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ECAD5008: 2023-2024

What am I teaching?

Professional and Pedagogic Studies:

Leading the Learning: what, how and
why am I teaching?



Humanities Session 1

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AIMS

Develop

To further develop your knowledge and understanding of the Humanities Area of Learning and Experience (AoLE) Curriculum for Wales



Explore

To explore ways of teaching the Humanities AoLE with older pupils in the primary school (KS2)



Curriculum for Wales Framework

- The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

<https://hwb.gov.wales/curriculum-for-wales/humanities/>



Reflecting on PTE1

- Teaching Humanities – Foundation Learning



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HUMANITIES AoLE-‘What Matters’



- **Enquiry, exploration and investigation** inspire curiosity about the world, the past, present and future.
- **Events and human experiences are complex**, and are perceived, interpreted and represented in different ways.
- **Our natural world is diverse and dynamic**, influenced by processes and human actions.
- **Human societies are complex, diverse**, and 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 and ethical actions.

<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters>



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Curriculum for Wales

- 5 Progression Steps – Descriptions of Learning
- Progression Steps 2 & 3*
- Read Progression Step 2 for each of the 5 ‘What Matters’ in the Descriptions of Learning:

<https://hwb.gov.wales/curriculum-for-wales/humanities/descriptions-of-learning/>

(Remember to press the drop-down arrow to reveal the information)



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BETH ydy'r 'Cwestiynau Mawr' yn y Dyniaethau? WHAT are the 'Big Questions' in Humanities?

- Wedi darllen y '5 Yr Hyn sy'n Bwysig' a'r Disgrifiadau Dysgu ar Gam Cynnydd 2, rhestrwch rai o'r 'Cwestiynau Mawr' yn y MDaPh Dyniaethau.
- After reading the '5 What Matters' and the Descriptions of Learning at Progression Step 2, make a list of possible 'BIG QUESTIONS' in Humanities AoLE.

*e.e. Pwy ydw i? O ble dw i'n dod?
Sut mae pethau'n symud? Beth sy'n deg?*

*e.g. Who am I? How is it changing?
How What is fair?*

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HOW can we answer the 'Big Questions'?

- **Enquiry-based learning (EBL)**
- In **EBL** the **learning is driven** by a **process of discovery and enquiry** and therefore can be seen as an **umbrella term** for learning which involves the use of, for example, **problem-based learning, fieldwork, projects or case studies.**
- **EBL** refers to a **method of teaching and learning** based on **self-directed enquiry** by the learner. Starting with a '**scenario**' and with the guidance of a **facilitator** (teacher), **learners identify** their own **issues and questions.** They then examine the **resources** they need to **research** the topic, thereby acquiring the requisite knowledge.

What is EBL? LOOK at :

<http://www.youtube.com/watch?v=u84ZsS6niPc>



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12 Egwyddor
Addysgeg?

YHSB1?

12 Pedagogical
Principles?

WM1?

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WHY?...Benefits & Challenges of EBL

- children **asking questions**
- purposeful **talk**
- working **together**
- selecting and interpreting **sources**
- **outdoor** learning
- developing a **line of enquiry**
- requires **more planning, preparation,** and responsiveness from the educators
- **Educators must be skilled** in helping students learn the art of asking a good question
- It requires **more class time.**

http://courseweb.lis.illinois.edu/~dafagan2/LIS506LEB/best_practices/benefits.shtml



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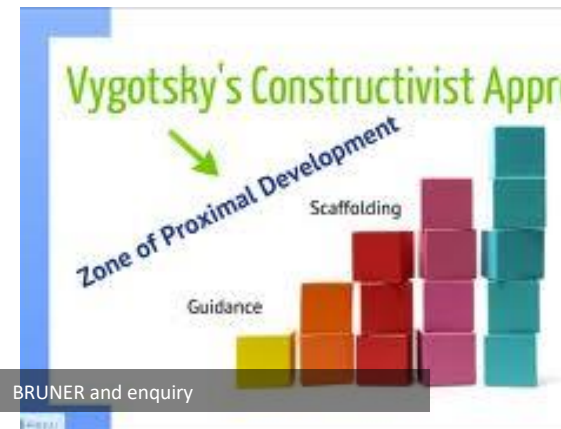
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Dewey

- ▶ the primary interests of the learner: **investigation** – to find out about the world; **communication** – to enter into social relationships; **construction** – to create things and change the world; and **expression or reflection** – to extract meaning from experience.



