

Britain 1960 - 79: "The Battle for Education"

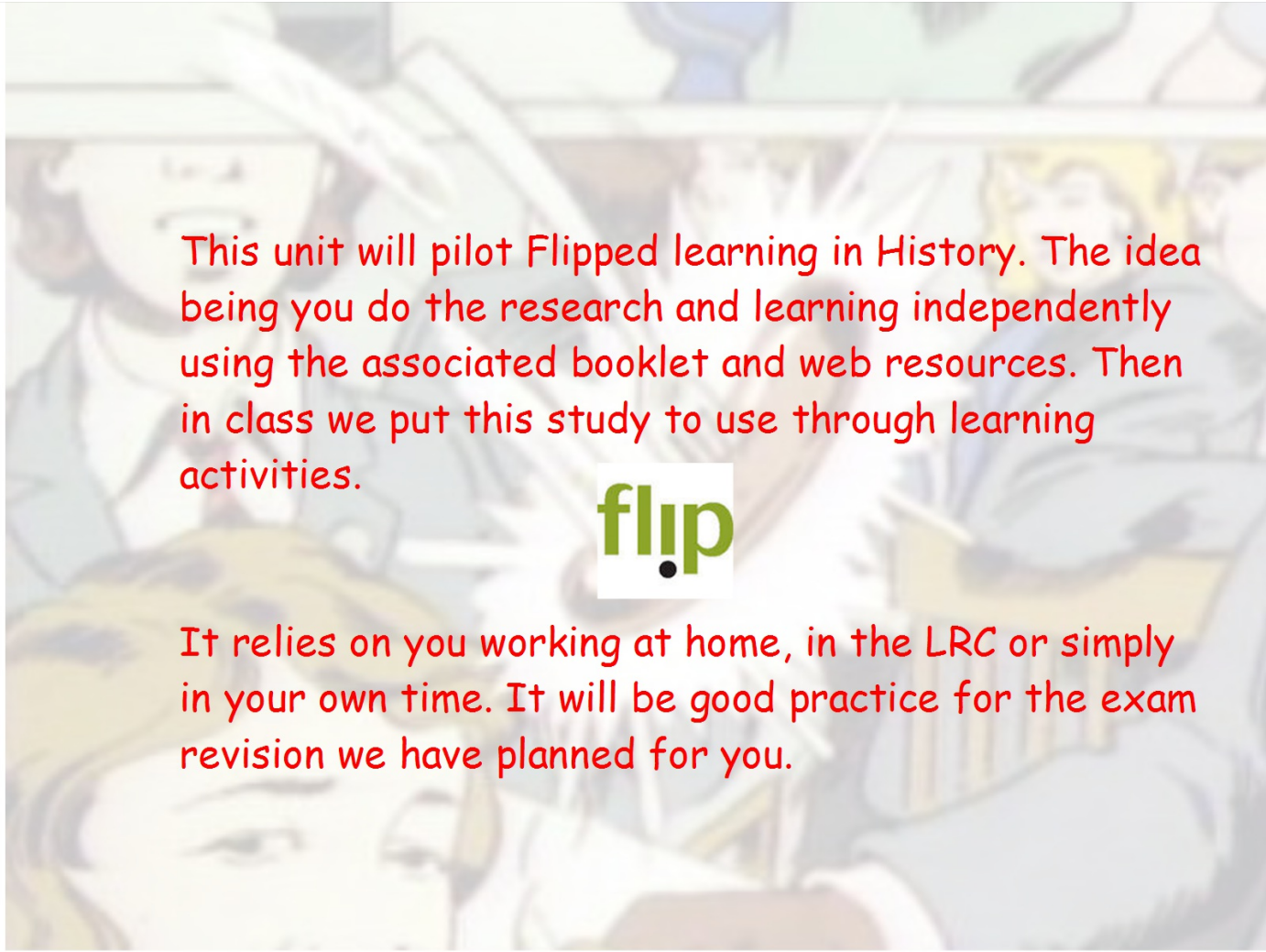
Learning gain: In this unit you will examine the causes and consequences of the main educational changes and reforms during two decades 1960 -79.



Learning Steps:



- The different experiences of education in the 1950s Tri-partite system and the progressive Comprehensive education system.
- Arguments for and against the Comprehensive System.
- The challenge of "progressive" ideas in education.
- The impact of educational changes on pupils.



This unit will pilot Flipped learning in History. The idea being you do the research and learning independently using the associated booklet and web resources. Then in class we put this study to use through learning activities.

