

Can Enquiry Based Learning promote Historical and Geographical skills within the Primary School?

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Frontispiece

This is to certify that, except where specific reference is made, the work described in this research project is the result of the investigation carried out by the student, and that neither this research project nor any part of it has been presented, or is currently being submitted in candidature of any award other than in part for the degree of BA (Hons) in Primary Education with QTS of Trinity Saint David University of Wales. I understand that any work I use without reference constitutes as plagiarism, which will lead to the failure of this module.

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Chapter One: Introduction

The aim of this research project is to gain an insight into how Enquiry Based Learning (EBL) also known as Inquiry Based Learning (IBL) can be used to aid the development of historical and geographical National Curriculum skills within the primary school educational setting, for learners ages three to eleven. Prior to addressing this aspect research will be undertaken to develop a current and profound understanding of how geography and history are taught and learnt across the primary school setting.

The overall aim of this project is to conduct research to improve knowledge and understanding of teaching and develop personal professional practice in teaching geography and history within the primary classroom. This topic has been chosen as EBL is becoming more and more popular within educational settings therefore having an insight into the subject is advantageous for the writer.

To clarify for the reader, for the purpose of this research project, the terms 'Geography' and 'History' will be used to cover History and Geography in the Key Stage Two curriculum and the relevant Historical and Geographical aspects within Knowledge and Understanding of the World within the Foundation Phase Framework.

The first section of the research focuses on the development of historical and geographical skills through an EBL approach. This will be conducted through an electronic questionnaire to gain an insight into benefits and challenges when developing historical and geographical skills through EBL.

The second area of the research is a small scale case study focusing on how school A teaches historical skills through EBL. School A embraces the Mantle of the Expert (MoE) approach to teaching and learning and it is implemented across the school. In November 2015 the school was awarded 'Mantle of the Expert' Training School status. The case study will focus on the year four/ five class within the school and specifically their recent historical MoE project.

The research methods that will be undertaken are:

- A review of literature.
- Group interviews with children within a primary school setting.
- Interviews with teachers.
- Electronic questionnaire for practitioners working within a primary school setting including: teachers; history and geography subject leads; supply teachers; and head teachers.

Chapter Two: Literature Review

2.1: Geography's status in the Primary School.

Scoffham (2004) described geography as the explanation and understanding of our surroundings both in our locality and worldwide and is central to children learning about environmental sustainability. There are numerous geographers whose definitions are similar to that of Scoffham such as; Carter (1998:15), Catling and Willy (2009:1) and Blyth and Krause (1995). Their overarching belief is that geography is the study of 'places and people' and producing global awareness.

Alternatively, Foley and Janikoun (1992:1) expand on their definition and believe that geography is more than the ability to rote learn the names of different countries and it is more complex, including the relationship between manmade environments and the physical environments. There is a current focus on geography and global citizenship within the Welsh education system. WAG (2008:8) states that the curriculum aims for learners *'to become active citizens and promote sustainable development and global citizenship'*. Scoffham (2004:77) and Hoodless *et al* (2009:2) share this belief, encouraging learners to engage with and realise what effect they have on their environment and how it can be maintained.

Only recently has geography been recognised as a relevant subject within the National Curriculum. The Education Reform Act of 1988 ensured geography became an essential part of the curriculum (Catling, 2003). However it wasn't until the 1990's that geography became a statutory subject within the primary school. This ensured that all primary schools were providing a consistent level of geographical skills and this has continued to this day. The value and role of geographical skills within the primary education was highlighted in both the Hadlow Report (1932) and Plowden Report (1967). More recently the national curriculum had focused on teaching geographical

skills and content through an enquiry pedagogy encouraging investigations and questioning inside and outside the classroom.

Richardson (2004:303) stated that geography within the primary schools should be enjoyable and stimulating. Geography is key to the world's future as it has the potential to improve the environment of the future (Wiegand, 1992). This could be a reflection on the neglect that geography teaching and learning suffered during the 1970's and 80', prior to the national curriculum, where learners were not developing the essential skills to understand the world around them.

2.2: History's status in the Primary School.

As with geography, history did not become a statutory subject until the 1990's however history has always been seen as a key subject as educationalists have been proud of their past and wished to share it with young children. However when it became part of the National Curriculum learners were being taught the same aspects of history rather than just what the teacher was passionate about. More recently we now consider learners to 'be historians' and 'doing history' (Fines and Nichol, 1997) which provides them with opportunities to develop their understanding of historical concepts such as source analysis and chronology.

