

CITIZENSHIP



A guide to developing resources for schools



North West Museums Libraries & Archives Council

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A guide to developing resources for schools

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It is now realised that museums, galleries and archives have much to offer the formal education sector:

In recognition of this the DfES financed the Museums and Galleries Education Programme (MGEP) in 1999.

In April 2002 the DfES announced that there would be a second phase, known as MGEP2. In addition to providing further case studies, MGEP2 was to be more closely evaluated to assess the impact that the projects made on the pupils.

The money invested by DfES was split up between the regions and £100,000 was granted to MLA North West to fund projects in their region.

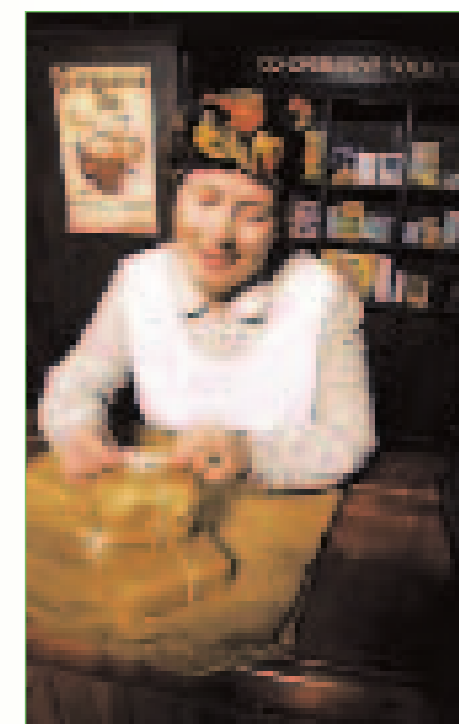
Uniquely amongst the regional agencies, MLA North West decided to devote a substantial portion of their grant to just one curriculum area - Citizenship. This decision was taken because research had shown that both the DfES and Museum education staff regarded Citizenship as a high priority.

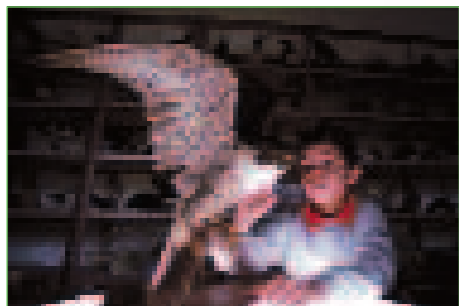
In February 2003 museums and archives from across the north west of England were invited to submit a bid to carry out a project to provide a Citizenship resource in partnership with a local school.

Of those who submitted a bid, four museums and two archives were awarded a grant. MLA North West were particularly pleased to be able to award grants to the two archives as it was felt that, although they lacked resources and they would have to work in different ways to museums, they had considerable potential for working with secondary schools.

Should you wish to produce your own Citizenship resource this document will enable you to learn from the experience of others; what works and what does not and MLA North West hope that this will encourage you to have a go, contact the schools in your area and explore the ways in which you can make a contribution to enriching the school experience of local children.

- Remember what museums and archives can offer teachers and their pupils:
- They offer children unique insights and experiences
- They can offer a positive experiences for children of all abilities
- They can make a real contribution to raising the level of children's attainment
- They can help teachers deliver the National Curriculum
- They can provide an environment where all children feel they can contribute
- They hold collections unique to the area around local schools





Origins

In the 1980s and 1990s several academic studies showed an increase in levels of apathy, ignorance and cynicism about public life. Political and apolitical groups, interested in civil society, became concerned about the decline in voting by young people and the rise of single-issue, rather than party, politics. Especially amongst the young, there was less trust in society's core institutions. In response, groups such as the Citizenship Foundation called for the introduction of a separate school subject – Citizenship – in order to meet the need to prepare children for adult life and promote the need for young people to see themselves as active citizens with a real stake in civil society. In November 1997 the Secretary of State for Education in schools set up an advisory group was to study the possibilities for Citizenship teaching in schools. The report from the advisory group stated that the teaching of Citizenship should be a statutory requirement of all schools and that its aim should be a change in the political culture, both nationally and locally, and for people to start thinking of themselves as active citizens.

The advisory group identified three key areas that it saw as the basis for education in Citizenship:

- ▶ **Social and moral responsibility:** Pupils should learn self-confidence as well as socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and towards each other.
- ▶ **Community involvement:** Pupils should learn about becoming helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service to the community.
- ▶ **Political literacy:** Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge - a concept wider than political knowledge alone.

It can be seen that Citizenship education is more than simply the acquisition of knowledge, it is about acting and behaving like a citizen. Therefore, it is not just about how civic society works it also implies developing values, skills and understanding. The advisory group's recommendations were accepted and Secondary schools were told that from September 2002 Citizenship would become a statutory subject.

The Citizenship Curriculum and its delivery

All schools should have a coherent and sequential programme of Citizenship education. There are specific learning outcomes for each Key Stage (rather than a detailed Programme of Study). The intention is to give schools the flexibility to adapt to local conditions and opportunities and allow the possibility of different approaches to Citizenship education. They also suggested that schools consider combining elements of Citizenship with other subjects. Citizenship and History were considered an obvious case.

