

<b>An Enterprising Approach</b>	
<b>Subject</b>	History – S2 – Fortrose Academy – Tracey Rennie
<b>Lesson</b>	Home Front 12 lessons for research – 3 weeks for writing up the diary.

**Brief description**

Fortrose created an imaginary wartime family, which pupils would become a part of and create a diary for. The family consisted of two sets of grandparents, parents, two siblings and the pupil's character.

**“Enterprising” it!**

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

Pupils undertook their own research in many different ways: internet-research; using primary and secondary sources; reading books; watching the film “Goodnight Mr. Tom”. This took a total of 12 lessons (six weeks). Once the research was finished pupils were given 3 weeks – including the Easter Holidays – to complete their diary.

For research purposes pupils used the following – ‘Goodnight Mr Tom,’ Newspaper cuttings, folders of adverts and letters, the learning curve website, channel 4 history and other booklets.

We provided the pupils with photographs, a lineage, birth and marriage dates, places of birth/residence etc and hoped they would take this information into account when researching what might happen to them during the War. (This information has been included on the website).

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

The teacher led this unit by investigation the causes of the second world war, thereafter the pupils had to take responsibility for the completion of the unit.

Pupils were given deadline dates for submission of diaries. Pupils also had to undertake the research on an individual basis using the teacher as a facilitator. (Examples of pupil work are attached).

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

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

Pupils are able to use any sources for research purposes so there can be a high level of parental involvement.

**Internal** = Other adults in school

Use of the teaching staff as facilitators.

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

Pupils are given a feedback sheet – ungraded, but with specific comments from the teacher.

Pupils are encouraged to review their own work and consider how this may be improved in the future.

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

Perhaps display work or develop peer assessment of diaries.

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

#### **Successful Learners**

Pupils are enthused and motivated by this project and are keen to achieve a high standard of presentation. They are able to translate information from websites into personalized memories for the member of the family they are researching.

#### **Effective Contributors**

Pupils develop the original idea into an interesting format for consumption by others in the class as well as teaching staff and parents. They have an enterprising attitude towards the production of the diary and are keen to add information from a wide variety of sources.

#### **Confident Individuals**

It has been noted that all pupils achieve a high degree of success in this topic. In fact pupils who can be disengaged become more engaged in their learning and have a sense of achievement on completion of their work.

**Responsible Citizens**

As pupils have to present known information in a different way they have to make informed choices as they sift through issues of great complexity. This topic also aids their understanding of political forces and how this can affect the individual in society.

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