<http://www.youtube.com/watch?v=IwCmCJ8OhWY&sns=em>

Estyn (2017, pp. 3-4) Main findings...

- 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.
- 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.
- https://www.estyn.gov.wales/thematic-report/good-practice-humanities?_ga=2.48203055.988699427.1614513686-593711930.1614513686

Hydref 2017





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.
- 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



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Enquiry Learning in RE



Transforming religious education

126. The **most effective lessons** were based on a clear model of how pupils learn that matched the nature of the subject. This was most evident in the schools that adopted a **clearly defined enquiry-based approach** to the subject.

<http://dera.ioe.ac.uk/1121/1/Transforming%20religious%20education.pdf>



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12 Pedagogical
Principles?

4 purposes?

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ENQUIRY in the Humanities...



Children are expected to learn Humanities by '**DOING**', and not by being **passive recipients** of imparted knowledge about the past and the world around them.

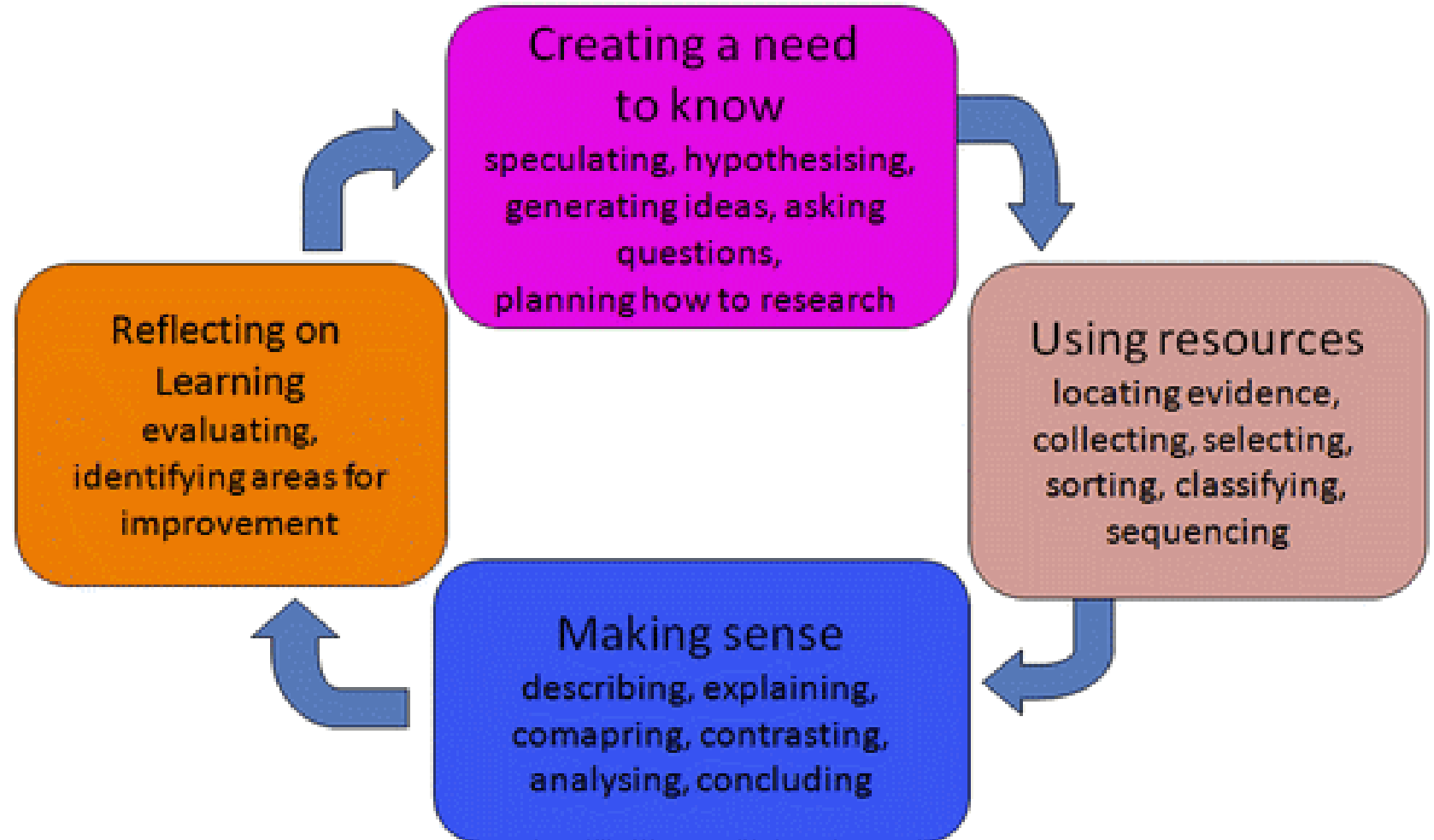


Principles of EBL

- 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.



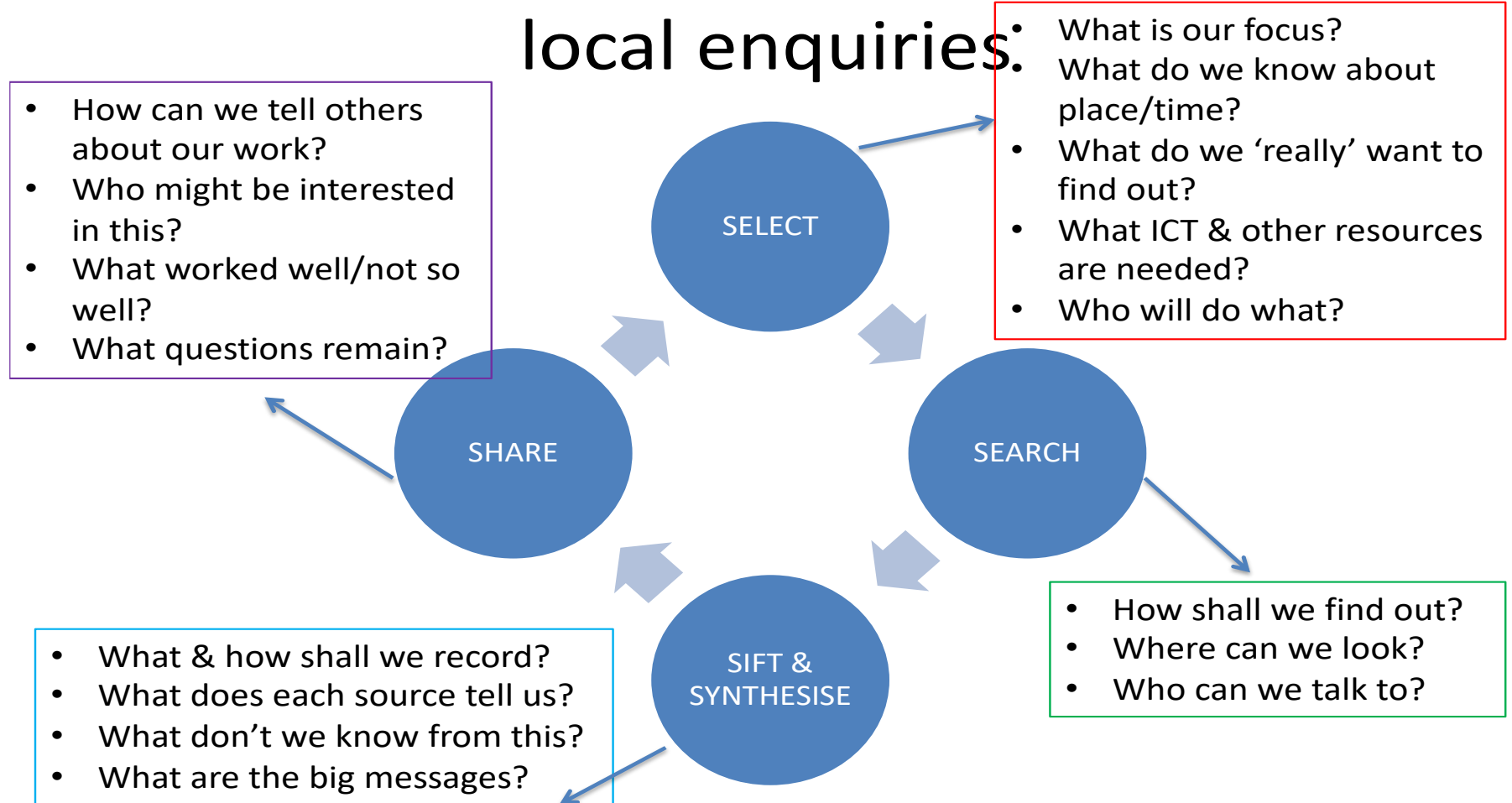
What are the stages of enquiry?





