

Secondary **Humanities Updates**



12th edition. Summer 2015

Farewell!

This will be the final edition of the Secondary Humanities Newsletter. I hope you have found them useful over the last 4 years. Due to a restructure of education support from the Local Authority for schools, there will not be an adviser for Humanities from September 2015. However, through the new position of 'Equalities Adviser', there will still be some networks and support for Religious Education, as it is North Yorkshire SACRE's responsibility for providing the syllabus for RE and to support schools in delivering it.

Through the new model of school support, schools will be encouraged to support each other and share best practice.

The Humanities Room on Fronter will remain open, but the history and geography sections will not be updated after September. Good sources for updates, resources and conferences are the subject associations:

The Historical Association: <http://www.history.org.uk/>

The Geographical Association: <http://www.geography.org.uk/>

Thank you to everyone who has supported me in my role as Humanities Adviser and to those who have contributed to these updates. I have enjoyed meeting many of you at network meetings or through visits to your schools.

Rebecca Mason, EDA Humanities 0-19

Dates for your diary: 2014-15 networks:

Geography: 12th June 2015 at Highfield House, Ripon, 9.30-3.30pm

Religious Education: 3rd July, 2015 at Highfield House, Ripon, 9.30-3.30pm

History: 18th June 2015, Highfield House, Ripon, 9.30-3.30pm

Book through <http://smartsolutions.northyorks.gov.uk/>

Contact

For further information on anything in this newsletter or for advice and support please contact

Rebecca Mason, Humanities EDA

Rebecca.mason@northyorks.gov.uk

01609 798554

RELIGIOUS EDUCATION



SACRE visit Christ Church CE (VC) Primary School, Skipton

SACRE members were delighted to be invited to Christ Church Primary School in Skipton to see their RE Day in full swing. Each class was exploring a different enquiry question, such as 'What makes something sacred rather

than just special?' For this enquiry, pupils brought in their own items from home that were special to them. They explored why they were special. The pupils investigated a range of artefacts to decide whether they were sacred to any faith and if so, what made them sacred.

Christ Church Primary School were awarded the RE Quality Mark Gold Award in 2014 for their outstanding practice in RE.

Following the opportunity to see RE enquiry based lessons across the school, SACRE held their termly meeting at the school. SACRE would like to thank the Headteacher, Simone Bennett, for the school's hospitality.

If you would like to invite SACRE to your school to showcase your RE and host a SACRE meeting, please contact Rebecca Mason. LA Adviser to SACRE.



Guidance to schools on visits to mosques, gurdwaras, synagogues and temples

As part of the RE curriculum and to develop pupils' spiritual, moral, social and cultural development, a visit to a place of worship, such as a mosque, gurdwara, synagogue or temple is a very valuable experience, enabling pupils to learn more about the religions and become more comfortable with different faiths and cultures. Several schools however, have reported that parents sometimes withdraw their children from such visits and that they are becoming increasingly difficult to organise. To support schools with this, some guidance for schools has been developed around arranging visits to places of worship. Schools that have successfully organised such visits have been asked to share their experiences and recommend places to go.

The guidance document and supporting case studies and resources are available in the Humanities Fronter Room in the RE visits and visitors section. The guidance will also be sent to schools in the e-red bag.

Case studies of visits to mosques

Baldersby St James CE Primary School: Visiting a mosque in Bradford

Report from Lorna Mallett

I would definitely recommend the Bradford Interfaith Centre to other schools.

Interfaith Centre-01274 378405

interfaith@bradford.gov.uk

The centre co-ordinates the visit and makes the arrangements with the places of worship. I think if a school wanted to visit two or three different places of worship on the same day, that could be arranged but it is not something we have done.

On both trips we visited the temple or mosque in the morning. We were given a tour and a talk from a representative of the community, followed by short, hands-on activities. At the mosque we were able to handle prayer beads, look at the Qu'ran and hear it being sung. We saw a demonstration of a prayer ritual and visited the wash rooms.

