

How does the study of history and geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

The profound emphasis on values that threads through the history and geography curricula will be very clear from the curriculum rationales. But these subjects offer unique opportunities to develop values, attitudes and dispositions with strong threads running through the programmes of study.

Given that they uniquely address the study of humans in society through time and their interaction with the planet, the subjects provide distinctive contributions to pupils' overall education. If scope, rigour, coherence and sequencing are properly configured, these subjects provide the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, question and challenge how power works in society, bringing about inequalities and suffering;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimuli for pupils' own creativity.

It is through a rigorous focus on scope, rigour, coherence and sequencing that these are secured for all pupils.

The threads of three major themes can be tracked across the detailed substantive content outlined in the subject curriculum maps.

Climate change (understanding it and being prompted to responsible action on various scales)

- **Scope:** the overall geography programme builds a comprehensive knowledge base for ensuring that pupils are in a position to understand the problem geographically and scientifically. In each year the pupils come at this issue from many angles – rainforests, oceans, climate, land use, human interaction with resources and sustainability are addressed again and again, in contrasting regions of the globe, until the more sophisticated problem-solving and enquiries pupils will undertake in Year 6 are based on very firm foundations of pupil knowledge, interest and motivation.
- **Coherence:** the overall geography programme ensures that pupils' encounters with themes pertinent to climate change are not random and complement each other explicitly; moreover, the additional knowledge pupils gain about human action, human exploitation of other humans and the land, beliefs associated with resources and the land, ensures that pupils gain a rich sense of period and sense of place that makes the study of those regions of the globe where climate change is most visible or being accelerated is not superficial, forgettable and abstract, but richly memorable in its visual colour and stories of human interaction (e.g. polar regions, Amazon basin, various tourist areas).
- **Rigour:** understanding climate change demands proper geography and proper science; instead of superficial arguments reliant only on the moral case, pupils will understand how geographical data has shown us climate change at work, how specifically *geographical* questions have shaped enquiries which help geographers to gain the new knowledge that they need to establish the causes, pace and effects of climate change, how patterns of interaction and interdependence make bad habits hard to break and what geographical thinking can do to help us tackle this.
- **Sequencing:** simply parking lots of references to climate change or lots of topics on climate change all over the curriculum would be a woefully inadequate and inefficient way to build a curriculum. Instead, each new geographical issue or topic builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to act for climate change is powerful.

Multi-culturalism (understanding its origins, valuing the multiple contributions, contributing positively to harmonious, diverse communities)

- **Scope:** multi-culturalism, across the globe, and especially in Britain is probably the most salient and constant theme of the whole curriculum. The study of ancient civilisations, each taken seriously, is fundamental to understanding what unites rather than divides us. The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. On this foundation, the stories and settings chosen for history repeatedly show examples (e.g. Cordoba in Southern Spain) of contrasting faith communities collaborating in life and work, and displaying mutual respect, or failing to collaborate, failing to

comprehend one another, initiating fear and suffering the consequences. The very strong central thread of multi-cultural Britain is woven throughout the history curriculum, so that by Year 6, in history and geography, sophisticated studies of the diversity of modern Britain, especially the rich contributions of diverse communities to the arts, is possible.

- **Coherence:** in this curriculum, multi-cultural settings and multi-cultural Britain never just surface from nowhere. The temporal, geographical and religious dimensions are carefully taught so that pupils can see the bigger picture and respect complexity in their enquiries.
- **Rigour:** we learn more about multi-culturalism – understand it better and raise better and better questions about how to value it and how to combat challenges to it by learning to ask distinctively historical questions, geographical questions, philosophical questions, etc.
- **Sequencing:** simply parking lots of references to multi-culturalism or topics on multi-culturalism all over the curriculum would be a woefully inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to protect, nurture and value multi-cultural societies has very strong roots in knowledge and in disciplinary thinking.

Social injustice (hearing the voices of the disadvantaged, the marginalised and oppressed; understanding how power works; challenging exploitation and injustice)

- **Scope:** the history themes are socially broad, going way beyond the high political narratives one might have seen in the past; instead all types of people are given voice, made visible and understood in the context of the wider power structures and ideas that affected how they lived. Examples of the disadvantaged and oppressed are extensive with very particular case studies used to deepen knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future; for example, in geography, the study of the favelas in Brazil, in history, the study of the poor in all the societies covered, the treatment of the poor and attitudes towards the poor (positive and negative) in various communities and a constant return to London so that the local impact of global trends and shifts is surfaced, with its consequences for diverse peoples.
- **Coherence:** the above links up profoundly within and across subjects. By understanding the context of South America, the reasons why settlements grow, the patterns of power and land-use, pupils have a huge amount of knowledge to draw on when they reach their study of how and why favelas emerged, why stereotypes emerge and why they are damaging and what the possibilities are for improvement through empowerment.
- **Rigour:** good historical and geographical questions will foreground the causes, consequences, patterns of change, significance and diversity within communities that were oppressed and marginalised within the past. Pupils will learn how to

interrogate diverse sources of evidence and to understand that a central challenge for historians is to render past suffering visible, when very often the poor leave far fewer traces behind them in buildings, art and writings, than the wealthy.

- **Sequencing:** while the incidence of stories about and problems concerning disadvantage will be extensive in all subjects, simply parking lots of references to poverty or oppression all over the curriculum would be a woefully inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about disadvantage, power imbalances and suffering, and ways of making claims about these things with rigour, leaves pupils with better questions, more curiosity and more intellectual tools with which to act.