuters</i>) – Scottish Parliament – Northern Ireland Office – National Assembly for Wales – British Youth Council (<i>represents young people's views on topical issues</i>) – Citizens Online Democracy – YouGov (<i>allows electronic voting on topical issues</i>) – Electoral Reform Society – Charter 88 – GreenNet (<i>hosts information on a range of political and environmental organisations, including the Voting Reform Group</i>) – Child Rights Information Network – WWF – UK Food Group (<i>a site providing information on food issues</i>) – Save the Children (<i>a site dealing with disability and development issues</i>) – Friends of the Earth • Addresses of these websites can be found at www.standards.dfes.gov.uk/schemes. • Link with Key Stage 3 Strategy <i>Framework for Teaching English</i>: Year 7 S&L 14, Year 8 S&L 12, Year 9 S&L 9. • This section links with unit 6 of the Citizenship scheme of work: <i>Government, elections and voting</i>. Teachers could use this part of the unit to make comparisons between the British electoral system and electoral systems in other countries. One possible angle would be to look at the European Union in terms of proportional representation and voting rights.

The distinction between history and citizenship is deliberately made clear throughout the unit.

aspects of one theme are dealt with concurrently. For example, history and citizenship could be linked through the theme of diversity using an enquiry entitled, *Who are the British? What does it mean to be British today?* Pupils would learn that movement and settlement of peoples are recurring features of history and learn about how different groups and events have contributed over time to British society and culture. They would be encouraged to think about their own cultural identities, to develop respect and understanding of others, and to recognise interdependence.

Another approach to aspects of citizenship could be through a local history enquiry. A current, possibly controversial, local issue could be the starting point for such an enquiry and would provide opportunities for active pupil participation and enable them to connect with their own experiences. The issues of community and heritage could be explored through an investigation of the work of voluntary groups, museums and sites. There may be opportunities for pupils to evaluate the extent to which interpretations of local history reflect and impact on changing attitudes in the local community.

Further information and guidance to support the teaching of citizenship is available at www.dfes.gov.uk/citizenship.

The arrangements for the teaching of citizenship at Key Stage 4 will be quite different to those at Key Stage 3 as pupils follow different combinations of subjects. The existence of different GCSEs for history, each containing a range of options, further complicates matters when trying to define a role for the subject in supporting the citizenship

curriculum. The principles remain the same as at Key Stage 3 but the practical details will vary from school to school.

What is certain is that there will be a short course for citizenship available for use in schools from September 2002. Subject criteria for a GCSE short course for citizenship have been developed and are on the QCA web-site (www.qca.org.uk). QCA is currently working with awarding bodies to develop specifications and sample assessment materials.

In addition, QCA/DfES will publish a scheme of work for citizenship at Key Stage 4 showing how the flexibility of the programme of study can be used to develop a citizenship curriculum. It will not contain any history-specific units but general guidance on making links between history and citizenship will be contained in the teacher's guide.

Finally, history teachers in England should note that citizenship is and will continue to be inspected by OFSTED. Inspectors are already looking for evidence in schools of their preparations for the implementation of citizenship education as a statutory part of the national curriculum. From September 2002 inspectors will report on citizenship education provided by individual schools focusing in particular on standards of work, the quality of teaching, and other contributory factors.

REFERENCES

- ¹ QCA (1999) *Citizenship. The National Curriculum for England*. DfES/QCA.
- ² QCA (1999) *History. The National Curriculum for England*. DfES/QCA.
- ³ DfES/QCA *Schemes of Work: History* www.standards.dfes.gov.uk
- ⁴ Wrenn, A. (1999) 'Build it in, don't bolt it on: history's opportunity to support critical citizenship' *Teaching History*, 96, Citizenship and Identity edition.

Figure 4: An extract from the subject leaflet for history, included in the scheme of work for citizenship, that maps out areas of compatibility between history and citizenship

Extract from National Curriculum Programme of Study for Citizenship	Extract from subject leaflet for history, included in QCA/DfES scheme of work for Citizenship
<p>a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p>	<p>There are opportunities throughout the Key Stage 3 history programme of study for pupils to use their historical knowledge and understanding to consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p>Considering other people's viewpoints and being given the chance to express and explain views that are not their own when examining different interpretations of Salah al-Din [Unit 6 What were the achievements of the Islamic states 600–1600? Why do people disagree about Salah al-Din?]</p> <p>Considering different accounts of the Peasants' Revolt before producing a narrative that is biased in favour of the rebels [Unit 3 How hard was life for medieval people in town and country? Why was there a Peasants' Revolt in 1381?]</p> <p>Using their findings on civil rights in the USA to think about, express and explain views that are not necessarily their own [Unit 15 Black peoples of America: from slavery to equality? Did the Civil Rights movement bring freedom for black people?]</p>
<p>b Negotiate, decide and take part responsibly in both school and community-based activities</p> <p>c Reflect on the process of participating</p>	<p>There is scope in the Key Stage 3 history programme of study for pupils to show independence in initiating, planning, carrying out and reviewing historical investigations.</p> <p>Planning and carrying out in groups a fieldwork activity aimed at gathering evidence of growing civic pride in the local area during the second half of the nineteenth century. Sharing their findings with the rest of the class and reflecting on the processes involved in carrying out the investigation [Unit 12 Snapshot 1900: what was British middle-class life like? What evidence still exists in the local area of Victorian civic pride?]</p> <p>Planning and creating in groups a website to provide an interactive guide for visitors interested in aspects of eighteenth- and nineteenth-century history of the locality. Reviewing their work in the light of comments from users of the site [Unit 11 Industrial changes: action and reaction. What industrial changes happened in the locality around the school?]</p>