History is very much alive within primary schools, however history can often find itself being forgotten about or pushed to the side within the classroom and this can be for a number of reasons. As with geography, teachers often lack confidence in their historical knowledge and it can be seen as a difficult subject to teach due to the lack of a substantial information and amount knowledge needed, Schwab (1964, 1978) stated that that understanding was essential to teaching subjects within a school. However, history allows for a wide range of curriculum skills to be practiced and developed and with the introduction of the Literacy and Numeracy Framework this is an asset to a subject. History as a subject is a gateway to developing skills such as time, places and how people would have felt in different eras.

Hoodless (2008) notes that history also aids the development of social skills such as empathy as learners are transported to another time and encouraged to step into other people's shoes. These social skills are critical and will benefit the learners throughout their life. History can be seen as an umbrella subject (Turner-Bisset, 2005) due to the wide range of content and the many levels at which the learner can find out about how people lived their lives in the past.

2.3: Enquiry Based Learning in the Primary School.

Enquiry Based Learning (EBL) otherwise known as Inquiry Based Learning (IBL) has become increasingly popular in primary schools within Wales and across the education system worldwide. For the purpose of this research project the term EBL will be used.

EBL is an umbrella pedagogy and it used to describe a range of approaches to learning all of which are driven by the main process of enquiry. However many of these approaches contain five main characteristics; an open-ended scenario to engage the learner and allow for a number of possible responses; it is, on the whole, student led; the aspect of enquiry allows learners to use prior knowledge and skills but also highlights areas they may require further development; encouraging tasks that invite the learners to actively explore and research new information; and the responsibility for the outcome lies with the learners on how they present and support their conclusion to the scenario. (Kahn & O'Rourke, cited in Barrett et al,2005:1).

EBL commonly uses a collaborative working approach, whereby learners work within small groups to take responsibility for their development and scope of enquiry. However the teacher or facilitator can choose to support at a level suitable to the learning needs of the group. This can be important for younger learners or those who are not yet confident in their own enquiry abilities, learners may find being faced with an open-ended scenario challenging. Catlings (2003) describes the three Es of facilitating EBL- Enabling, Enhancing and Empowering whereby teachers support at different levels throughout the experience. During the beginning stages of EBL the facilitator may need to take more of an active role within the group to support the development of the project,

however this can prove to be a delicate situation as too much support can lead the enquiry to become stiff and if not enough assistance is provided learners can feel unsupported and lack confidence to move forward. (Kahn & O'Rourke, cited in Barrett et al,2005:9).

2.4: Mantle of the Expert in the Primary School.

Mantle of the Expert was originally developed by a drama based educator Dorothy Heathcote (1926-2012). Heathcote described her pedagogy as a 'clear system' however she acknowledged that it is also complex and stated that she was consistently learning and discovering new characteristics right to the end of her life (Heathcote, 2009). Numerous theorists and practitioners worldwide have further developed the work she compiled during her life (Edminston:2003, Abbot:2007, Carroll, Anderson & Cameron:2006, Erikson:2011).

MoE is an innovative pedagogy which provides teachers with the opportunity to teach in a very holistic way, creating clear connections between learning sequences. MoE is built on a drama base and allows opportunities for imaginative roleplay and focus on speaking and listening skills. It is a fluid teaching and learning method in which the session focus on pupil interests or teacher created skill development sessions.

MoE sessions give the learners the ownership of their work allowing them the opportunity to participate in developing social skills such as decision making team work and engaging in activities that they may come across in adult life but are rarely experienced within the National Curriculum. The approach adopts a progressive view of learning whereby it is responsive to the needs of the learners (Heston, 1993).

One of the main aspects of MoE, and fundamental to this research project, is the development of a 'community of enquiry'. MoE is most effective within a collaborative community as it confronts the challenges children and adults may face in the 21st century real world situations. Learners acquire and develop the skills of negotiating,

compromise, questioning, taking responsibility, collaboration and cooperation. These skills are employed when working within MoE.

Fisher (2005) establishes communities of enquiry as using the powerful tool of discussion to solve a range of problems. However, Wittgenstein (1980) states that the limits of your language are inevitably the limits to your world. Therefore, community of enquiry allows the opportunity to model and provide the learners with the language of opinion justification and critical thinking which are required throughout their life. These skills do not need to be taught and developed using engineered and manufactured lessons promoted by Fisher (1996, 2005) and Lipman (1980, 2003), rather naturally acquired through the holistic pedagogy of MoE.