For lunch we were allocated a room in the interfaith centre which is just round the corner from the Bombay Stores and a short walk from Haqs supermarket. We spent the afternoon shopping. At the Bombay Stores all the children chose and bought either a hijab or a prayer hat for dressing up back at school. At the supermarket we bought ingredients for a middle-eastern feast. (Lots of chick-peas!)

Back at school we practised wearing our hijabs and prepared food for our feast.



St Heddas Primary School

Part of our curriculum is the study of Islam.

In March the whole school visited Abo Bakr Mosque in Middlesbrough. This proved to be very interesting and the team at the mosque did everything to make it a memorable day. We learned a great deal about Islam and how Muslims practise their religion.

Contact details:

Abo Bakr Mosque,
7-9 park Road North,
Middlesbrough TS1 3LF
Tel:01642 873305



Sherburn CE VC Primary School

We went to Waterloo Mosque in Middlesbrough, recommended to us by Brompton CP school.

The pupils had a fantastic experience, they were shown around the mosque and were given opportunities to ask questions. The mosque did an early call to prayer so we could hear it live in the mosque. They provided the children with a drink and packet of crisps with their lunch. Staff and pupils weren't required to cover their heads.

Alison Stephenson, Headteacher



Faith visitors in school

A good way of introducing pupils to people from other faiths and beliefs is through having a visitor to school. When organising such visits it is helpful to share with the visitor the expectations around the visit and the code of conduct expected, to ensure the visit best meets the needs of the school and pupils.

NATRE updated a useful guidance document in 2014: **Voices of faith and belief in schools: Guidance and a code of conduct**. A copy of this resource can be found in the Humanities Fronter Room under RE visits and visitors. An extract from the document can be found below:

'The most common problems for pupils when visitors make a classroom visit or in collective worship are:

- that they listen to a lengthy monologue, with more or less attention, that they can't understand;
- that the material presented is pitched at an inappropriate level (too complicated or too simple for the age group);
- and that the language used is either over the pupils' heads or thoughtlessly patronising.

Visitors who avoid these pitfalls will be more effective.

Visitors from communities of religion and belief taking part in the life of a school should therefore:

- be willing to share their own experiences, beliefs and insights, but avoid criticising the experience and insights of others and imposing their views upon pupils in any way
- be familiar with the school's aims, ethos and policies, and plan their involvement in the light of the aims of the curriculum at the school
- seek to use engaging teaching and learning methods that involve the pupils actively, plan their presentation to fit with the aspect of religion or worldviews pupils are learning about, and to communicate at appropriate levels for the age group(s) concerned
- make clear to pupils who they are, who they represent, and what their aims are
- be willing to respect the right of the pupils and adults in the school to hold views that may be different from their own
- develop ways of speaking to pupils that communicate their open approach, avoiding any hidden agenda to 'convert' or proselytise.

A key question to help visitors reflect on their approach:

If a member of another religion or belief visited my child's school and contributed in the same way as I have done, would I, as a parent, be happy with the education given?'

GEOGRAPHY



GLOBAL Learning Celebration

25 June 2015 at Leeds Trinity University
Brownberrie Lane, Horsforth, Leeds LS18 5HD

Featuring:

- Keynote Speaker - Dr Paula Owens, Geographical Association
- Peer led Workshops and Activities for Teachers and Pupils
- Global Education Resources to browse and purchase
- FREE schools Global Learning Packs



Your Global Learning Journey Starts Here...
 Register for this FREE Global Learning Celebration Event at:
 Eventbrite: www.eventbrite.co.uk/e/leeds-trinity-university-6034762691
 Closing date for bookings - 2 June 2015

For more information contact Liz Cairns at Leeds Trinity University
 Email: l.cairns@leedstrinity.ac.uk or Tel: 0113 2837100 ext556



Using your school grounds to enrich geography learning

Outdoor learning, when well planned and executed, can have a significant impact on pupils' learning. The tree of outstanding outdoor learning, developed by the North Yorkshire Outdoor Learning Service illustrates some of the pupil outcomes that can be achieved: creative, inspired, independence, transferable learning, engaged, progress, motivation and ownership.

