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School: Grappenhall Heys Primary School	LA: Warrington
Teacher: Matt Boot	Students: Year 4
Contact: mattboot@googlemail.com	
Learning Focus: The aim of this activity was to encourage children to keep a diary of a Virtual Tour.	
Curriculum Focus: Literacy (Creative Writing) Geography (Country Research)	
Tools used: Forum, Wiki, Hyperlinks, Image, Film	




How this worked in practice: Through participation within the 'A Million Words' project the children embarked on their own virtual world tour. Through class discussions and exploring the embedded Google Maps within the project pages, the students chose the destinations that they would travel to, before writing about their journey within their own travel journal. Within the 'Our Travel Journals' Wiki a Grappenhall Heys page was created (using a WikiLink), from here students were able to add their own WikiLink that would house their individual travel journal. The student's first destination was Rome and so before discussing this destination within their journal, each student considered travel arrangements, time scales for their virtual tour as well as the feelings and emotions involved in taking this trip. Within the Wiki the students began to add their 'experiences' to their wiki page. The nature of the Wiki allows students to return to their work and amend previous additions and add further information about their journey as they progress on their virtual world tour. This supports the chronological writing style of keeping a diary whilst allowing the students writing to flow. Within each wiki page the student's added images and film and embedded Google Maps to inform their school, national and international peers of the journey. Using facts learned through research, and creative writing skills to add emotion to the tour, students are able to create an engaging and realistic interpretation of a world tour.

Teachers are able to use the 'Article History' tool to view the amendments made by the students allowing teachers to assess the process of editing and improvement.

By the end of this sequence of work children had developed skills in:
Geography: Compare & Contrast Environments
Literacy: Chronological Reporting, Imaginative Writing
ICT: Word Processing (Wiki Editing) Image upload, Hyperlink use.
Learning: Information Sharing, Drafting and Editing, Class Discussion

Next Steps: The children could begin to visit their peers' virtual tour diaries to give constructive support to their class mates by using the 'Add Version Comment'. Both peers and teachers can add suggestions which the child will be able to view and respond to when they next visit their wiki page.