Enquiry-Based Learning (EBL) in practice in the Humanities

Session 2

ECAD5006



Session Aims

- To introduce **two EBL models**
- To discuss possible ways of **promoting EBL** in the **humanities** through **local area** studies



EBL Models –Humanities

- The ‘S’ Model - local area study
- The 4 Stage Model ‘The Investigative Cycle’
- ‘Enquiry and Questioning Model’ (Geog/History)
- 5 Stages of Enquiry Model (RE – Ofsted)
- Michael Storm 5 Question Model (Geog)
- The 6 Stage Enquiry Framework (Geog)

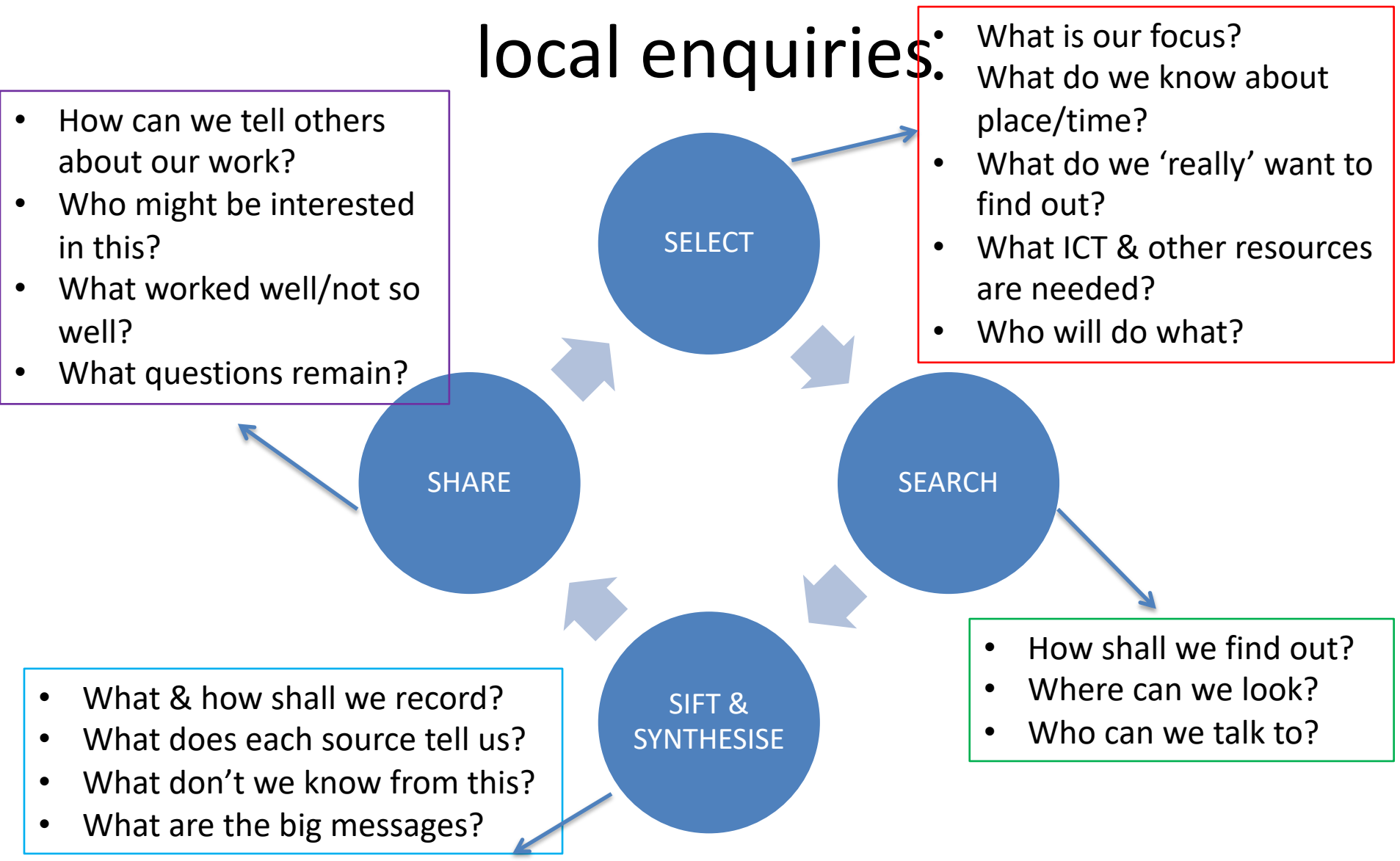
1. EBL and LOCAL STUDY – ‘S Model’

- Local study is an **ideal context for EBL** which has a long tradition in the primary school.