What do Ofsted say?

Outstanding geography is seen where:

“Fieldwork and other geographical skills are highly developed and frequently utilised”

“The outside environment, including through fieldwork, is used extremely well to secure high quality learning”

One simple idea of how you can do this in school is by setting your pupils a challenge. An example could be:

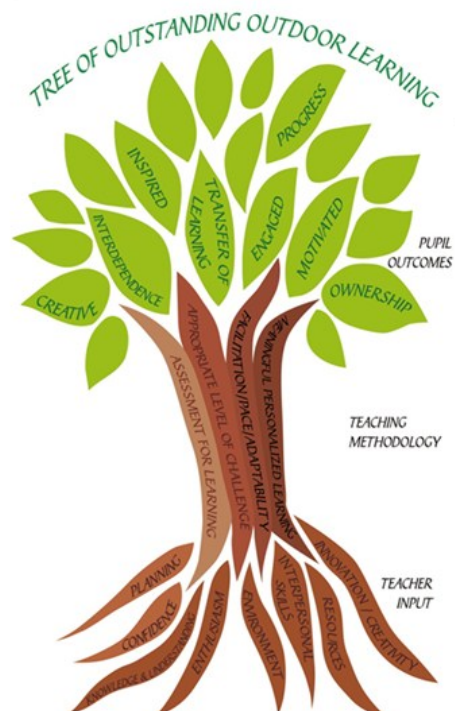
“Where would be the best place to site a weather station in the school grounds?”

In groups,

- Identify the site requirements;
- produce a multi-sensory map of the school grounds, identifying potential sites for the weather station;
- collect data from around the site that you wish to use to create your map;
- present your findings.

Through the activity pupils will be developing a wide range of map skills, as well as many of the desired learning outcomes listed above.

Why don't you give it a go and get your pupils producing messy maps!



HISTORY

Visit Richmond or Book an Object Handling Session at Your School

This term you could bring your students to The Green Howards Museum, The Georgian Theatre Royal or the Station in Richmond. These three heritage sites are working in partnership to deliver a newly developed joint offer to schools which includes on-site workshops exploring curriculum linked topics from life in Georgian times right through to the two world wars.

The team can plan a half day (£60.00 +VAT) or full day (£110.00+VAT) in Richmond for you and tailor the content of the sessions at one or more of the venues to meet your students' specific learning needs.



Alternatively you could book a one hour outreach workshop where a member of their Education Team will bring history directly into your classroom, delivering engaging and hands-on object handling sessions on topics such as World War One and World War Two. These sessions are £45.00 (+VAT).

All of the sessions can be tailored for KS 1, 2 3 or 4.

"It was the best lesson this term". KS 3 Student, Eggescliffe School.

"Very informative and hands-on. Well organised". Headteacher, Hipswell Primary School.

"Presenter was great and interacted well with

students". Head of History, Richmond School

"It was great to have such a practical session". Teacher, Appleton Wiske Primary School

For more information or to book a session, please contact:

Liam Beeton

Tel: 01748 826561

Email: liam.beeton@greenhowards.org.uk

Web: www.greenhowards.org.uk/learn/schools



Heritage Education in North Yorkshire

Learning about places where children know can be one of the quickest and easiest ways to engagement and past events are always made more meaningful when connected with what happened literally within feet of where they live.

The Heritage Schools Programme operating in eight regions has been developed to support teachers in promoting children's understanding and pride in their local heritage. The programme has created a Schools Cluster with regular opportunities to meet, high quality teacher training events and collaborations with local heritage groups and providers.

In March an Exhibition was held at the Station in Richmond celebrating the fabulous local heritage projects undertaken by 12 schools in the Bedale, Catterick, Leeming and Richmond area. Displays included children's own work, research and work with local museums with the theme, 'What is special about where I live?'

