

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.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: Horndean Infant School	LA: Hampshire
Teacher: Hannah Knight	Students: Year 2
Learning Focus: To engage children in finding out about History & bringing the subject to life.	
Curriculum Focus: History > Finding out about the past > Role Play & Hot Seating	
Tools used: Forum, Quiz, Survey, Videos, Homepages/Messaging	



How this worked in practice: As part of our History in Year 2 we look at Guy Fawkes. We have been doing this for many years but wanted to incorporate the learning platform and bring Guy Fawkes to life. To do this we made 3 very short films (with a male volunteer for Guy) to act out the key scenes. These were then embedded on a Guy Fawkes page on the Learning Platform. The children were introduced to the first video which had them completely hooked and in a forum they had to answer the question 'Do you think Guy is doing the right thing to blow up the Houses of Parliament?' Following this children were shown the further 2 films of Guy setting up the barrels of gun powder and getting caught, again children were extremely engrossed in the videos and wanted to find out what happened to Guy Fawkes after being caught. The children have been working on their own homepages so we created ones for King James and Guy Fawkes, this allowed children to message them and we 'pretending' to be them so we could message the children back. Each year we have a 'Plotters Day' when all of Year 2 (including adults) come dressed as a plotter and act out the story. Using the same man dressed as Guy Fawkes he volunteered to come in on the day and be interviewed. For this we filmed the interview and placed it on the Learning Platform for the children to share with their parents. Photos of the day, rhymes and extra websites were also linked on this page. Once the children knew the story (through using Pie Corbett) we added a quiz to check children's understanding. This included sound files, pictures and a variety of questions. We also had a variety of other activities in class which were photographed and placed our class/year group pages for children and parents to see. As we wanted to assess how successful the whole topic had been we created a survey for the children to complete. This was really interesting and showed how much the children had learnt and enjoyed. This tool created graphs automatically and we shared this with the children.

By the end of this sequence of work children had developed skills in:

Literacy: Speaking and Listening, Composing a Letter, Discussion and Persuasion

History: How we find about the past, Finding out about a significant other, Recognise why people did things, Ask and answer questions about the past.

PSHE: Being aware of different points of view,

Next Steps: To develop the use of Wikis to show the children's learning at the beginning and end of a topic.