At Foundation stage (pre-school and reception classes) and Key Stages 1 (infant) and 2 (junior) Citizenship is closely linked to the Personal Social and Health Education Curriculum. It is non-statutory; that is schools do not have to follow the curriculum or they may use those elements of it that fit in with what they are already doing. A majority of the Primary schools in England and Wales do follow the DfES guidelines. Citizenship became a statutory subject in Secondary schools, at Key Stages 3 (11-14 year old

pupils) and 4 (14-16 years old), from September 2002.

The DfES guidelines clearly state:

'...provision should reflect the need to ensure that pupils have a clear understanding of their roles, rights and responsibilities in relation to their local, national and international communities. The three strands in the programmes of study to be taught are:

- ▶ Knowledge and understanding about becoming an informed citizen;
- ▶ Developing skills of enquiry and communication;
- ▶ Developing skills of participation and responsible action.

To accompany this subject the Qualifications and Curriculum Authority (QCA), a body sponsored by the DfES, produced detailed Programmes of Study for use with KS3 and KS4 pupils. The KS3 programme comprised 21 units and the KS 4 programme is made up of 12 units.

Please note that neither of these Programmes of Study is statutory.

It was expected that schools would provide pupils with *real-life* issues to address. The DfES envisaged that the curriculum would be delivered through a combination of:

- ▶ Discrete provision for Citizenship within separate curriculum time
- ▶ Explicit opportunities in a range of other curriculum subjects
- ▶ Whole-school and suspended timetable activities
- ▶ Pupils' involvement in the life of the school and wider community

The reality in Secondary schools - post September 2002

In late 2002/early 2003 Ofsted inspectors visited twenty-five schools. Whilst there were many examples of good practice, the inspections revealed many weaknesses that provide opportunities for any museum or archive wishing to build partnerships with their local secondary schools.

The main findings were:

- ▶ Over half the schools did not understand the full implications of Citizenship.
- ▶ Only in one in five schools was the Citizenship curriculum well developed.
- ▶ In most schools, fundamental questions about what Citizenship is about have not been given due consideration.
- ▶ Schools need to look again at National Curriculum Citizenship and establish it as a distinctive subject.
- ▶ Many schools have not done enough to incorporate Citizenship development into policy and planning, despite two years' notice before it became statutory in September 2002.
- ▶ Many schools have not planned and implemented the introduction of Citizenship as well as they might have.
- ▶ A new 'short course' GCSE in Citizenship has been introduced.

The implications for museums, archives and galleries

- ▶ There are still opportunities to develop Citizenship resources for use in your local schools.
- ▶ Schools in your area may well be receptive to the idea of working with you to develop resources for the teaching of Citizenship. However, you should first survey those schools in order to ascertain how those schools are delivering Citizenship.
- ▶ Think about using your collections to create resources that will focus on developing the two 'skills' strands because they are currently *underdeveloped* in schools. Avoid devising packages that focus only on knowledge and understanding.
- ▶ As schools are expected to look at real life issues, you should examine your collections to see how they can be linked to current events.



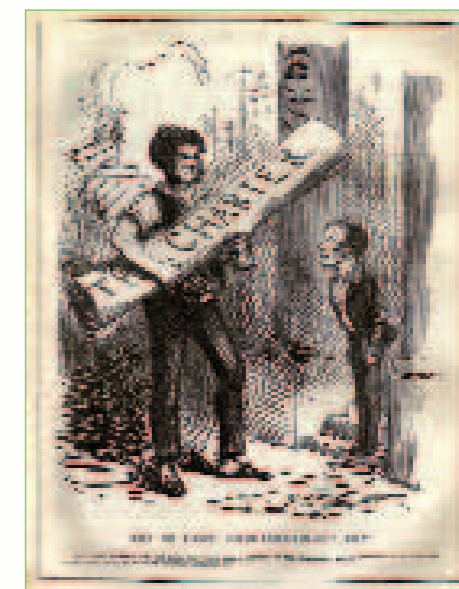


How to get started

- ▶ Find out the contact details for your Local Education Authority (LEA) from the DfES website at - <http://www.dfes.gov.uk/leagateway/>.
- ▶ Contact the School Improvement Service (SIS) of your Local Education Authority and speak to the officer responsible for Citizenship to find out the situation in your area.
 - ✗ How is Citizenship being delivered in local schools?
 - ✗ What is the view of the SIS (how would they like to see it being delivered)?
 - ✗ Are there any particular weaknesses that you might be able to help address?
 - ✗ Are there cluster group meetings of Citizenship co-ordinators from local secondary schools and when do they take place?
 - ✗ Is there a Citizenship co-ordinator that the SIS can recommend that you approach?
- ▶ Follow up any leads. Telephone your local schools and discuss with teachers:
 - ✗ Whether or not they follow the QCA schemes of work (these can be found at - <http://www.standards.dfes.gov.uk/schemes2/citizenship/>).
 - ✗ Are they doing the new GCSE Citizenship?
 - ✗ How many of your schools are delivering Citizenship in a cross-curricular fashion? Would it be worthwhile offering Citizenship along with another subject, such as History?
 - ✗ What resources you have in your collection and the possibility of working in partnership to develop new resources or add to what they are already doing.
 - ✗ Is it possible to link to other initiatives such as 'Aim Higher' or 'Widening Participation'?
- ▶ Seek out other potential partners such as your local Education Business Partnership (EBP).
- ▶ Gather any other information and advice that might be useful (some sources are given at the end of this guide).
- ▶ If you think that you will need financial assistance find an appropriate funding body. The MLA North West website has section devoted to fundraising that is a useful starting point.