Many schools involved with the programme have focused on their doorstep history, undertaking enquires into nearby local streets, buildings and houses. Heritage Schools CPD have provided expertise on the use of historical maps, aerial photographs and census returns to carry out real investigations which unravel history and stories from around their school.

Hackworth and Hornby discovered medieval plough marks and features which suggested that they lay within the remains of a 'deserted medieval village' most likely linked to the plague in 1348-50. Aiskew Leeming started a community wide investigation into a local iron foundry which produced cast iron products from mill machinery to mileposts, about 100 of which survive in North Yorkshire today. Their investigations led them to a greater understanding of the street names around their school and stronger community links.



How can you get involved?

Free teacher CPD available for a limited period 2015 -16.

The Heritage Cluster will operate in and around Richmond with twilight CPD. These events are free and are open to schools outside of the initial twelve schools.

A free CPD event will be held in Bedale in June to support schools in their teaching of **pre and early history with free guidance, teaching activities and resources. A limited number of free places are still available. (please enquire)**

In the autumn a **free regional CPD event** will give expert guidance and resources on how schools can carry out their own doorstep history.

In house school CPD, tailored to both primary and secondary school needs, can be arranged with no charge for a limited period only.

Schools developing local heritage can apply for the national Heritage Schools Award.

For booking details, resources and access to possible free support contact [Ju-
jie.edwards3@HistoricEngland.org.uk](mailto:Jue.edwards3@HistoricEngland.org.uk)

For further information about Heritage Schools visit [www.historicengland.org.uk/services-skills/education/
heritage-schools](http://www.historicengland.org.uk/services-skills/education/heritage-schools)

‘Raise Your Hats’ to Primary School Education about Women in WWII

2015 marks 70 years since the end of WWII. Any associated events are on [www.gov.uk/VE 70](http://www.gov.uk/VE70). Such commemorative events usually focus on the men that gave their lives during the war. A new project is inviting schools to look at the role of women during the war and ‘raise your hats’ to the heroic women of WWII.

Seven million women are represented by the Monument to the Women of WWII in Whitehall, London. The 22-foot national monument, next to the Cenotaph, under the windows of the Cabinet Office depicts the hats and coats of those remarkable women.

<http://www.monumenttowomenwhitehall.com/>

The aim of the ‘raise your hats’ campaign is to make people more aware of the role of women during the war, and the monument is the symbol of the campaign.



What can schools do?

- Record verbal history from women who lived through the war. What was it like? What did they do? How did the role of women change? How did they help keep up the morale of the troops? Perhaps you could make a link with your local care home. The photos and recordings could be displayed on your schools website and links made with the national website: <http://www.monumenttowomenwhitehall.com/>.
- What was the role of the women in your family during WWII. Research personal histories.
- Themed school projects: ‘make and mend’; designing hats; make floral hat flower arrangements ; ‘what’s in the handbag’ of the women on the monument,; women’s fashion from 1940’s—looking your best for the troops; the women’s land army; cooking on rations; tea dances, heroic stories, etc.
- You could hold a 1940’s tea dance and invite care home with the residents , or hold an assembly, inviting women to wear hats
- Go to [monumenttowomenwhitehall.com](http://www.monumenttowomenwhitehall.com) and download a thank you letter. Peg, don’t pin, with a real fridge magnet, not a virtual noticeboard.

The website is useful as a resource on background to the Monument; other resources from Imperial War Museum, Eden Camp in Pickering.

There will be a celebration event in Ripon Cathedral in July to showcase the work of schools on this project.

For more information on the project contact: Peri Langdale <perihope1@gmail.com>

Monument to the Women of WWII Trustee

Resources for wall displays

Looking for quick ways to brighten up your walls and inform pupils?

<http://www.instantdisplay.co.uk/> (British values display, lots for history and geography)

<http://www.sparklebox.co.uk/> (Look under topic displays)