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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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Addysg a'r Dyniaethau
Education and Humanities

ECAD5008 – HUMANITIES AoLE

Session 2

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In this session we will look at:

- Different models of learning through enquiry in the Humanities
- Explore how AfL strategies can ensure learners' progress within Humanities (KS2)



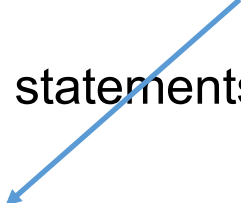
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What Matters in Humanities

These what matters statements are linked and are not intended to be taken in isolation.

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- Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
 - Events and human experiences are complex and perceived, interpreted and represented in different ways.
 - Our natural world is diverse and dynamic, influenced by physical processes and human actions.
 - Human societies are complex and diverse, and are shaped by human actions and beliefs.
 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

- 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.



‘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.

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)

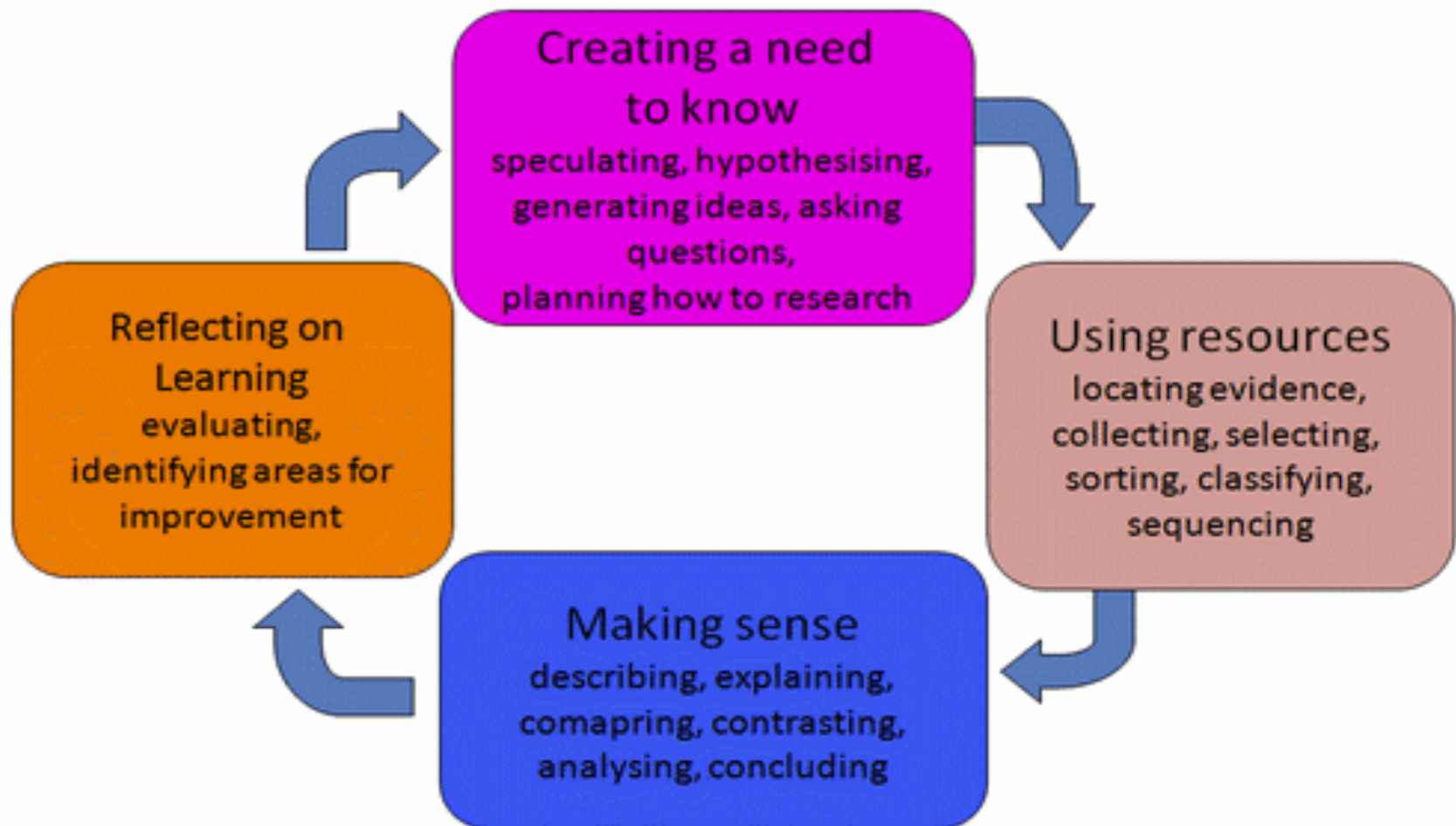


Principles for teaching through enquiry

- Enquiry puts **pupils in role as expert** investigating a question, issue or mystery
- The **teacher** acts as a mediator who ‘**scaffolds**’ (see Vygotsky’s ZPD)
- Enquiry can be **a lesson** or a **sequence of lessons**
- A **stimulus** should be used to introduce the problem or investigation through which you recruit the young ‘experts’ to the challenge
- It allows teachers to use a **variety of AfL strategies** to ensure that **learners’ progress** during the enquiry.