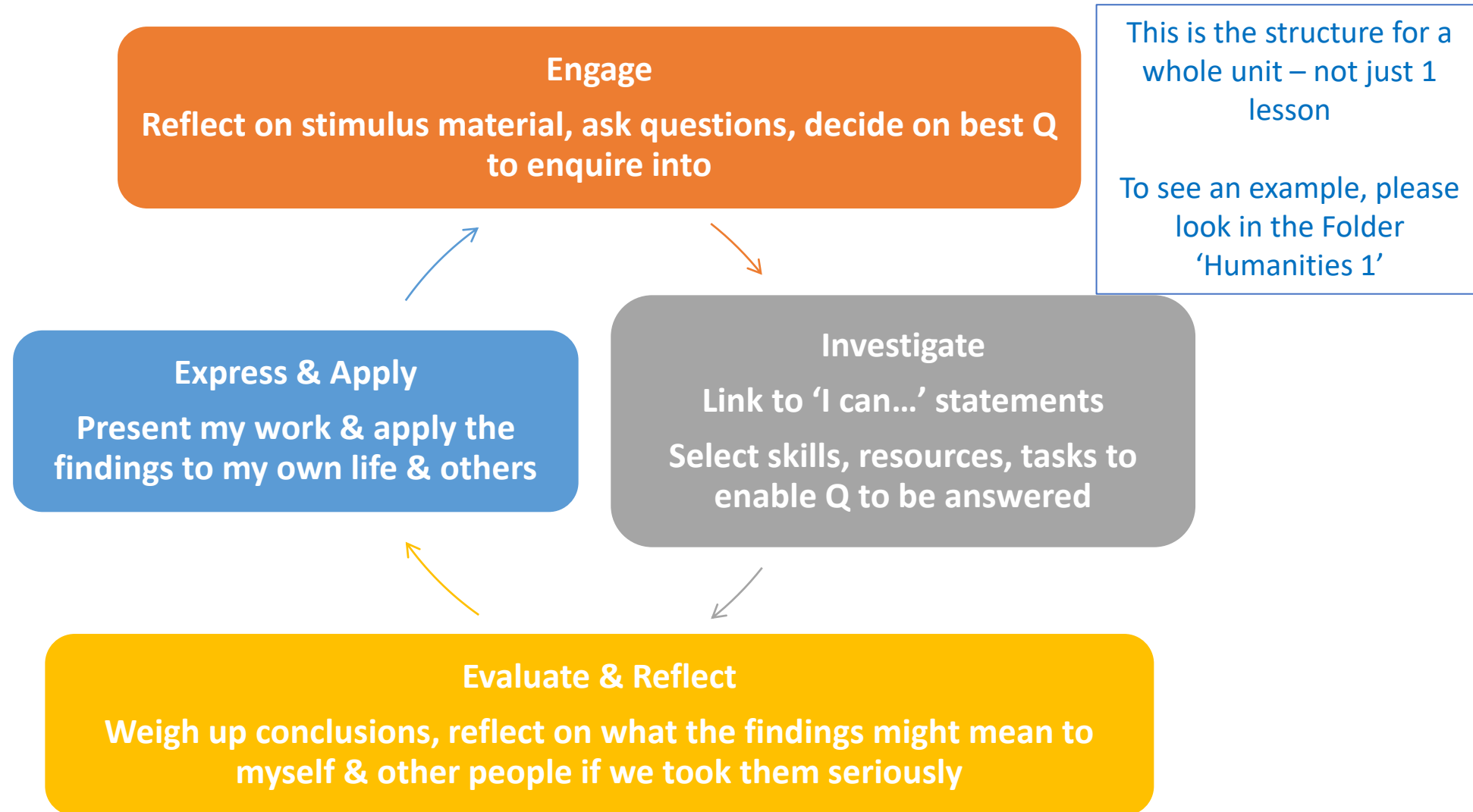
Different EBL models...