Through creating communities of enquiry learners are also able to develop a range of social aspects of learning. Many educational theorists have a great amount to say regarding learning and social development. Bruner (1977) proposed that the social experience and culture play a large role in development. Supporting this Piaget (1959) suggested that there were stages of optimal learning readiness, he also believed that the social interaction and social communication play a key role in learning. He also promoted active learning and problem solving and he thought that knowledge was an outcome of 'joint construction'. This belief that learners have the ability to construct their own knowledge is a significant supporting view for the concept of communities of enquiry in MoE. Vygotsky (1986) agreed with Piaget that language and social communication are central to personal and intellectual development. Vygotsky is better known for his concept of the 'zone of proximal development' whereby he believes that learners are able to achieve more as a group than working as individuals. He stated that the skills and knowledge gained working collaboratively can be applied in the future when working alone. This form of scaffolding reflects the MoE pedagogy whereby the learners are supported by their peers and teachers within the learning (Fisher & Williams, 2004).

2.5: Teaching Historical and Geographical skills through Enquiry Based Learning.

EBL in history and geography is often linked to the theory of constructivism. The key aspect of this approach is the learner's ability to make connections, develop strategies to build knowledge and interpret given and found information. The process of enquiry allows learners to form their own view of the information they find compared to 'ready-made' information that is shared during usual classroom lessons (Roberts, 2003).

The most common EBL approach within history and geography is the use of questions. This form of open questioning allows the development of thinking skills which link to a number of theorists such as; Feuerstien et al. (1980), Lipman (1980) and de Bono (1992). It can be argued that thinking skills and enquiry are two parts of a whole, historical and geographical enquiry could also be viewed as encompassing all thinking skills. EBL is based on the model by Blooms et al. (1956) and Anderson et al. (2000) whereby the learners ability to analyse and synthesise information leads to learners achieving a higher level of cognitive activity.

Often artefacts are used within the teaching of geography and specifically history, for example a piece of volcanic rock from an eruption. In these subjects artefacts are usually an item of geographic or historical importance. Artefacts within EBL allow for learners to gain hands on practical experiences, these items can include: photographs; images; letters; books; maps and globes.

Pickford et al. (2013) states an important fact that memorising facts and information is not the most important skill in the current time. Alternatively, teaching history and geography through an EBL approach should comprise of using the learner's prior-knowledge and deepening it and developing it by showing the 'thinking' that takes place.

Chapter Three: Methodology

Within both aspects of this research project it was made clear to the participants that all data that was collected would be confidential in association with the Data Protection Act 1998. The questionnaire and interviews remained anonymous; only their professional job title and location being requested. It was also stated that the data collected would be used strictly for the writers' personal professional development and all data would be destroyed by July 2016.

Electronic questionnaires were distributed to a range of primary school teachers within the United Kingdom. A higher response rate would have allowed for a wider range of responses and more scope for interpretation. The questionnaire contained both open and closed questions, this method of questioning creates response that can generate clear frequencies and enables comparisons to be made across all responses (Oppenheim, 1992:115). Closed questions also take a shorter amount of time for both aspects; for completing the questionnaire and when analysing and interpreting the results. The data collected by closed questions are quicker to 'code up' and analyse than word-based data (Bailey, 1994:118). However, closed quantitative questions do not allow for the respondent to expand and support their answer. Open questions supply qualitative data that allows the respondent to provide as much or as little information as they want. However, this can lead to an abundance of irrelevant information being provided whereas closed questions are very subject focused and do not allow for respondents to go off track. Consideration was taken as to how accurate and truthful the questionnaire responses are, by using an electronic questionnaire there is a lack of interaction with the respondent and a lack of capacity to ask the respondent to elaborate on a particular answer. Nevertheless, by distributing the questionnaire to teaching professionals in different schools, a wider selection of information can be gathered from a range of different teachers in a variety of different primary schools. Thus the benefits of an electronic questionnaire outweigh the disadvantages within this aspect of the research project.

