

## **Curriculum 2000 – Revising History / Geography** **Policy documents / Schemes of Work**

The Curriculum 2000 handbooks for primary and secondary teachers set out in general terms how the National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral and cultural development, key skills (communication, numeracy, working with others, problem solving, ICT and in improving own learning performance), thinking skills, citizenship, financial capability and education for sustainable development.

An entitlement to learning must be an entitlement for all pupils. Curriculum 2000 includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be. The statutory inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to the diverse needs of pupils
- overcoming potential barriers to learning and assessment for individual and groups of pupils

History and Geography co-ordinators may need to revise their existing policy documents and schemes of work in order to ensure they meet with the requirements of Curriculum 2000. By outlining links between history and geography and other areas of the curriculum and cross-referencing them throughout units of work, schools can develop 'learning across the curriculum' in these important areas.

## Changes to the Programmes of Study for Geography

- The statutory requirement to teach the programmes of study as key stages 1 and 2 reinstated.
- At all key stages, the knowledge, skills and understanding requirements are set out under the four key aspects of geography: *Geographical enquiry and skills*; *Knowledge and understanding of places*; *Knowledge and understanding of patterns and processes*; and *Knowledge and understanding of environmental change and sustainable development*.
- At key stage 1, the current *quality of the environment* thematic study has been removed, leaving a requirement for pupils to be taught the knowledge, skills and understanding through the study of two *localities*.
- At key stage 2, the number of *localities* to be studied has been reduced from three to two and *weather* is no longer required as a separate theme.
- Prescription in the choice of places and themes is reduced. For example, at key stage 2, a theme on *water and its effects on landscapes and people*, allowing the study of rivers or coasts, replaces the *rivers* theme.
- The requirement to teach locational knowledge is strengthened, with exemplar locational knowledge accompanying the key stages 2 and 3 programmes of study. Exemplar maps will be included in schemes of work and on the national curriculum website.
- There is an increased emphasis on education for sustainable development at all key stages.
- As well as a more explicit rationale for the school curriculum, there is a stronger emphasis on a rationale for each subject. For example, there is a statement about the importance of each subject in the curriculum and statements on the focus of teaching and learning at each key stage.
- The new statutory statement on the *Use of language across the curriculum* sets out, more clearly than the current *Use of language* statement, what is expected in the areas of writing, speaking, listening and reading in all subjects.
- The new statutory statement on the *Use of information and communication technology across the curriculum* replaces the current *Use of IT* statement. The new statement applies to all subjects, except physical education at key stages 1 and 2, and emphasises the role of ICT in enhancing learning in each subject. The revised programmes of study include statutory requirements to use ICT which are integral to teaching and learning in the subject, except in the non-core subjects at key stage 1 and physical

education at each key stage. Notes in the margins of the programmes of study highlight opportunities to use ICT.

- A new statutory statement on *Health and Safety*, which applies to science, design and technology, information and communication technology, art and design and physical education, replaces requirements currently set out in particular subjects.
- Information on learning across the national curriculum is included in the primary and secondary handbooks and subject booklets. This information sets out the ways in which the national curriculum can contribute to spiritual, moral, social and cultural development, and the development of key skills, thinking skills, financial capability and education for sustainable development.
- The changes in the geography orders constitutes a reduction in the prescribed themes and places to be studied at both key stage 1 and 2. Therefore, schools which have adopted the Wirral Scheme of Work for Geography are covering the requirements of the new national curriculum.
- Schools should be aware of the 'Breadth of Study' statements for each key stage. At key stage 2, teaching pupils about two places and three themes will not cover the breadth of study, nor provide sufficient progression in pupils' geographical knowledge, skills or understanding.
- To monitor the range of scales of places taught across Key Stage 2, co-ordinators may like to use the attached chart (Fig.1). By ticking off which areas have been taught in each unit of work, co-ordinators will gain a simple overview of where there may be gaps or too much emphasis.
- Such a variety of contexts should be used to help develop pupils' geographical skills. This use of enquiry, vocabulary, questioning, research, maps, atlases and globes, data handling, ICT, secondary source materials, fieldwork and the drawing and making of maps are all prominent in the revised orders. Pupils therefore should visit these skills frequently, in the contexts of places, processes and sustainable issues.
- These geographical skills are also strengthened by the statements promoting learning across the curriculum. Geography's contribution to pupils' key skills (including literacy, numeracy and ICT), thinking skills and spiritual, moral, social and cultural developments is clearly stated, with examples.
- Similarly, how geography can support teaching and learning in citizenship and education for sustainable development is also highlighted, again with examples. Inclusion also offers examples for teachers.

## Using the Wirral Scheme of Work for Geography from September 2000

### Medium Term Plans

**Model 1** develops work through place and thematic studies which are combined. Themes can be focused on and should be set in the context of actual places. This is a very flexible model. **It still applies within the context of Curriculum 2000.** Teachers should note that this is a skeleton model and that their short term planning would need to expand on the many objectives, activities and outcomes.

**Model 2** takes the thematic studies as on-going units of work which are regularly visited in each year and developed in the context of the widening range of scales of the locality studies. This helps with progression and develops pupils' knowledge and understanding of the complexity of factors influencing people and places. Again **this model still applies within the context of the new orders,** and teachers should again note that short term plans should expand on the key objectives, activities and outcomes.

- It is intended to produce some extra units of work to support specific themes in the new geography programme of study, such as coasts and sustainable development as soon as possible. In the long term, the Wirral Scheme of Work for Geography will be re-written using the updated medium term planning sheet (Fig.2). Figure 3 explains how the new planning sheet should be used.

Figure 1

**BREADTH OF STUDY**

Unit of Work / Year Group	Local	Regional	National	UK	EU	Global	Fieldwork

Mark wherever the units taught across the Key Stage address an issue, theme or place in a particular context / scale. If gaps appear it should not be difficult to address them through the adjustment of appropriate medium term plans.