- ‘Successful EBL should not only develop pupils’ **local knowledge**, **thinking skills** and **respect for the environment**, but also enable them **to show responsibility, independence and an eagerness to find out more’ (Grigg & Hughes, 2013).**

- The **S model** highlight the **key elements** in **good enquiry** at all levels.

The S model – a simplified tool for local enquiries:



The locality

Built environment

The natural environment

Social and cultural environment

People

A stimulating hook….



- https://www.walesonline.co.uk/whats-on/family-kids-news/man-engine-arrives-swansea-week-14518928

Resources and Sources to promote EBL









A local history toolkit

— Alf Wilkinson

Introduction

In this short paper you will discover some of the tools for 'doing' local history. They are based on where I live: you can get similar types of sources from where you live, work or teach. Your main source will be a local library or record office, but there is now a great deal of material you can download from the Internet.

Getting you thinking

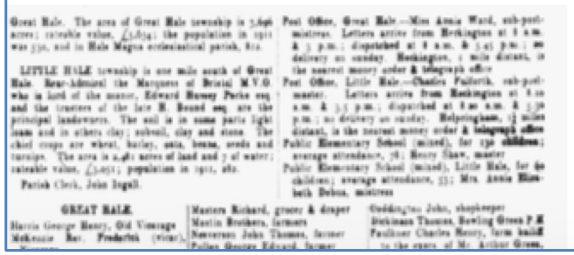
If you can, visit your local local studies library and records office. The staff and archivists will be only too happy to help, if you have a clear idea of what you want. There you should find the following:

Tools for local history:

1. Aerial photographs. They make an excellent starting point for exploring your neighbourhood. Pupils love to pick out key features and compare them to the buildings, roads and landscape of today.

2. Old Maps. OS maps, of various scales, are particularly useful for showing change over the century. Try the 6" to a mile maps to really look in detail at the area around you.

3. Trade Directories. These are a fascinating source of detailed information about your area. They were published throughout the Victorian period and beyond.



Great Hale. The area of Great Hale township is 3,696 acres; rateable value, £3,634; the population in 1911 was 330, and in Hale Magna ecclesiastical parish, 870.

LITTLE HALE township is one mile south of Great Hale. Rear-Admiral the Marquess of Bristol M.V.O. who is lord of the manor, Edward Hussey Parke esq and the trustees of the late H. Bound esq are the principal landowners. The soil is in some parts light loam and in others clay; subsoil, clay and stone. The chief crops are wheat, barley, oats, beans, seeds and turnips. The area is 2,481 acres of land and 7 of water; rateable value, £3,603; population in 1911, 280.

Parish Clerk, John Ingall.

GREAT HALE.

Harris George Henry, Old Vicarage
Mckenzie Rev. Frederick (vicar)

Masters Richard, grocer & draper
Martin Brothers, farmers
Newsome John Thomas, farmer
Pullen Hooper Edward, farmer

Post Office, Great Hale.—Miss Annie Ward, sub-postmistress. Letters arrive from Rockington at 8 a.m. & 3 p.m.; dispatched at 8 a.m. & 3.45 p.m.; no delivery on sunday. Rockington, 2 miles distant, is the nearest money order & telegraph office

Post Office, Little Hale.—Charles Fulforth, sub-postmaster. Letters arrive from Rockington at 8 a.m. & 3.5 p.m.; dispatched at 8 a.m. & 3.30 p.m.; no delivery on sunday. Helpringham, 3½ miles distant, is the nearest money order & telegraph office

Public Elementary School (mixed), for 130 children; average attendance, 78; Henry Starr, master

Public Elementary School (mixed), Little Hale, for 60 children; average attendance, 33; Mrs. Annie Blanchard Debus, mistress

Coddington John, shopkeeper
Dickinson Thomas, Bowling Green P.H
Faulkner Charles Henry, farm bailiff to the exors of Mr. Arthur Green.

4 Census data. Censuses have been taken at ten-year intervals since 1801. At present 1901 and 1911 are available online to view, although you have to pay to download them. You will find microfilm/fiche copies of your local census in your local studies library or record office.

5 Old Photographs. This one shows the village water pump in use. Elderly residents in the village can usually tell you where pumps and other ***street furniture*** (e.g. benches, post boxes, bus stops, public toilets) were situated. We arranged a coffee morning in the local chapel and asked residents to loan us their old photographs. Many were happy to do so.