Within the case study aspect of this research project three methods of research were used. Firstly, a structured interview was conducted with the class teacher who is also the lead practitioner of MoE. A face to face interview is a flexible form of data collection 'inter-view is an exchange of views on a topic of mutual interest' (Kvale, 1996:14). Open and closed questions were used to provide a variety of responses. With a face to face interview there was a greater opportunity to elaborate on responses to particular questions to acquire a more in depth understanding. It also offers an opportunity to adapt the questions asked to gain the most informative response from the interviewee. However this method of collecting research has a number of barriers including the fact that it is time expensive and can be inconvenient for the respondent. The interview will be available to the interviewee for their approval prior to making the information public.

Group interviews were arranged with a selection of year four and five pupils as 'they are the best sources of information about themselves' (Docherty and Sandelowski, 1999:177) , this method was used as it allowed the pupils to feel more comfortable and they were able to interact with each other rather than having to focus on the interviewer. This has been proven to be less intimidating for the pupils (Greig and Taylor, 1999:132) and allowed the pupils to open up more. Within the interview the majority of the questions were open questions as they avoid a single answer response (Greig and Taylor, 1999, Wright and Powell, 2006) whereas closed questions often lead to a bias response in that pupils may provide an answer without thinking (Wright and Powell, 2006:317). Pupils were given the opportunity to remove themselves from the interview situation whenever they did not wish to participate.

Finally, examples of pupils work were examined and used alongside the interviews to support statements and responses.

Chapter Four: Results and Discussion

The aim of this chapter is to interpret and analyse the responses to the electronic questionnaire and the case study research project.

4.1: Responses to electronic questionnaire

The electronic questionnaire comprised of ten questions that were put together to aid the research within this project. This questionnaire was available to teaching professionals within the primary school setting. Question one and two were put in place to ascertain where the individual was located and what their professional role was.

Within the introduction of the electronic questionnaire consent was received this can be seen in appendix two. Respondents were given the opportunity to receive the completed research project and it was stated that the information they provide will stored on my own personal device and be destroyed on 6th May 2016.

Note: 1 participant equates to 8% (13 participants)

4.1.1: Response to question one

Question One	
In which country do you teach?	

Question one was put in place to ascertain where the respondents were located, in order to identify if there were any areas where EBL was frequently used within the primary school and specifically the classroom. Figure 1 shows the outcome of this question.

Wales	8%
England	85%
Scotland	8%
Figure 1	

4.1.2: Response to question two

Question Two
What is your profession?

It was felt that knowing what professional role the participant held would aid the analysis of the information as views would differ depending on what role an individual held. Results are shown in figure 2. As this shows the largest percentage, 40% of participants were class teachers.

Class teacher	40%
Head of key stage	20%
Subject lead	30%
Deputy head teacher	10%
Figure 2	

4.1.3: Response to question three

Question Three
What is EBL? What does it mean to you?

As discussed in chapter two, research has shown that there are a number of different approaches to EBL. Therefore this question focused on how the participant interprets the term EBL. Appendix three shows the responses from all participants. However, the main responses highlighted *“Open ended questions answered though an intense learning journey of skills and knowledge.”* The importance of which was stressed within chapter two. Pickford et al. (2013) note that good enquiry questions ignite the learner’s curiosity and eagerness to find out more as the questions often originate from topics that interest the learners. Questions that interest the learners can motivate and engage the children with the learning.

4.1.4: Response to question four

Question Four

How often do you see EBL used to develop historical and geographical skills...
...in the primary school?
...in your lessons?
...in history?
...in geography?
...in a cross curricular session?

Appendix four shows a table of results for this question. The results show that EBL is seen within the primary school to develop historical and geographical skills 23% stating they rarely see it and 69% stating they see it often across the primary schools and no participant stated that they never saw it. However, the results show that geography is seen being taught through EBL more than history with 93% stating they see geography often or always and 84% stating that they see history often or always taught through EBL. This is reflective of the statement that geography is seen more due to its more naturally enquiry and practical nature compared to the more imaginative and conjectural approach of history (Pickford et al., 2013: 25).

4.1.5: Response to question five

Question Five

How do you feel EBL benefits the students? Do you believe that EBL promotes higher order thinking skills or critical thinking skills?

One of the areas highlighted in chapter two was the development of thinking skills when working within an EBL approach and how vital these skills are when developing other skills. Therefore participants were asked if they felt that this was reflected within classroom practice. One participant stated *“I think it promotes higher order thinking skills allows them to use key language and develop deeper thoughts, critical thinking skills allows them to connect the ideas between the key reading and research they have*

done”. The acquisition and development of language is frequently seen as natural and habitual within the EBL approach. This is reflected in the current Foundation Phase curriculum whereby learners are encouraged to ‘learn through play’ or enquiry (WAG, 2010).