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





An enquiry model for structuring RVE lessons





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Humanities – Enquiry Frame

Questions	Sources
Our big question: e.g. Who were the Celts?	
Our little questions (these help us answer the big question): e.g. What were the Celts really like? Where did they live? What did they eat? How did they travel?	



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AfL & HUMANITIES



*'I don't understand
this yet.'*



*'I think I understand,
but could not explain it
to someone else.'*



*'I understand
this well and could
explain it to a friend.'*

- **What** AfL strategy are you using?
- **Where** in the lesson are you using this strategy?
- **Why** are you using this strategy?



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Enquiry steps...

Which AfL strategies can
you use at each step?

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

Which AfL strategies can you use at each step?

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)		

Which AfL strategies can you use at each step?

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>

Which AfL strategies can you use at each step?

Pam bod y bananas hyn mor arbennig?

Why are these bananas so special?

- Beth ydy Masnach Deg?
- O ble daw ein bwyd?
- A ddaw fy mwyd o bell neu'n agos?
- A oes digon o fwyd i bawb?
- Beth ydy dyfodol ein bwyd?



- What is Fair Trade?
- Where does our food come from?
- Is my food from near or far?
- Is there enough food to go round?
- What is the future for our food?

EDRYCHWCH ar y video:

<https://www.youtube.com/watch?v=zCfLRBuiCM4>

DARLLENWCH y 'Banana Split Activity'

Meddylwch am strategaethau AagD i sicrhau bod y dysgwyr yn deall beth yw Masnach Deg, safbwyntiau gwahanol, tegwch ac anhegwch

LOOK at the video:

<https://www.youtube.com/watch?v=zCfLRBuiCM4>

READ the 'Banana Split Activity'

Think of possible AfL strategies that you can use to ensure that learners understands what is Fair Trade, different viewpoints, fairness...



Water... ethical, informed
citizens of Wales and the
World...

Lesotho Highlands Water
Project

IS BUILDING DAMS IN LESOTHO
GOOD FOR THE PEOPLE OF
LESOTHO?



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WATER – Lesotho & Tryweryn

The Curriculum for Wales:

These activities contribute towards pupils becoming ‘ethical informed citizens of Wales and the world’ particularly by:

- engaging with contemporary issues based upon their knowledge and values
- evaluating and using evidence in forming views
- being knowledgeable about their culture, community, society and the world, now and in the past

Children of the Flood

Have you heard of the United Nations Convention on the Rights of the Child? Article 12 is about showing respect for the views of the child!

