

Introduction to 'Enquiry Based Learning' in the Humanities

ECAD5006
Session 1



AIMS (Module - ECAD5006)

- To develop students' **knowledge, understanding and critical awareness** of Enquiry-Based Learning (EBL) models.
- To explore **different enquiry skills** and how these can be promoted in the **3-11 age range**.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- ✓ **Define and explain the potential of enquiry-based learning in the primary school.**
- ✓ **Critically identify specific enquiry skills and how these can be developed in a range of geographical, historical, scientific and religious contexts through the 3-11 age range.**
- ✓ **Analyse the different enquiry-based models and approaches.**

Assignment

- **Introduction (Guide 1750 words)**

(Definition – EBL , advantages /challenges) EBL in general;
different EBL models – **Science & Humanities**



- **Main body (Guide 3000 words)**

Develop the discussion of EBL in a project that you would like to do with a class/ setting in one of the following options:
EBL example – EBL & Humanities/Science (FP or KS2)



- **Conclusion (250 words)**

Enquiry Based Learning (EBL)

- **‘Enquiry’** – a term which is generally perceived as referring **to the process of focused questioning and research.**
- A view of **reaching a reasoned conclusion**

Example

- <http://www.greenfieldsprimary.co.uk/enquiry-curriculum/>

3. What are the benefits of EBL?

- Benefits of Collaboration and Inquiry-Based Learning
- http://courseweb.lis.illinois.edu/~dagan2/LIS506LEB/best_practices/benefits.shtml
- <http://www.youtube.com/watch?v=u84ZsS6niPc>

What do theorists say?

- Bruner
- Vygotsky
- Dewey

- Recent research on thinking skills, e.g. Anderson/Blooms Taxonomy, de Bono

- <http://www.youtube.com/watch?v=lwCmCJ8OhWY&sns=em>

John Dewey

- learn by doing
- learning should be organized around the individual not the content
- inquiry-based approached to learning
- problem-solving skills and informal reasoning
- the learner's interest in an issue must be found and learning should be centered around that interest

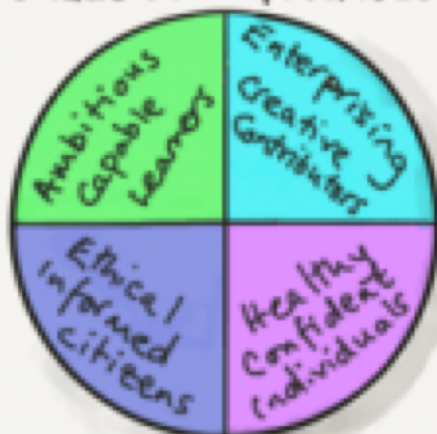


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4 CURRICULUM PURPOSES



3 CROSS CURRICULAR SKILLS



GET READY! SCHOOL ACTIONS 2016

- ★ AUDIT - for school readiness for staff readiness
- ★ Get it right for the LNF & Digital Competence
- ★ Make room in the curriculum for innovation & collaboration
- ★ Embed the 4 purposes
- ★ Start familiarising staff with curriculum structure & expectations

6 AREAS OF LEARNING & EXPERIENCE

MATHS & NUMERACY

- Maths

LANGUAGE, LITERACY & COMMUNICATION

- English/Welsh/MFL

SCIENCE & TECH

- Science/DT/ICT

HEALTH & WELL BEING

- Food tech/P.S.E./P.E.

EXPRESSIVE ARTS

- Art/Drama/Music

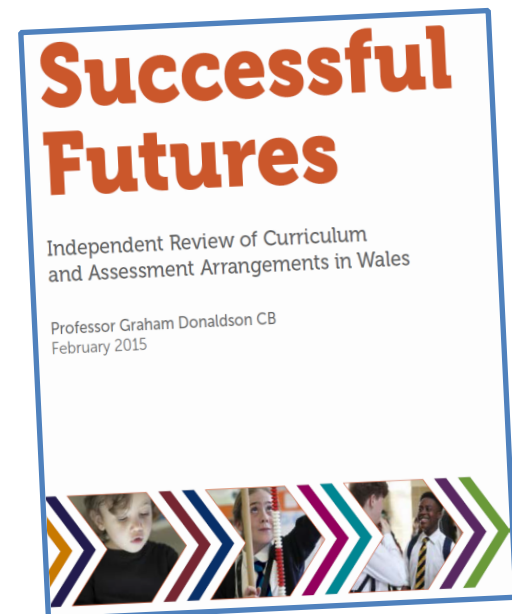
HUMANITIES

- RE/History/Geography

Donaldson (2015) Successful Futures

- Children and young people want lessons to be **relevant and engaging**, with more **practical** lessons, more **fun**, more **interactivity**, and more **out-of-classroom** activities. (2015: 17).