What are the stages of enquiry?



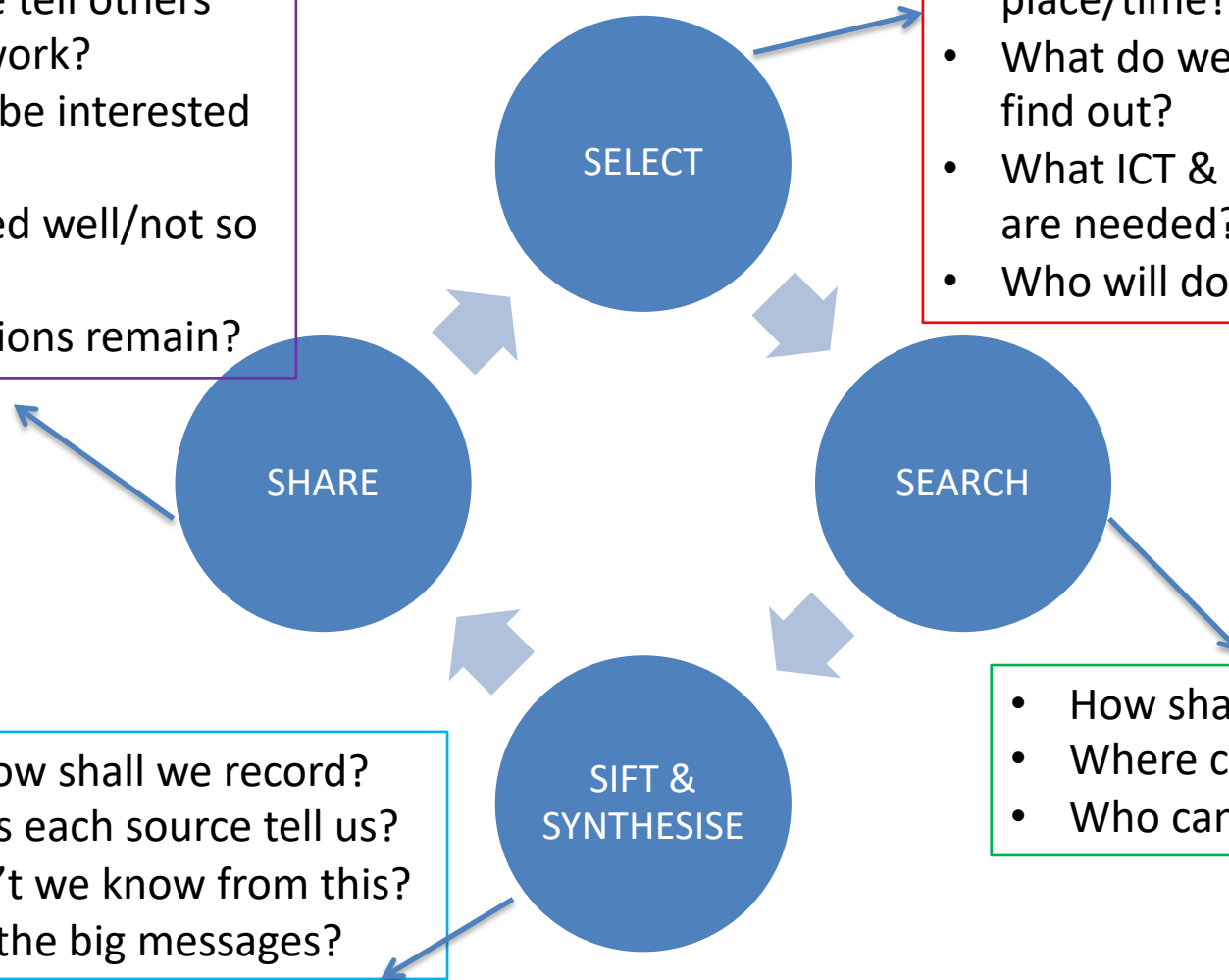
The five stages of enquiry based learning in RE - Ofsted

- **Stage 1: Formulating questions** – the teacher helps the pupils to identify what they want to know about a particular topic in RE and agree on the enquiry / enquiries to be conducted. **AfL**
- **Stage 2: Planning the enquiry** – teacher/pupils discuss how they will conduct their enquiries and what resources they will need. **AfL**
- **Stage 3: Conducting the enquiry; comparing and analysing evidence** **AfL**
- **Stage 4: Presenting findings** – use of a variety of methods, including: **Creative** – drama, role-play, mime, dance, add percussion or actions to religious story or song; make a game, create a special place. **Visual** – use of collage, colour, charts, diagrams , video, photos, multimedia presentations. **Oral** – use of recording or presentation or debate. **Written** – poetry, reflective diary, letter, e-mail, story, newspaper report etc. **Hold a celebration.**
- **Stage 5: Reflecting and responding** – pupils encouraged to think about their own ideas regarding the issues raised by the topic. **AfL**

1. The S model – a simplified tool for local enquiries:

- How can we tell others about our work?
- Who might be interested in this?
- What worked well/not so well?
- What questions remain?