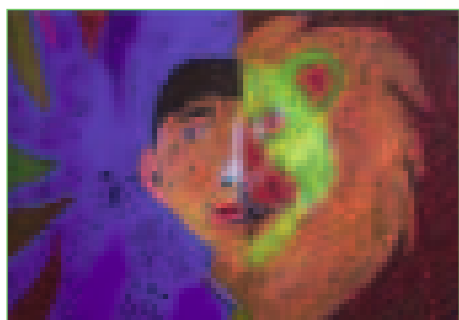
Lessons learnt

- ▶ Plan carefully at the outset. Things will always crop-up and surprise you but thorough planning will minimise their impact.
- ▶ Talk to your Local Education Authority. They can be very useful in offering advice and give you an overview of what is happening in your local schools. They will know about any 'cluster groups' of Citizenship teachers and may well be able to put you in touch with teachers who would welcome the opportunity to work with you.
- ▶ Allow plenty of time. Teachers are under intense time pressure and the development of new curriculum resources has to fit in with everything else no matter how welcome those resources will be in the long run. Do not expect teachers to have much spare time in months running up to GCSE exams in June and the SAT tests in May. Similarly, the first few weeks of a new school year, in September, are also a bad time to try and get things done with teachers.
- ▶ Stay in touch. Regular communication by phone or email will help to maintain your relationship with teaching staff.
- ▶ Work in partnership. Don't assume that you know what teachers want because you might find yourselves having wasted a lot of time and effort. This point was emphasised by several of the museums and archives who participated in the Citizenship Initiative.
- ▶ Get into schools. Museum and teaching staff are both very busy but the school timetable puts very real constraints on teachers. It is also an opportunity to meet other teaching staff, contacts that may be useful in future. In addition, It will enable you to more clearly understand:
 - ✗ The teacher's requirements.
 - ✗ The constraints on the teaching staff.
- ▶ Talk to the Headteachers of any partnership schools. The Headteacher determines the ethos for the school, getting them 'on side' at the beginning can help things go much more smoothly.
- ▶ Budget realistically. It will cost about £180 per day to release a teacher from school for a day. However, several of the museums participating in MGEP2 found that schools did not charge them for a teacher's time especially if the teacher was taken out of school in the quieter months of June and July.
- ▶ Be prepared to offer outreach work rather than relying on visits from schools.



What went right?

- ▶ The quality of artwork from the schools that was displayed in the exhibition was excellent, and had a very positive public reception.
- ▶ From the evaluation questionnaires we found a majority of the pupils who had attended the day's course were pleased with the work they produced and felt that their confidence had increased.
- ▶ The project introduced to two local schools who had never visited before.
- ▶ The project has enabled the Gallery to build better links with our local secondary schools and assess what their needs and requirements are from us. We are now embarking on a 'secondary arts festival' in July with the arts secondary school network.
- ▶ The project didn't just attract interest from Citizenship teachers, we also had sessions with groups studying Art, English, RE and PSHE. There is obvious potential for a cross-curricular approach to Citizenship.



Songlines

This project was to produce materials to support an exhibition. As the subject matter of the exhibition drew upon themes such as parents versus children, rich versus poor and love across the divides of race and religion, it was decided to produce materials supporting Citizenship education and promote it to local secondary schools.

What were the aims of Songlines?

- ▶ For the gallery staff to have an increased knowledge of Citizenship as a National Curriculum subject.
- ▶ To increase the ability of gallery staff to deliver activities related to Citizenship.
- ▶ To enhance the relationship between Gallery Oldham and its local secondary schools.
- ▶ To increase the numbers of local school children accessing the Gallery's collections.
- ▶ To play a part in developing the gallery's community cohesion and cultural diversity programmes.

A description of the project

The Songlines exhibition featured paintings by a Bangladeshi artist, Abdus Shakoor, who uses traditional Bangladeshi folk art and folk stories as the inspiration for his work. The exhibition also examined his influences, his use of materials and his experiences as he grew up.

A freelance educational consultant, the Noble Consultancy, was commissioned to research how the Bangladeshi stories related to the National Curriculum Citizenship attainment targets.

They used their research as a basis for developing resource packs for teachers and Key Stage 3 pupils. These packs comprised teacher's notes on the content of the exhibition and work booklets for use by the pupils during their visit.