The participants were also asked if they felt there were any other benefits to students. Participants stated that motivation was increased within the classroom and that *“children being more engaged as they rise to the challenge of reaching an answer.”* Motivation can have a large impact on a child’s education as it can improve attendance and attainment across the curriculum, it can also have a positive effect on behaviour. A multitude of skills are also developed though using this approach as stated by a participant *“EBL deepens lots of areas within the classroom such as thinking and communication skills with one another.”* This is discussed in chapter two. Further responses are contained in appendix five.

4.1.6: Response to question six

Question Six

Are there key features of EBL that you feel need to be present to make learning successful? E.g. key questions.

The responses to this question have been made into a word cloud show in appendix six. The 24% of the participants responded with questioning which chapter two has outlined as one of the main characteristics of EBL. However on reflection this result could be classed as bias due to the wording of the question.

4.1.7: Response to question seven

Question Seven

What EBL strategies have you seen being used in the classroom or that you are aware of? Have you found these to be successful?

There are such a range of possible EBL strategies that can be implemented within the primary classroom. The responses to this question are shown in appendix seven. One of the more frequent responses was the use of artefacts and objects to kick start the questioning and investigation which is discussed within chapter two. Specific examples given were “*letters from imaginary experts*” and the “*use of QR codes*”. Questioning was also mentioned again this time for use “*beginning of lessons to provoke questioning/debate*” which is the time during a lesson where the much of the questioning takes place.

4.1.8: Response to question eight

Question Eight

How would you characterise the teacher’s role within EBL?

The role of the teacher within EBL is often seen as a facilitator, 56% of the participants agreed with this. Catling’s (2003) ‘three Es’- Enabling, Enhancing and Empowering spoken about in chapter two outlines how the facilitators role evolves throughout the enquiry. One response stated that the teacher’s role is ‘*To facilitate and support when necessary. Not be too overbearing and allow children the freedom to enquire but be on hand to help out when necessary by posing suitable questions.*’ The level of support that learners require depends on a number of factors, including the age and developmental age of the children. Another factor that has a large impact on the level of teacher involvement is the learners understanding of the EBL approach and what is

expected of them within the sessions. All responses to this question can be found in appendix eight.

4.1.9: Response to question nine

Question Nine

Please give an example of how you have used EBL within your classroom to develop historical skills (or a session you have observed). What were the challenges? How did it develop the learning?

Question nine and ten were placed within the questionnaire to gain an insight into the practices that take place within the classroom and what barriers professionals face when teaching through the EBL approach. Appendix nine shows the responses to question nine from all participants. One response has been selected to discuss; beginning the session with a letter from the British Museum requesting help to find out more information about a person from history. *“I provided the children with a photograph of the person and they had to use it to try and work out who the person was and what they did”* this is a common way for historical enquiry to begin whereby learners are required to apply research skills to acquire more information. Following the learners research task they *“then received another envelope with some information that the children used to answer their questions.”* This concluded the session and allowed them to self-assess their own work.

There were a number of barriers mentioned which are general barriers when implementing EBL across the curriculum these included *“lack of resources”*, *“slow internet”* and *“blocked websites”*. Many of these barriers can be overcome with Donaldson’s (2015) suggestions of a digital literacy and an improvement in technology within schools.

4.1.10: Response to question ten

Question Ten

Please give an example of how you have used EBL within your classroom to develop geographical skills (or a session you have observed). What were the challenges? How did it develop the learning?

As the above question a single response will be discussed however appendix ten shows all responses to question ten from the participants. Map skills are the focus of the activity whereby learners looked “*at the development of land use around the river*” maps are a good resource to use during EBL and, providing they are up to date, can provide the learners with an opportunity to develop geographical skills. During the example session the learners looked at the different land uses around the river. They then had to use researching skills to find out more information and use presentation skills to share the information they had found with the class.

Some of the barriers that the participants highlighted were that “EBL is harder in geography” and that “the number of children make it easy for some to ‘sit back’”. The numerical barrier of too many children can sometimes be overcome by allowing the learners to work in smaller groups or assigning individual roles to each child.

4.2: A case study of History being taught through EBL pedagogy.