Yes: When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.



**Mamela –
Listen!**

Lumela, I'm *Thato*, meaning Love in Sesotho. You've met my older brother, *Nkobe* or Tortoise, and his young friend *Mmu* the Hare! *Toka* is Ntsoaki's little brother. We are all Children of the Flood!

**Nahana –
Think!**

Hi, *ke Ntsoaki*, which means Rose Flower. Did you see my friends from *Ha Sekantsi* greeting you on the mountain?

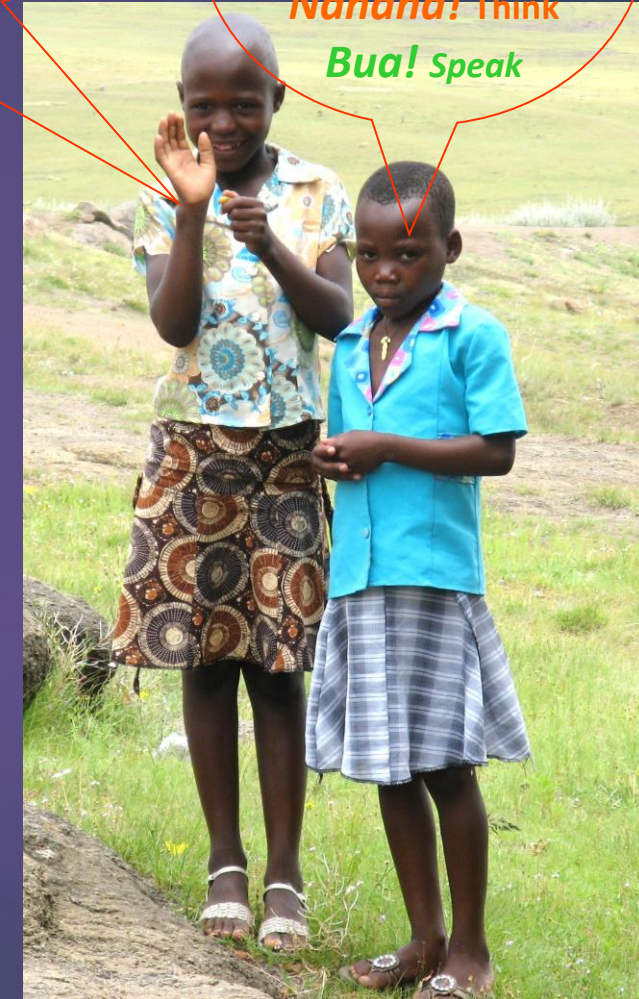
And I am *Lerato*. In Sesotho the letter L followed by vowel i & u = d, kh & hl = ch and ll as in Welsh, u sounds like English oo!

**Bua –
Speak!**



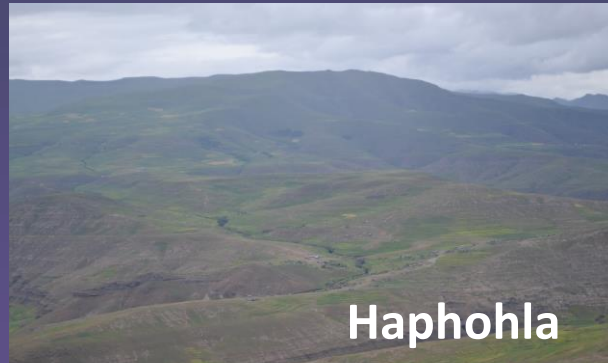
Hi, *ke Tumelo*. Remember, this is how we learn:

Mamela! Listen
Nahana! Think
Bua! Speak





Matsoapang



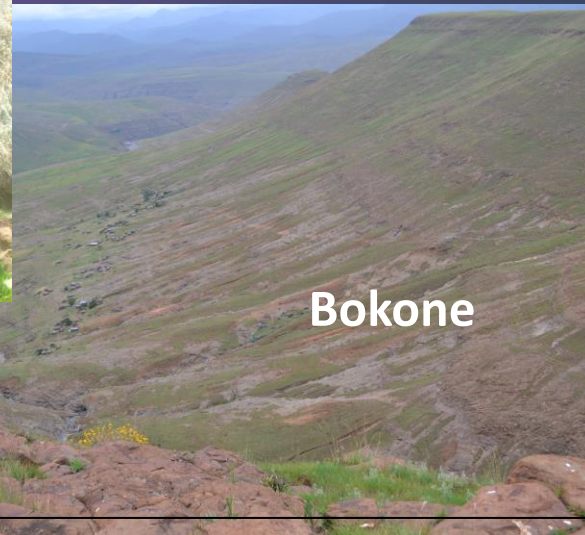
Haphohla



Ha Sekantsi



Morojele Village



Bokone

Building the Polihadi Dam means 5 villages will be drowned and families will lose their homes.

**My name is Koena – Crocodile!
I enjoy swimming with my brothers and
sisters in the Senqu – Orange - River,
which flows below my village of
Haphohla.**

**Ke Motsoalle, meaning Friend.
My favourite place is outside
my grandfather's rondoal in
Matsoapong, where he lives
with his dogs.**

**I am Mosa o, or Kindness.
When I am herding my father's
animals and the weather is rough
on the veldt, I take them into the
old cave on Hlomhang ridge, just
above my home village, Bokone.**

**Ke Mosha, the Young
One. I love watching the
birds in the cornfield near
Morojele Village,
where I live with my
family.**

**Ke lebitso la ka ke Sebetse,
which means Courage in
Sesotho. Every night I
like to make sure all the
animals are safe in my
Family's kraal at Ha
Sekantsi Village.**

**We are all Children
of the Flood.
Our favourite places
will soon be under
Polihali's deep lake!**

**Tell us about your
favourite places and
what they mean to you!**





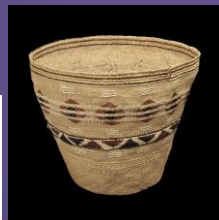
Lebitso la ka ke Mohale. My name means Brave Warrior! I am 5. I live in *Bokone* and walk 3 miles to school every day – And then walk home again after school with my big sister and her friends!



I will not have as far to walk to school from my new home on higher ground.

Ke phela ka rodoval – I live in a *rondoval* with my grandmother.
Mpho – that's my name and it means Gift in Sesotho. I help my grandmother to gather the weaving grass near *Matsoapang Village*.

When the land is flooded, my grandmother will not be able to get the special riverside grasses she uses for weaving and making things.





Hi, ke Lebahang, Ke herdboy ho tloha Ha Sekantsi. Although I want to be a herdboy when I leave school, I will probably have to move to Maseru; my family will have no home because of the flood.

There isn't enough work for me as a herd-boy anymore because there are so many young boys like me living in the village now.

I'm *Mosiuaa, Ke 'na e le khutsana a* –
I am an orphan child from *Ha Sekantsi*
Village. When I grow up I want
to be a car mechanic in *Mokhotlong* town
with my friend *Tšepang*.

My friend helps his father to make
money by recycling machinery
abandoned by the building company
working on the new road to the Dam.





I'm *Tshepiso* or Promise. *O phela joang?*
Sometimes I'm sad. My village
Malubalube is changing because of the
new Dam. What do you feel like when things
change in your life?

Our village is much noisier and very dirty
now as many more people live here
because of the Dam.





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WATER – Lesotho & Tryweryn



- LOOK at **the photographs and the resources** in the Lesotho & Tryweryn – Humanities 1 Resources Folder.
- How can you use these photos to introduce the enquiry?
- List some of the **skills, knowledge and concepts** the learners are developing during the enquiry. Don't forget the 4 Purposes!
- If you have forgotten the **historical event of Tryweryn**, click on the following link:
- <https://www.bbc.co.uk/news/uk-wales-34528336>
- The learners will need to know this before they are introduced to Lesotho - Children of the Flood.