A local secondary school piloted the content of the pack before the exhibition opened. This provided useful feedback and resulted in several changes:

- ▶ The amount of written work was reduced
- ▶ More variety was introduced.
- ▶ Shorter activities including role-play and discussion were used to break the work up into strands.

These changes were very much for the better, especially as several groups of children with special needs were to visit the gallery.

After this an INSET evening was held with teachers who had expressed an interest in the project. Nine schools were represented at the INSET session.

During 'Songlines', daylong workshops were offered to schools on the theme of art and Citizenship linked to the exhibition and resource packs. The artwork produced was displayed as part of the exhibition and the Gallery's reception area for the final 2 weeks.

What would you do differently?

- ▶ Great interest was shown by special schools and we would devise alternative activities that depended less on writing and reading skills for those pupils.
- ▶ Many of the pupils said they would have liked to have worked with an artist in some way on the project.
- ▶ We would spend as much time piloting the resource pack with the pupils as the teachers. Maybe producing a CD ROM rather than booklet.
- ▶ Schools did provide a lot of follow up time devoted to the project in the classroom after the day visit to allow pupil's to finish their artwork. More time working with the schools before they came to the Gallery would have been advantageous.

What are the risks to a project such as this?

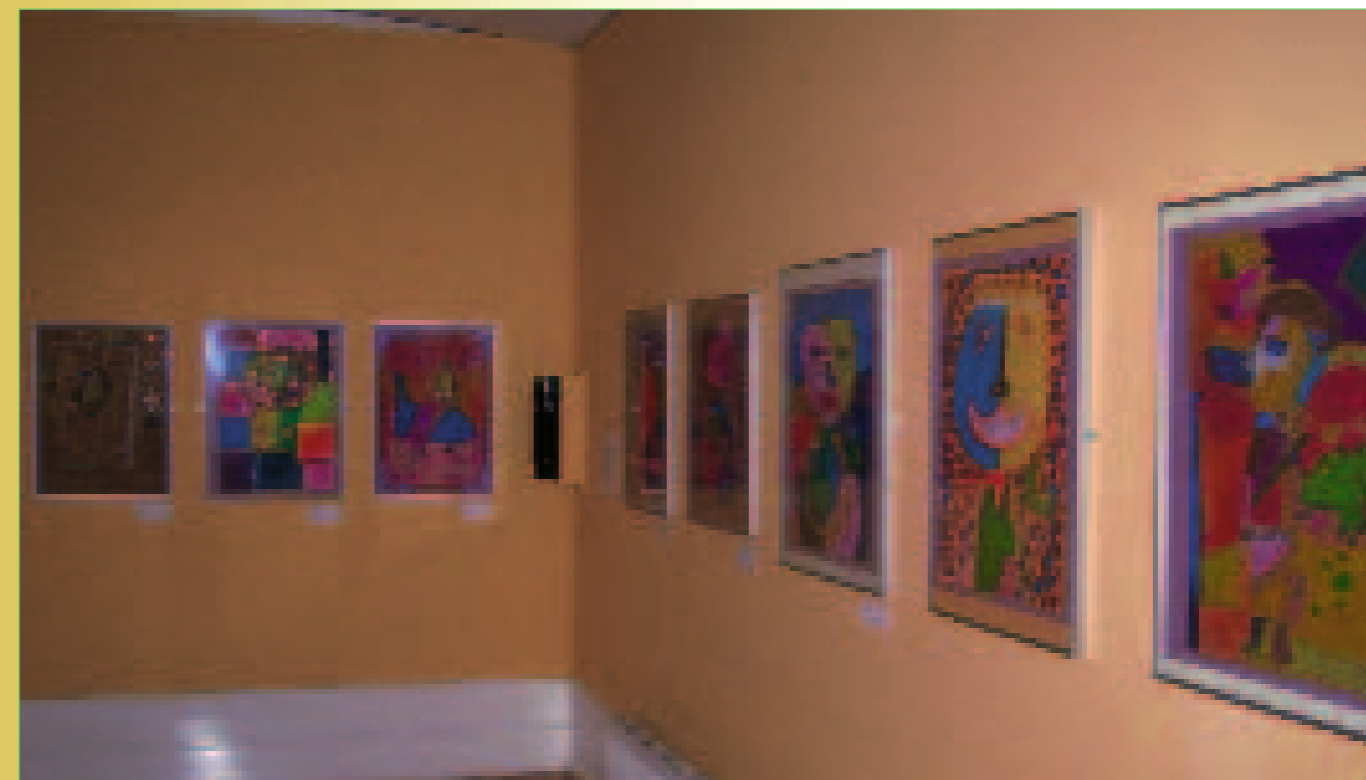
- ▶ Many of the schools emphasised that transport costs were a barrier to external visits.

Funding

- ▶ A grant of £3,000 from MLA North West

What went wrong?