Wilkinson, A. (2010) 'A local history toolkit', *Primary History,* 58 (Summer),pp. 16-17.

However, we need to remember…

- **High quality** and **stimulating resources** are at the heart of a enquiry learning in which children **think, question** and **try to unite evidence together**.

- Children **need to be taught how to use the sources effectively,** how to nurture a critical attitude and compare one source with another source.

Supporting learners with EBL

- In pairs, discuss and create a list of the many different creative and imaginative ways children can **present their discoveries** at the **end of an enquiry.**

Let’s look at examples…



- Your local railway
- Our street
- ’Look at us!’
- Our classroom

***All examples available on moodle – session 2

Learning Outside the Classroom Manifesto (2006), OFSTED (2008), Estyn (2010), etc.

- The **first-hand experiences** of **learning outside the classroom** can help make **subjects more vivid and interesting** for children and **enhance their understanding**. It can also contribute significantly to children's personal, social and emotional development = wellbeing

http://www.gem.org.uk/res/advice/ballw/res-we_out.php

Learning outside the classroom can..

- **Motivate** the children in their learning.
- **Learning through enquiry** fully engages and challenges the children, ensuring real learning takes place and so maximising achievement.



Fieldwork: learning outside the classroom in humanities

- Learning outside the classroom in primary history, geography and RE is usually referred to as fieldwork, **the 'field'** being **the place where the learning is taking place** and **'fieldwork' the activities undertaken**.

- The 'field of study' may be the:
  - **local area** or further afield
  - a **historical building** or a **museum**.

EBL through fieldwork……

- Provides opportunities for learning about the **present,** the **past** and the possible impact of actions on the future, in both natural and man-made world.

- It is the **process** through which **children actively learn about the world, making sense of it themselves.**

- By appealing **to different learning styles** and taking account of the multisensory methodology of fieldwork, EBL through fieldwork has the potential to develop good, effective learning.

Children thrive and achieve and their learning is maximised. (Pickford, *et al*. 2013: 40)

- **Geography** enables us **to understand change, conflict and the key issues** which impact on our lives today and will affect out futures tomorrow. (David Bell, former HMI, 2004)

- Fieldwork probably **results in the most exciting and memorable learning experiences** in the lives of many children. Memories of these experiences usually remain with us all through our lifetime.

Different types of fieldwork

1. Look and See
2. Field Teaching
3. Enquiry-Based Fieldwork** (EBL)

1. Look and See

- Traditional approach – teacher walks the children around the Roman walls and amphitheatre, telling them about various aspects of Roman life in the past.





2. Field teaching



- Engages the children as more **active learners.**
- Supports children in developing and practising fieldwork techniques, at the direction of the teacher.
- Involves children making careful observations, using maps, artefacts and/or historical records, using different measuring equipment, recording data, making notes.
- However, **very little opportunity** exists for children's own lines of **investigation, questioning or enquiry.**
- Example of field-teaching = investigating the weather in the school grounds. (See distributed notes)

http://m.youtube.com/watch?v=sw5voQEjFGo

Example of field teaching in history

- A teacher-directed fieldwork may involve a visit to a museum, where children are taught the skill of how to ‘read’ an artefact.
- It is explained to the children that history, the story of the past, is often told though objects or artefacts made or used by people in those times.
- Children look at and handle an object and describe the artefact’s physical characteristics.
- Use the 5 questions to ask about any object, e.g. What is it? What was it used for? Who made the object? etc.



3. Enquiry-based fieldwork

- Enquiry-based fieldwork ***sharpens and deepens learners' understanding of geography and the progressive development of geographical skills.***
- (Ofsted, 2008: 34)



Examples of Enquiry-Based Fieldwork

Geography

- *Should developers be allowed to build a holiday village in the forest?*
- *Why is this coast wearing away? (coastal erosion)*





