

<b>An Enterprising lesson</b>	
<b>Subject</b>	History – Avoch Primary School – P3
<b>Lesson</b>	People in the Past - Vikings

### **Brief description**

This method of approach enables pupils to develop a research based procedure which is applicable to many subjects.

### **“Enterprising” it!**

#### 1. How we made learning **relevant** by putting into a **real context**

As personal research is an essential element of P3 work the class teacher established the principle of having a ‘Question Box’. This initially was fed by homework tasks but has now developed into an open question process. Pupils add to this box at any time with questions relating to ongoing class work.

A team of researchers blind pick a question from the box each week. They then have a week to investigate the issue e.g. ‘Were all Vikings fair haired?’ The researchers have to decide whether to do the research at home or in school using choosing time thus taking responsibility for the task.

Pupils then report back to the rest of the class during a planned session, verbally presenting their findings and also quoting their sources of reference.

The class indicates their appreciation of this hard work by way of the ‘Clappometer’. The volume of praise indicating how well the class believes the researchers has completed their task.

#### 2 How we encouraged pupils to take **responsibility**

Pupils decide when they are doing their research and have to plan how, what, when and where they are going to work on the project.

Pupils also take responsibility during the feedback session as they present their findings to the rest of the class.

Pupils also engage in Peer Assessment at the end of the feedback session.

### 3 How we involved partners in learning – building **relationships**

**External** = Business / Community / Parents & Families

Parents – who are encouraged to help with the research task the pupils' have chosen.  
Community Librarian/Library – pupils are encouraged to use the research facilities in the local library.

**Internal** = Other adults in school

### 4 How we **reflected** on its success - assessment

Pupils engage in Peer Assessment at the end of the presentation session indicating whether they think the researchers have been thorough in their investigative process.

Pupils also have to develop their self-assessment skills as their presentations develop over the academic session.

### 5 **Review** - further ideas for development

This process has already developed from simple homework tasks to being a generic 'Question Box'. Pupils are enabled to see the value of research and learn to develop their presentation skills.

### 6. **Links** with ACfE

Pupils become successful learners as they have to think creatively and independently as well as being part of a group. Their learning is related to real life as they are prepared to take a risk as they present their findings. Pupils develop as Confident Individuals as their self-awareness increases along with their self-confidence. As effective contributors pupil are learning to work together in teams and be able to lead projects. Pupils are becoming responsible citizens as they work with others and learn to manage themselves during debate within their teams.