- ▶ Getting translations of the Bangladeshi stories was very difficult and led to the printing of the pack being delayed. This had a knock on effect on the pilot scheme as the packs weren't ready for the time the schools had scheduled the sessions.
- ▶ The imagery and links to the folk stories in the exhibition didn't obviously relate to the Citizenship curriculum that the pupils were familiar with from school. Some groups found extracting abstract themes from the stories quite difficult.
- ▶ Despite transport being provided, it proved very difficult to fill all the spaces available. This was due in part to the difficulties Secondary school teachers' face taking pupils out of other classes for a day visit.
- ▶ The timing of the project clashed with another exhibition that was very popular with Primary school groups. This meant that the gallery staff were overstretched.



What went right?

- ▶ The session has been adapted for use with a wide range of students, from Year 7 school pupils to Further Education students.
- ▶ Approximately 70 groups have been to the museum to take part in a session.
- ▶ The project helped us to build good relationships with our local councils, Education Business Partnership (EBP), Ethnic Minority Achievement (EMA) service and Citizenship Advisors.
- ▶ A flexible format such as this means that it is easier to devise follow-up work for the children to undertake back at school.
- ▶ We have been able to develop the format. The purchase of recording equipment means that pupils are able to have a go at being a journalist themselves.



The Newsroom

The collections held by the Imperial War Museum can be readily adapted to match the Citizenship curriculum. This particular project was to design a flexible, skills based, resource that could be easily adapted to suit the needs of children ranging from Year 5 through Secondary school pupils to Further Education colleges.

What were the aims of The Newsroom?

- ▶ To devise a high quality resource for local children and their teachers.
- ▶ To devise a resource that would be seen as unique by local schools and schools from across the North West of England.
- ▶ To exploit the Museum's collection of images.
- ▶ To work in partnership with Trafford Local Education Authority (LEA).

A description of the project

As the first step, the Learning and Access Officer at the Museum contacted Trafford LEA and spoke to the member of the advisory service responsible for Citizenship.

A meeting at the Museum was arranged and together they carried out a mapping exercise matching elements from the Museum's collection to the National Curriculum for Citizenship.

This was a very good opportunity to discuss the various agendas of the local authority and to discover what kind of package they were most likely to 'buy into'.

After this key decisions about the Citizenship resource were taken:

- ▶ The resource would be devised in co-operation with schoolteachers.
- ▶ The emphasis would be on the two strands that were being done least well in schools, that is:

Developing skills of enquiry and communication.

Developing skills of participation and responsible action.

- ▶ The resource would not result in a 'stand alone' visit. It acknowledged that teachers want follow-up activities for use back in school and these would be built in from the start.

After this it was decided to produce a session based on the QCA Unit 9 'The significance of the media in society'.

After discussions with local teachers and the citizenship advisor we decided that the sessions would focus on current events. The result was a flexible, easily adapted session that focussed on developing skills rather than knowledge. The pupils spend time looking at different news media and they are asked to think about their points of view and the messages they contain. The pupils are taught techniques for identifying bias in a newspaper or on a web site. After developing the session we tested it out on a group from a summer school. From this we were able to evaluate what did and didn't work and refine the session before offering it to school groups in the autumn. One area that was developed as a result of the feedback from the original group was the emphasis on active citizenship.

What would you do differently?

- ▶ Carry out more detailed discussions with teachers as to what they want from a session before developing it.

What are the risks to a project such as this?

- ▶ Many schools fail to see Citizenship as a discrete subject and fail to understand the implications for it as a subject (see *What is Citizenship?*).
- ▶ Often, teachers view's of what Citizenship is about are very different from those of Ofsted and the advisory services. So which do you plan for? There is a very real danger of 'falling between two stools'.

Funding

- ▶ The cost for developing the initial session was negligible. Subsequently a Dictaphone, a video and a stills camera were purchased for about £500.

What went wrong?

- ▶ A session on suffragettes was praised by the Advisor for Citizenship but disliked by a teacher who brought a class because they were expecting a knowledge based session to reinforce their History teaching.



What went right?

- Contacting Manchester Local Education Authority (LEA) was very useful.
- The LEA's School Improvement Service put us in touch with a cluster group of Citizenship teachers.
- Our local Education Business Partnership (EBP) helped out with advice and support.
- The mixture of handling session with drama has gone down really well. The pupils have always responded very positively.
- Keeping the knowledge content low and emphasising getting the pupils to think and discuss the issues that have been raised has been well received.
- The format we have devised is flexible and is easily adapted to pupils of differing abilities.



Citizen of the City

This session offers children an opportunity to use a handling collection in an imaginative way. It takes the children back in time to compare themselves with the original Citizens. The children are asked to reflect on the lessons learnt from this.

What were the aims of Citizen of the City?

- To produce a resource that would really stimulate thought and discussion amongst the pupils, getting them to reflect on the nature and role of a Citizen in modern society.
- To present the pupils with an opportunity to access the Museum's handling collection and to use it in a different way.
- To increase the number of visits made by secondary schools to the Museum.
- To build improved links with local secondary schools, as part of the 'Widening Participation' scheme that aims to encourage more young people to attend university.
- To form closer links with colleagues in the History and archaeology departments of Manchester University.