Examples of Enquiry-Based Fieldwork

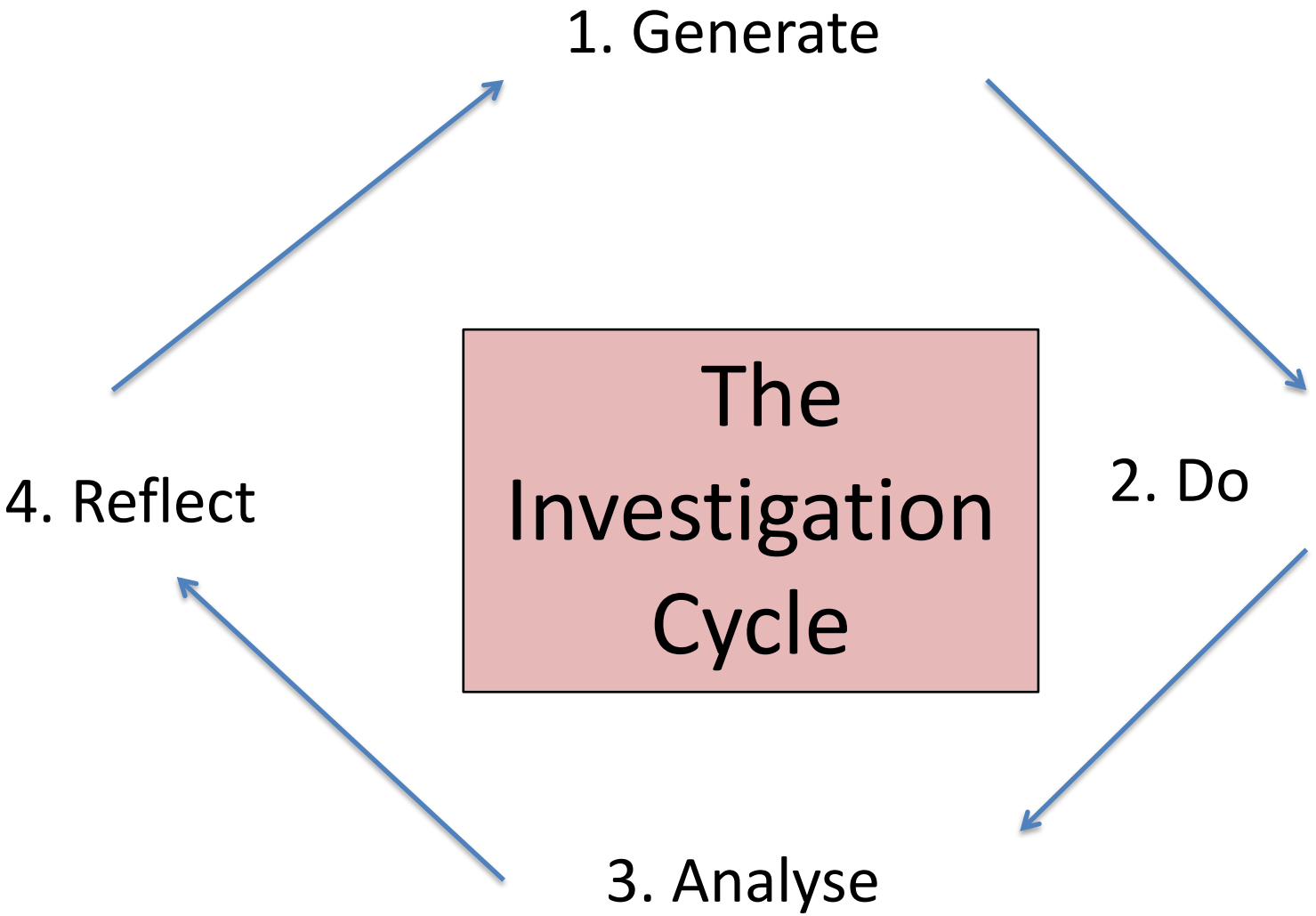
History

What was it like to go to school in Victorian times?

- However, a visit to a museum or historical site must not be a one-off 'trip', but needs to be embedded in medium-term planning and be part of a sequence of activities and learning.
- Visits to museums and/or historical sites also provide opportunities to demonstrate the transferability of then enquiry process, away from the classroom to the field.

Enquiry Cycle / Questions and Questioning Models

The 4 Stage Model 'The Investigative Cycle'



Summary of the key points - fieldwork

- ✓ **3 common approaches** to learning outside the classroom in the humanities.
- ✓ **Enquiry-based fieldwork** is fully participatory with **the children actively involved** in all stages.
- ✓ **Initially the children are supported in developing the enquiry question** and subsidiary questions and also **in acquiring and developing the necessary investigative skills,** but gradually they take more and more **ownership of the planning** and become more **independent learners**.
- ✓ The range of experiences in EBL fieldwork **deepens and enriches subject learning**, provides **depth to the curriculum** and also helps develop **key life skills.**

Historic England

Planning Outstanding Local History and Heritage Projects

at Key Stages 1, 2 and 3



Estyn

estyn.llyw.cymru
estyn.gov.wales

Good practice in the humanities

October 2017



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