Alongside the electronic questionnaire a small scale case study was conducted to gain a valuable insight into the specific Mantle of the Expert enquiry approach within history. The focus school is a MoE training school and it is used as a whole school approach. Specifically this case study focuses on the year four and five class in which learners experienced learning about the Agincourt through historical enquiry during the autumn term therefore they were able to provide key information and opinions.

4.2.1: Response to pupil interviews

It was decided to interview all 23 learners within the year four and five class to gain an insight into their view on MoE and how they felt that it helped them to develop historical skills. This group was chosen as it was felt that they were able to provide valuable and constructive feedback and opinions. All pupil interview transcripts can be seen in appendix fourteen to nineteen.

The first few questions of the interview were put in place to ascertain their understanding and perception of MoE. The first question asked them to describe MoE to a new person in their class, the children's instant response was that they use their imagination '*In mantle you use your imagination*' however once the pupils passed this initial thought they each had a different outlook on MoE. One pupil highlighted that '*you can do a bit of everything, you can do a bit of literacy, a bit of maths*' the flexibility of this approach is a great asset within the classroom and aids the development of a range of skills including those of the Literacy and Numeracy Framework. Another noticeable response was that '*Mantle is basically something about learning, acting, roleplaying and having fun*' this statement encompasses the aim of MoE whereby learning is taught through a drama based approach.

The second question within the interview was answered with an overall consensus of yes. Therefore it was extended with a supplementary question to expand on their responses. One response was that '*Then you don't have to learn by maths*' this showed that the learners do not necessarily realise that they are developing and practicing core subject and Literacy and Numeracy skills. However they are developing these skills and practicing them within real life situations. Another pupil stated that they thought MoE was a good way to learn as '*You get put into other people's shoes all the time*' this comment reflects the historical enquiry method whereby learners assume the role of historical figures.

Question three touches on the pupils evaluating the MoE approach, however many of the pupils were unable to answer this question or decided to abstain from answering. Those that did answer found it difficult and focused on the aspect of MoE that they

enjoyed most and said they would like more of that particular aspect. Responses included:

- *'Some more drama'*
- *'I don't know, maybe more craft'*
- *'More making stuff'*
- *'Crafty kind of thing'*

Question four focused on what skills the pupils observed themselves developing within the lessons. The learners mainly highlighted the amount of literacy and numeracy that they do within MoE. One learner stated *'We do a lot of writing in mantle'* which was then countered with *'We did a lot of maths work in the café mantle'* the level of literacy and numeracy is dependent on what the MoE client is. A supplementary question was then asked to focus on the skills that they developed during their historical MoE during the autumn term which was answered by two of the pupils stating that *'We learnt archery'* and *'We made a bow'* this was a shallow level response with the learners just remembering their favourite aspect of that specific MoE.

The fifth question asked the learners if they enjoyed learning history through MoE. All pupils responded with yes or provided a physical response of a head nod. However three of the pupils expanded their answer. The first touched on the fact that MoE is a drama based approach (Heathcote, 2009) *'it was interesting being able to roleplay'* the work that the class completed during the Agincourt MoE can be found in appendix twenty. This shows the historical skills they developed including chronological skills and empathy with the people of that time. Developing historical skills within EBL provides opportunities to also integrate literacy and numeracy skills within the sessions which was highlighted by one pupil *'I like it when we are learning maths and literacy because we are leaning it all together'*.

Question six focused on the sessions that were most memorable for the learners. The first of which was *'When the man with the long bow came.'* This was a practical memorable historical activity where the pupils used skills to make bows. The second session was mentioned by a number of pupils *'My favourite bit was painting the*

pictures., *'I liked the painting that we did for the exhibition.'* Following further questioning the pupils shared with me all the work they did towards their exhibition, shown in appendix twenty, *'We researched him on the ipads.'* *'We organised an exhibition, we went in groups.'* The learners led the planning of the exhibition and held the event to showcase the work that they had done for parents and fellow teachers. This experience brought together a range of skills including historical skills and knowledge and encompassed skills such as: organisation; teamwork; literacy; numeracy; and presentation.

Question seven was put in place to ascertain if the learners completed MoE work at home, the majority stated that they sometimes and it would be dependent on what the tasks were at the time and how motivated they were within the sessions.

Finally question eight asked the learners if they enjoyed the acting and drama side of MoE. The pupils all responded with yes *'because it is different'* *'I just like acting'*. This gave an overall response as whether the MoE drama based approach was engaging the learners in the right way, which with the overall response being positive this reflects the acceptance and success of the drama approach.

