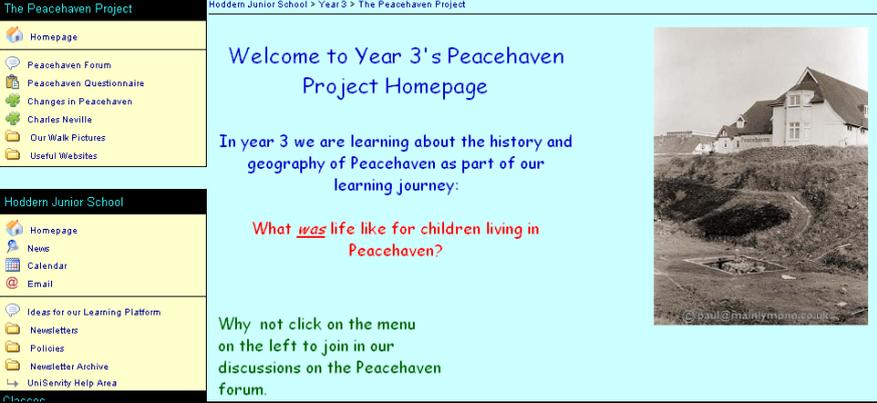


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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School: Hoddern Junior School, Peacehaven	LA: East Sussex
Teacher: Diana Waller	Students: Year 3 (aged 7 and 8)
Contact: office@hoddern.e-sussex.sch.uk	
Learning Focus: To compare and contrast changes to locality over time.	
Curriculum Focus: Literacy (Non-Chronological), Geography (Local Area Study), History (Local Area Study)	
Tools used:  Wiki,  Forum,  Sound Recorder,  Survey	
	
<p>How this worked in practice: The aim of this unit of work was to learn how Peacehaven as a place had changed over time by examining primary and secondary sources as evidence. This unit was particularly difficult to teach because of the lack of resources. The teacher wanted to draw in the experiential knowledge and expertise from the local families of the school and exploiting the non-transient nature of the catchment area to help provide some of those sources of evidence. The activities began by the teacher supporting a select group of her class in answering key questions within a  forum about Peacehaven as a locality, involving questions such as: What is there here for children to do? What activities/places they would like to see. Children could each add their responses and also view the responses left by their peers, building on each other's ideas. The next step was to encourage children to interview their families as homework to find out more about life in Peacehaven before they were born. The children were then able to revisit their  forum space to add these 'Memories of Peacehaven'. This provided the children with first hand evidence of how Peacehaven was different in the past. These interviews raised a number of key points that the children were then able to discuss and debate through this  forum space, and consequently, the class created a Survey  together to illicit more focused detail of Peacehaven's past which was again completed by parents, families and neighbours of the children. This led to learning about the origins of Peacehaven which included a study of Charles Neville who bought the land in the early 20th century. To support this, the teacher created a login account for the character of Charles Neville and children were encouraged to 'ask' him questions through the  Forum, after which the teacher 'answered' role-playing the character. Children were by this point gathering a range of facts about Peacehaven which they wanted to share as a 'knowledge web' and so this was facilitated using a  Wiki which children could collectively add to, and expand upon each other's understanding, producing a great 'outcome' for the unit of work celebrating their understanding. Children could add to this  wiki using text,  sound,  image or  film, including  photos from their local walks, and  links to useful websites for others to explore – facilitating peer teaching.</p>	
<p>By the end of this sequence of work children had developed skills in:</p> <p>Geography/History: Enquiry, Primary & Secondary sources, Impact of time on locality.</p> <p>Literacy: Non-chronological Writing, Drafting, Vocabulary, Editing, Speaking and Listening</p> <p>Learning: self-assessment, peer-assessment, drafting & editing explanations</p>	
<p>Next Steps: Children could create diary  blogs 'in the style of' key characters from Peacehaven's past (including family or local famous people).</p>	