Tryweryn and Lesotho Quotations

- A set of quotations from both Lesotho and Tryweryn. Pupils decide where they think the quotation comes from.
- List possible ways of how the learners might present their findings.
- How can they act as informed, ethical citizens of Wales and the world?





How enterprising were the Victorians?



Sub-enquiry questions:

- Who were the Victorians?
- How can you tell, that the Victorians were enterprising?
- What does the Great Exhibition tell us about the enterprising Victorians?
- Why did the Victorians build factories?
- What impact did enterprise have on the lives of children?
- Was George Cadbury enterprising?
- How enterprising were the Victorians? What was the effect of this on their lives?

- Think of possible tasks for the learners to undertake to solve this enquiry.
- List possible AfL strategies (e.g. KWL at the beginning of the enquiry).
- Why use these AfL strategies?



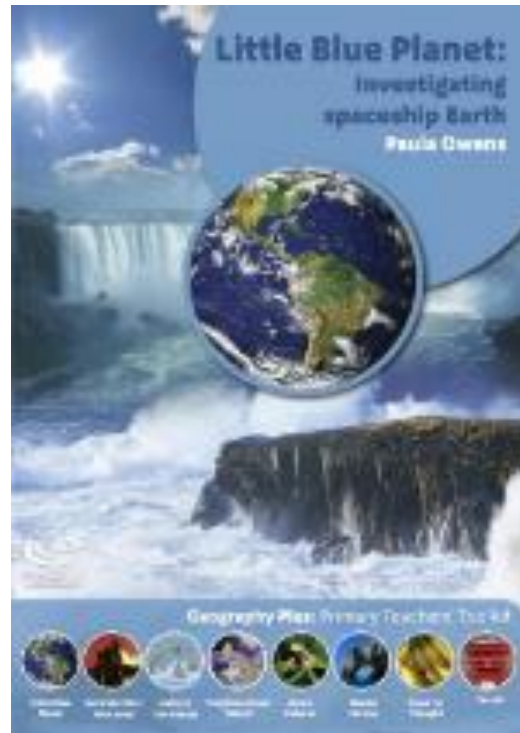


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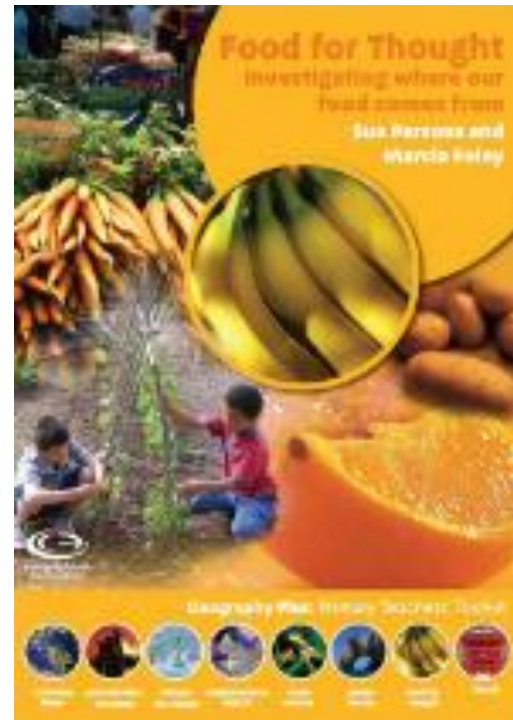
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RESOURCES – visit the GA website - codes

<https://www.geography.org.uk/geographyplus>



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Complete a 'KWL' grid for this session

KNOW What do I already know?	WANT TO KNOW What do I want to know?	LEARN What have I learnt?



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<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters>
- Gwefannau/Websites: <https://schools.fairtrade.org.uk> <https://www.geography.org.uk/>
<https://www.natre.org.uk> <https://www.teachingcitizenship.org.uk/regions/wales>