A description of the project

In early 2002 Citizenship was looming large on the horizon and it was felt that producing a session on the new subject would be a good opportunity to build links with the Humanities departments in our local secondary schools.

Our first step was to look for any examples of current good practice. We visited the British Museum to learn about the Citizenship session that they offered for Primary school children.

Whilst we felt that the session we saw had too great an emphasis on History for our needs, we took away the idea of using 'cultural identifiers'.

As our Education Officer had come to us from a secondary school, the initial development was done without any consultation with teachers. However, when the session was ready to be tested we got in touch with the Citizenship Advisor from Manchester LEA. Through them we went to meet a 'cluster group' of teachers of Citizenship. Their feedback was very favourable.

The pupils are divided up into four groups. Each group is given the cultural identifiers and a selection of objects. They are asked to discuss how each object might reflect one of the cultural identifiers.

Whilst this is going on the pupils are randomly assigned the roles of:

- Citizen
- Foreigner
- Slave
- Woman

Only the 'Citizens' are allowed to speak. The controversy that, inevitably, results from this is used in the final part of the session to make the pupils reflect back on our own society.

What would you do differently?

- We would look at potential Citizenship links with other subjects in order to broaden the appeal to teachers.

What are the risks to a project such as this?

- It is all about offering something that teachers cannot do in the classroom and that is difficult.
- Museum staff should always be prepared to go out into schools and to talk to teachers.

Funding

- The cost for developing the initial session was negligible (excluding staff time), as we already had the collection. The ongoing costs for consumables are low.

"This session was excellent both in content and delivery. It was a good mix of activities. I liked the way all the pupils had the chance to speak and to be heard"

Teacher, Oakwood High School



What went wrong?

- Our programme relies upon schools delivering Citizenship as a discrete subject. As more of them have moved to a cross-curricular approach the number of schools visiting us for this session has declined.

What went right?

- Consulting teachers over the material to be featured increased our awareness of how a topic/subject is approached and how it would be taught in the classroom.
- Discovering that the emphasis was for two or three 'images' to support a story. This was a sufficient if the images were strong enough.
- Budget savings elsewhere in the project allowed us to produce a more attractive publicity leaflet / poster than we had originally intended.
- Being web-based means we can amend and develop the resource in response to feedback received.
- Timeline – is at the heart of the resource we have created.
- Images online (including a selection as a PowerPoint presentation)
- Link between history and citizenship – highlighted the extraordinary things people did for the right to vote.



The Campaign for Universal Suffrage in Liverpool

The Mersey Gateway project had created an online showcase of 20,000 images from libraries, archives and museums across Merseyside. The story of the port, the city and the region is told through hundreds of stories looking at specific people, places, buildings and events. Although the web site was created for lifelong learners we wanted to demonstrate the contribution it could make to the teaching of Citizenship at Key Stage 3.

What were the aims of The Campaign for Universal Suffrage in Liverpool?

- to create an online resource looking at the campaign for universal suffrage between 1832-1928
- to use local people and local events to increase the relevance of the stories being told
- to demonstrate how studying a range of sources can enhance knowledge and understanding of the wider picture
- to increase awareness of archives and their potential

A description of the project

As we were creating an online resource we would not be able to directly interact with our 'users'. Therefore, we decided it was critical to have input from local schools to ensure the site would be relevant and easily used in the classroom. We were fortunate to get volunteers from three local schools. Through a series of workshops we were able to identify a range of archival sources and determine the nature and form of the web site which was produced in conjunction with the North West Learning Grid (NWLG).

Through our discussions three main strands emerged:

- political reforms (how universal suffrage became a reality)
- women's rights (including their role and perception of women in Society)
- workers rights (including the Chartist movement and the General Strike)

It was obvious that we would need a timeline and this very quickly became the focus of the resource. As there was quite a difference in the spread of events within each strand during the period 1832-1928 it was decided that a series of national events would appear as a consistent point of reference for each timeline. A series of stories were written by project staff introducing the main aspects (i.e. 1832 Great Reform Act, the Suffrage movement, the General Strike etc). Experience of writing for the web meant we were able to keep the stories succinct and interesting. The text was broken-up through the use of a range of images including photographs from the *Illustrated London News* and cartoons from *Punch*.

We then identified a number of sources for each theme and produced an activity sheet based around the stories and the sources. At the request of the teachers the activity sheet was designed as a series of smaller exercises designed to consider the main issues involved and to involve an aspect of

data gathering. This information would then allow the pupils to answer the bigger question that asked for their opinions rather than repeating known facts. With such strong stories as hunger strikes, workers unrest and 'riots' we were sure they would grab the pupils imaginations.

What would you do differently?