- What is our focus?
- What do we know about place/time?
- What do we 'really' want to find out?
- What ICT & other resources are needed?
- Who will do what?



- What & how shall we record?
- What does each source tell us?
- What don't we know from this?
- What are the big messages?

- How shall we find out?
- Where can we look?
- Who can we talk to?

Historical enquiry

Overarching questions

Who were the Celts?



Subsidiary questions

- What were the Celts really like?
- Where did they come from?
- Why did they come?

AfL??

Historical enquiry frame

Questions	Primary and/or Secondary Sources
Our big question:	
Our little questions (these help us answer the big question):	



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Processes of Enquiry

PROCESS OF ENQUIRY	ENQUIRY QUESTIONS	STAGES IN LEARNING
Awareness Definition	What's the problem? Barnaby Bear needs our help to find out about this place!	Stimulus Recruit children as expert geographers
Description Analysis/ Explanation Prediction/ Evaluation	Locality Where is it? What is it like? How did it get like this? How is it changing? What do different people think about the changes?	Making Sense Give them scaffolds without solving the problem for them
Decision Making	What do I think? What will we tell him? How shall we tell him?	Reflection Audience

Processes of Enquiry... continued

PROCESS OF ENQUIRY	ENQUIRY QUESTION	STAGES IN LEARNING
Awareness Elicit exciting ideas	What's the problem or issue? What do I know about this now?	Stimulus
Description Analysis/ Explanation Prediction/ Evaluation	Where is it happening? How did it get like this? How is it changing? What do different people think about it? What are the choices? What is likely to happen? With what consequences?	Making Sense
Decision making	What do I think should happen?	Reflection

Modelling and scaffolding the questioning process:

Barnaby's Questions (concepts these develop in brackets)	What I think now	How we could find out
Where is this place? (direction, location)		
What is it like? (sense of place, natural and human features, spatial pattern)		
How is Carmarthen different to Cardiff? (natural and human features, sense of place)		
Is it going to be a nice place in the future? Has it always been like this? (natural and human processes, sustainability)		
What do I think? Will I like it? (conflicts of interest)		

Historical Skills/Concepts...

Historical Skills

- Chronological awareness
- Knowledge and understanding
- Historical interpretation
- Historical enquiry
- Communication & Organisation



Historical questions and the concepts and skills they address

HISTORICAL QUESTION	CONCEPT AND THINKING SKILL
When did it happen? How long did it take?	Time, chronology <i>Sequencing</i>
What happened? What was it like then?	<i>Historical situations (a sense of period)</i> <i>Identifying similarities and differences, comparing and contrasting, observing, categorising</i>
How long did it last? Is it still like that today? How and why has it changed?	Continuity and change <i>Comparing and contrasting, sequencing, categorising</i>
Why did it happen? What was the result?	Cause and consequences <i>Explaining</i>
What did this person think? Why does that person see it differently?	Points of view/interpretations <i>Explaining, evaluating</i>
What can this source tell me? Can I trust it? Where can I check this information?	Historical evidence <i>Observing, interpreting, evaluating</i>

Oral history and asking questions

- › KNOWLEDGE (e.g. recall of facts)
- › COMPREHENSION (e.g. describing)
- › APPLICATION (e.g. selecting)

low-level thinking involves retrieval of facts from memory in response to questions which begin with words such as 'What', 'Where', 'Who' and 'When'



Levels of questioning

- ? ANALYSIS (e.g. inferences)
- ? SYNTHESIS (e.g. predicting)
- ? EVALUATION (e.g. judging)



Higher-order thinking requires a change in the form of existing knowledge, for example to compare or contrast, explain, extend, re-organise or evaluate. In other words, learned material must be recalled and then used or applied to provide an answer that is at a higher cognitive level

(after Bloom, 1956)

Can we use de Bono's Thinking Hats when planning to ensure learners' progress in the Humanities?



De Bono, 1985

Task: which thinking hat might be worn for these questions?



- What did people actually do?
- What were the person's bad points?
- What were the person's good points?
- How did s/he feel at the time?
- What did the person think at the time?
- Why did they do this?

Example – using de Bono Hats to ensure learners' progress

<https://www.youtube.com/watch?v=Zt0BymHNj30>

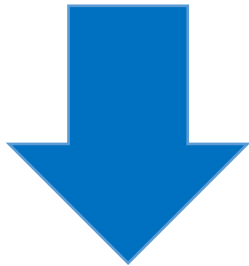


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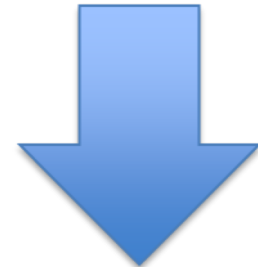
See Think Wonder!



What do you see?



What do you think?



What do you wonder?



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