<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>



12 Principles of Pedagogy

- **12 Principles of Pedagogy** Source: *Successful Futures* (Donaldson, 2015, pp.64-70)
- <https://www.impact.wales/wp-content/uploads/2018/01/12-Pedagogical-Principles-1.pdf>

12 principles of pedagogy

(Donaldson, 2015, tt.64-70)

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Good practice in the humanities - (Estyn 2017: 3) Main findings - standards

- In the schools visited, most pupils have a **positive attitude** towards the humanities and are highly motivated. Pupils **enjoy the variety of tasks**, the **study of current issues**, and the opportunity to **engage in learning beyond the classroom**.
- At KS2, most pupils are **independent learners** and **show resilience** when they find tasks difficult. They **identify similarities and differences** between places and **use a range of interesting resources to draw conclusions** about places or events.

Estyn: Main findings - provision

- Primary schools mainly **adopt a thematic approach**
- Pupils value the **enrichment experiences** provided by the humanities, such as fieldwork and educational visits. In the best examples, teachers ensure **that pupils have a secure knowledge of their local history** and an appreciation of their locality. **Pupils make a clear link** between these activities and their learning.

Estyn (2017) Main findings

- In highly-effective lessons, teachers plan well to **build on prior knowledge and maximize progress.**
- These lessons include a skillful blend of subject knowledge and the development of pupils' skills.
- Particularly at KS2, **pupils are frequently involved in the planning** for their learning, within and beyond the classroom.

Estyn (2017:3-4) Main findings

- Pupils discuss with their teachers the topics they wish to study and **teachers plan interesting lessons that match the interests and respond to the questions pupils' raise.**
- Using **pupils' enquiries**, teachers offer a broad range **of enrichment experiences** to pupils and parents and pupils choose to complete those activities that interest them.

Summary of the characteristics of good practice in the humanities

- Teachers skillfully blend the **development of subject knowledge and pupil skills**. They develop pupils' **literacy, numeracy and ICT** skills within a relevant context.
- They use a **wider variety of stimulating, relevant and current resources** in their lessons.
- Teachers make **effective use of the school locality**
- Pupils enjoy the wider variety of activities teachers provide and the **opportunity to learn outside the classroom**.

ESTYN - Recommendations

- R1 – Ensure a **balance** between the development of pupils' skills and of their knowledge and understanding of subject content.
- R2 – Ensure **that pupils' learning experiences in the humanities, are wide-ranging, interesting, progressive and challenging**
- R5 – **establish local networks of good practice to share resources and expertise, including making greater use of the schools' locality.**

‘High quality in primary humanities: insights from the UK’s school inspectorates’ - S. Catling (2017)

- High-quality humanities topics and lessons are meaningful to children and positively affect their learning.
- Expert planning and teaching sustain learning, through extended lesson times, and by blocking topics across several weeks, increasing time for depth of study.
- This approach enables children to focus, extend and deepen their learning, because they have opportunities to investigate and reflect on their studies.

Varied humanities teaching: a teacher's repertoire

- Inspectors noted that expert teachers of humanities use varied teaching methods which involve children in practical activities, rational and creative responses and reflection to generate depth in thinking and understanding.
- The best teachers of humanities therefore employ a wide ranging repertoire of approaches and resources.

These include:

- Observing and handling artefacts and objects;
- Reading, hearing and telling stories;
- Undertaking studies outside the classroom and school through fieldwork and in visits to museums, heritage sites and places of worship;
- Meeting and questioning experts on site and in school;
- Discussion and debate;
- Constructing and reconstructing situations through drama, role play and enactment;
- Model making and art.

Stimulating humanities learning: open, active and challenging enquiry

- Inspectors report that young children's learning in the humanities should be based on active engagement and enquiry.
- This is developed when teachers encourage curiosity and use questioning, investigations, hypothesising and problem solving, while balancing teacher-led and child-initiated learning.

Children told us they enjoyed learning when:

- It is hands-on and contains learning by doing;
- It involves art and creativity
- They contribute to the planning and get to make choices and ask questions
- They detect the teacher's enjoyment and enthusiasm
- The learning is flexible and responsive to their suggestions and interests;
- They are able to work in groups, negotiate and take responsibility for their own decisions and actions;
- They are able to turn their mistakes into opportunities for further learning. (E.T.I. 2014: 20)

Useful References (Humanities)

- Pickford, T. et al. (2013) *Primary Humanities – Learning through Enquiry*. London: Sage.
- Scoffham, S. (2001) *Primary Geography Handbook*. Sheffield: Geography Handbook.
- Grigg, R. and Hughes, S. (2013) *Teaching Primary Humanities*. Harlow: Pearson Education (Model S – chapter 5 *)

Key References

- Estyn (2017) *Good practice in the humanities*. Cardiff: Estyn.
- Estyn (2018) *Religious Education in KS2 & 3*. Cardiff: Estyn.
- E.T.I. (2014) *An Evaluation of the Implementation of the World Around Us in Primary Schools*. [Accessed: May 7 2018. <http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2015/an-evaluation-of-the-implementation-of-the-world-around-us.pdf>]
- Catling S. (2017) High-quality in primary humanities: insights from the UK's school inspectorates. *Education 3-13*, 45(3), 354-364.