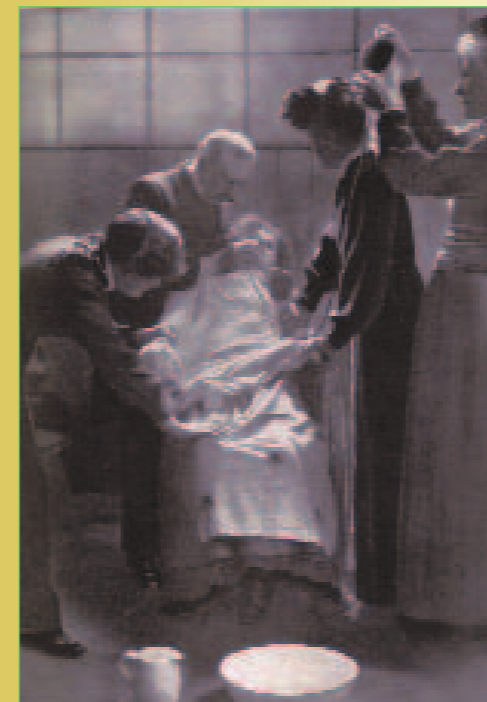
- Only have two teachers directly involved with perhaps a further two involved in an evaluation capacity
- Not work in isolation – try and find-out what other archives/museums were doing
- Exclude the summer vacation from any time-tabling of the project.
- Find a forum for demonstrating the website to teachers directly as word of mouth recommendation is more likely to lead to the site being used than a publicity leaflet (of which they must get hundreds).

What are the risks to a project such as this?

- The publicity fails to attract teachers to the website.
- The teachers helping you are 'too busy' to give a lot of time. This increases the pressure on the archive/museum staff.
- Teacher's awareness of archives and their potential is limited—especially in comparison with museums.
- Curriculum changes could limit your site's use.

Funding

- A grant of £2,792 from MLA North West.



What went wrong?

- Problems with arranging days/times when we could get three teachers from three different schools together had a huge impact on the project timetable.
- Extending the project to include workers rights made the resource much larger to create and manage
- Getting feedback from the teachers between workshops
- Had hoped to use a student from the Liverpool Institute of the Performing Arts to record key extracts from sources – but ran-out of time to do this.

To explore this site in detail please visit: <http://www.mersey-gateway.org/education>



What went right?

- ▶ The consultation with teachers in the selection of the resource materials for the pack was vital. The materials we thought the teachers would want were rejected and different materials selected. This process stopped us wasting a lot of time and money.
- ▶ Producing a finished product of the highest quality within our budget.
- ▶ Producing the pack as a ring binder means that teachers can add to, making it more of a working document that should have a longer life in schools.
- ▶ Maintaining e mail contact with the partner school.

Citizens of the Future Learning from the Past

The nature of the collections held at the People's History Museum and the Labour History Archive lend themselves to the Citizenship curriculum. The initial project idea was to produce a pack of support materials for teachers of Key Stage 3 Citizenship, based on our archive collection and linked to the museum's living history characters.

What were the aims of Citizens of the Future Learning from the Past?

- ▶ To create a resource pack aimed at Key Stage 3 pupils relating to a local suffragette, Hannah Mitchell.
- ▶ To create a resource pack containing text, images and ideas for further research in an accessible format.
- ▶ To relate the museum's collections and the Labour History Archive to the National Curriculum for Citizenship.
- ▶ To increase access to and use of our archive collections by teachers and KS3 pupils.
- ▶ To develop partnerships with the formal education sector.
- ▶ To have the resource useable either in conjunction with a museum visit or in the classroom as a stand-alone project.

A description of the project

In April 2003 funding for the project was obtained from MLA North West and it was decided that the citizenship resource would be developed in partnership with a local school.

After approaching a number of schools the Museum decided to work with Trinity High school in Hulme. The Head of History at the school, who was a regular user of the museum's education service, offered to liaise with the school's Citizenship Coordinator to select a group of pupils to be involved in the project. Discussions were also held with colleagues in the People's History Museum Archive to decide which collections would be available for reproduction as part of the pack.

When the Museum's Education Officer met with the teachers from Trinity High School it was decided that the pack needed to be a complete package that teachers could pick up and use with the flexibility to be expanded upon and adapted if they had time. After consulting his colleagues the teacher advised that the best focus for the pack should be political literacy – the historical background to Citizenship and that Hannah Mitchell would be the most suitable living history character to base the pack on. It was decided that to produce packs for more than one character would be unrealistic.

The Education Officer then met the pupils to conduct a formative evaluation regarding their attitudes to citizenship.

The next step was for the teachers to visit the Museum and Archive to select materials for the draft pack. At the museum we were surprised by some of the material the teachers' selected (and rejected). This reinforced our conviction that the partnership approach is best when developing educational materials - they know their pupils.



A group of pupils undertook a half-day workshop, at the Museum, with the Hannah Mitchell character.

We found that the pupils' perceptions both of Citizenship as a subject and of museums were altered as a result of taking part in the Hannah Mitchell workshop. Teachers then prepared a lesson plan linked to the visit and the materials in the pack and tested it with their pupils. Where necessary, the pack was amended.

In addition, background notes on the subject, a time line and a bibliography were included in the pack. The museum staff also compiled supporting notes on each source.