4.2.2: Response to teacher interview

It was decided to interview the year four and five teacher who is also the lead MoE practitioner for year four. LP was able to provide a teachers viewpoint of the use of MoE to teach history. The full interview transcript can be found in appendix thirteen questions and responses of specific interest have been selected for discussion within this paper.

Firstly question one asked how she would define MoE as an approach, in a differing viewpoint to the student whereby she focused her answer on the drama aspect of the approach stating that the children *'love the drama and in fact that is how they learn'*. She said this was specific to history which is reflective of the children standing in the shoes of those from a past era. As stated before history has a more imaginative and

conjectural approach to teaching and learning (Pickford et al., 2013). LP stated that *'you can tell them [pupils] historical facts and you can get them to research it, but if they are actually in it they remember all of those things'* This is the drama aspect of the approach that allows the learners to absorb the information and share it with others.

The second question touched on how MoE has affected the way that she teaches history, she felt that the approach had changed the way she taught across the curriculum. However, she felt that although teaching should be about gaining historical skills actually *'if you give them the content within the drama then they are more likely to want to go out and use those historical skills and find more information to analyse'* this reflect the motivation of the learners and their eagerness to engage with the task.

Thirdly, question four discusses how the individual learner's needs are met within MoE. It was felt this was an important aspect to discuss as the historical skills are often integrated with the Literacy and Numeracy Framework (LNF). The teacher stated that they often begin work at *'their own crude level'* and differentiation stems from this, star charts (appendix twentyone) are used to provide an *'overarching learning objective'* and then four levels of an appropriate LNF strand. Learners are able to assess at what level they should be working and it gives the facilitator the opportunity to push them further, this chart is also used for marking.

Finally, question twelve focuses on a specific history MoE. The teacher chose to focus this answer on the role play of the battle of Agincourt. During this session *'[the children] We were the English soldiers and we had just arrived at the battlefield they were in role and we did a freeze frame and then we listened to their thoughts'*. During this session along with historical skills, the children were able to develop social skills such as empathy.

4.3: Limitations of the research

There were a number of limitations to this research project. Firstly, looking at the electronic questionnaire, the wording of some questions could have provided biased results therefore the results for those questions were inaccurate. Secondly, within the case study, if more teachers within the school were interviewed then the outcome would have been more in depth and comparisons would have been made between the opinions. Finally, the title was felt to be quite broad, as there are a number of EBL approaches, therefore a more focused title could have provided a deeper understanding.

Chapter Five: Conclusion

Reviewing all of the information provided by the thirteen respondents to the electronic questionnaire, the structured teacher interview, the pupil interviews and the evaluation of pupils work it is evident that EBL is a successful approach for the teaching and learning of geographical and historical skills within the primary school. However, there are a number of barriers to the successful implementation of EBL that teachers have to overcome in order for the learning to be successful.

Reflecting on the initial aims of this research project, chapter two and four have outlined examples of how geography and history skills can be acquired and developed through an EBL approach. The wide range of EBL approaches including Problem Based Learning, P4C and MoE allow child-led learning and enquiry. This enquiry approach aids the development of thinking skills supported by de Bono, Freuerstien and Lipman where learners gain in cognitive development. The use of including hands on experiences and artefacts are incredibly beneficial to learners. By integrating these techniques with the EBL approach sessions become engaging and memorable experience providing an active learning environment for pupils.

This research project has found that teachers and practitioners face a number of challenges when implementing the EBL approach to develop geographical and historical skills within the classroom. Included in these challenges are; a lack of resources and access to artefacts; technology issues including slow internet and blocked websites; the engagement of learners throughout the session; learners taking a back seat; and ensuring the level of support given to learners is not too much and not lacking. However, many of these barriers can be avoided or overcome with experience and the successful management of the class.

The importance of historical and geographical skills are highlighted in chapter two where it shows that these skills are transferable and can help to ensure the future of the world is sustainable.

Finally, following this research project the author has gained a valuable insight into how EBL and specifically MoE can aid the development of historical and geographical skills within the primary school. This has made them an improved practitioner within the classroom. Enquiry is a crucial aspect of education and although it may not be clear it is used within most lessons within the classroom, more so, it has a positive effect on the development of historical and geographical skills specifically. When geography and history are taught through EBL it provides learners with engaging, child-led, multi-skill developing sessions that bring the subjects to life making them more aware, well rounded global citizens.

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