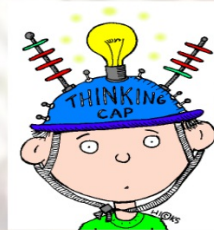
flip

It relies on you working at home, in the LRC or simply in your own time. It will be good practice for the exam revision we have planned for you.

flip

TASK 1:

What is the purpose of education?



You have 8 minutes to think, discuss your ideas and write down your views. Link it to the work from your study materials.



3 minute warning - make sure you have got some ideas written down to share.



Pose, Paws, Pounce!



Task 2:

Grammar Schools?

Comprehensive schools?

In the 1960s a reform movement began to replace the Tri-Partite education system with a system that did not select students on their ability - comprehensive.



Cut out and sort the arguments into two categories:

- A) Arguments for Comprehensive Education.
- B) Arguments against Comprehensive Education.



This is an against the clock activity.

You have 15 minutes only!!!



If you prefer you can copy the arguments into your book.

Or colour code the arguments using highlighters.





Task 3:

Read carefully Sources D and E which provide two views on the "Grammar v Comprehensive" debate.

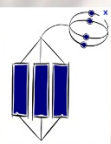
This task is about evaluating how far the two views expressed in the sources agree and/or disagree.



Identify one statement from D or E which supports or opposes grammar schools or comprehensive schools.



As above but identify one statement supporting Grammars, one statement opposing Grammars and one statement supporting Comprehensives.



As above but link the statements to the arguments you sorted in your previous Flip Activity (2).

Lesson 2:

Many of the educational changes that Comprehensives allowed and were called "Progressive" took their inspiration from the 1967 Plowden Report.



Task 4:

By now you should have watched the episode of Grange Hill and Pink Floyd's "We Don't Need No Education."



Read Source A carefully.

Summarise it in as few words as possible without losing its central message.



What is the central message of the graphic above taken from Pink Floyd's "The Wall" album and their song "We Don't Need No Education". The best answers will specifically refer to the source above and the song lyrics.

Source B A photo from the 1967 Plowden Report.



1950s classroom.



Compare Source B of a post Plowden Report primary classroom with a 1950s classroom. What can you learn about the changes that have taken place in education? Refer to the sources in your answer.

flip Task 5:

Grange Hill 1978



William Tyndale Junior School 1975



How might critics of the comprehensive school system use the fictional Grange Hill and the real William Tyndale as evidence of the dangers of progressive education?



Task 6:

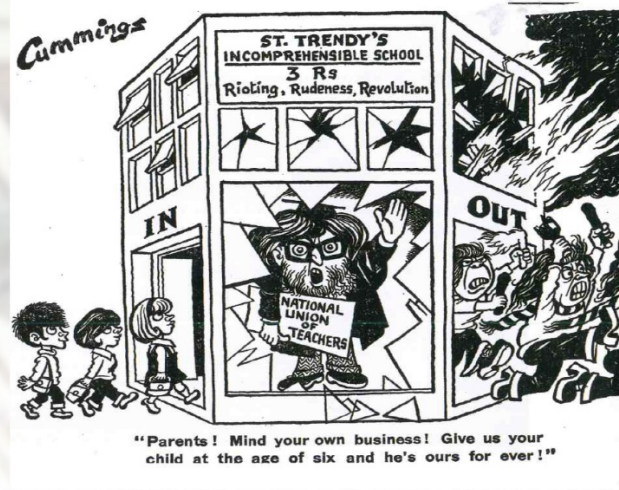
Create an illustrated mind map of the impact that the Comprehensive system had on students in the 1970s.

Try and create icons or symbols that will allow you to remember the impact for revision purposes.

Homework:



Source E A cartoon in the Daily Express published on 17 April 1977.



Examine the cartoon carefully.

"To what extent does the evidence from this unit support Cumming's view of Progressive Education"?
Use this booklet, the sources and your own research to support your view.

Introduction.

Focus on Cumming's cartoon - describe and explain what is happening in the cartoon. Think about whether he is in favour or against Comprehensive/Progressive education.

What evidence do you have from the cartoon to support this view.

What evidence from this unit have you seen that would support Cumming's view? Use several pieces. Link them to elements of what is being portrayed in the cartoon.

What evidence do you have that contradicts Cumming's view. Evaluate it and use it to disprove or discredit Cumming's view.

Conclusion - does the weight of evidence suggest that Cumming's view is right or wrong? Is a bit of both? Use qualifiers (see your source skills booklet) to show the EXTENT that the evidence agrees/disagrees with Cummings.