Reproducing the archive material to photo quality proved too costly so these were scanned and sent to another printing firm to be produced, and added to the file.

The pack was launched in February 2004. The packs are currently being distributed to teachers in the Greater Manchester area.

What would you do differently?

- ▶ If we had had the money, we would have seconded a teacher. This would have speeded things up and reduced the workload on museum staff.
- ▶ We would have allowed more time for the draft pack to be tried by a selection of other schools before the final pack was produced.

What are the risks to a project such as this?

- ▶ Producing a pack that the museum thinks the teachers want rather than asking them what they need.
- ▶ It is difficult to keep the project moving when both museum staff and partner teachers are so busy.

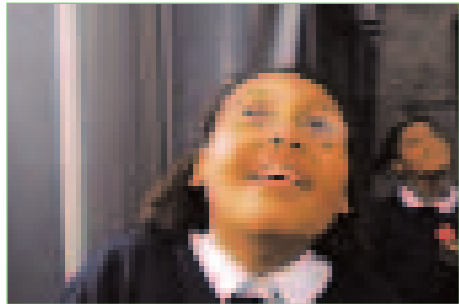
Funding

- ▶ A grant of £2,940 from MLA North West.



What went wrong?

- ▶ It was difficult to keep the production and development of the pack on schedule because schools had to fit this in around their other activities.
- ▶ It was intended that two classes would visit the museum and be involved in the project but timetable demands meant that this was not possible.
- ▶ The reproduction quality of sources was not as high as originally planned due to cost restrictions.
- ▶ Getting teachers into the museum for the launch proved difficult. More notice and a reminder were probably needed.



Documents

The following three documents outline the basic curriculum requirements for the teaching of Citizenship:

- ▶ Citizenship – A scheme of work for Key Stages 1 and 2
- ▶ Citizenship – A scheme of work for Key Stage 3
- ▶ Citizenship – A scheme of work for Key Stage 4

All three documents can be accessed from the following web page:
www.standards.dfes.gov.uk/schemes

Those who are interested in the origins of the Citizenship curriculum can read the **Crick Report** 'Education for citizenship and the teaching of democracy in schools'. This can be found on the QCA web site at www.qca.org.uk

Web sites

DfES citizenship website www.dfes.gov.uk/citizenship

The DfES citizenship website supports the teaching of citizenship by providing a gateway to key information for teachers, pupils, parents and governors. It includes links to citizenship organisations, resources, a teacher training needs identification tool and examples of good practice.

Ofsted <http://www.ofsted.gov.uk/>

Ofsted's remit is to improve the standard of achievement and quality of education through regular independent inspection, public reporting and informed dependent advice. Its various reports and publications are a useful guide to what is happening in schools. In particular two reports should be read as they give an insight into the current state of Citizenship teaching:

- ▶ National Curriculum citizenship: planning and implementation 2002/03 (pub. June 2003)
- ▶ Ofsted Subject Report - 2002/03 - Secondary – Citizenship (pub. February 2004)

If you are interested in what Ofsted are looking for during an inspection of Citizenship this publication is worth a look:

- ▶ Inspecting Citizenship 11-16 with guidance on self-evaluation
<http://www.ofsted.gov.uk/public/>

Association for Citizenship Teaching (ACT)

<http://www.teachingcitizenship.org.uk/>

ACT is the subject teacher's association for citizenship education. ACT aims to support all educators and organisations in the development and implementation of citizenship education. It provides members with useful networks, the latest information, and practical ideas through conferences, its termly journal "Teaching Citizenship" and through its links with key organisations, including DfES, QCA, Ofsted and TTA. It has a useful 'links' page.

The Citizenship Foundation <http://www.citfou.org.uk/>

The Citizenship Foundation provides resources for all ages, research, information, training, national mock trial and youth parliament competitions. They cover all aspects of citizenship education, including law-related, moral education, political literacy and critical thinking.

Institute for Citizenship <http://www.citizen.org.uk/>

The Institute for Citizenship works directly with teachers and students to develop and pilot effective models of citizenship education and accessible materials for lessons. It has a very comprehensive 'links' page.

National Grid for Learning www.nfgl.gov.uk

This site acts as a gateway to educational resources on the Internet. The NGfL provides a network of selected links to web sites that offer high quality content and information. Using their search facility will supply links to 500 Citizenship related sites.

BBC <http://www.bbc.co.uk/education/schools/>

The BBC schools site is very comprehensive and includes resources for Citizenship, including sample lesson plans that might provide ideas and inspiration.

Citizen21 www.citizen21.org.uk

The education unit at Charter88, has produced a range of educational materials to encourage and develop understanding of the political institutions in the United Kingdom and how they work. This site provides lots of good background information.

The Hansard Society www.hansardsociety.org.uk

This is an independent, educational charity, which exists to promote effective parliamentary democracy. Its main interest is in promoting active Citizenship.

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MLA North West

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To find out more about the role of MLA North West and its activities in the region please visit www.nwmlac.org.uk

