

The best way to
learn is to do;
the worst way to
teach is to
talk.

Paul Halmos

Sshhh! Talk less teaching in the History Classroom



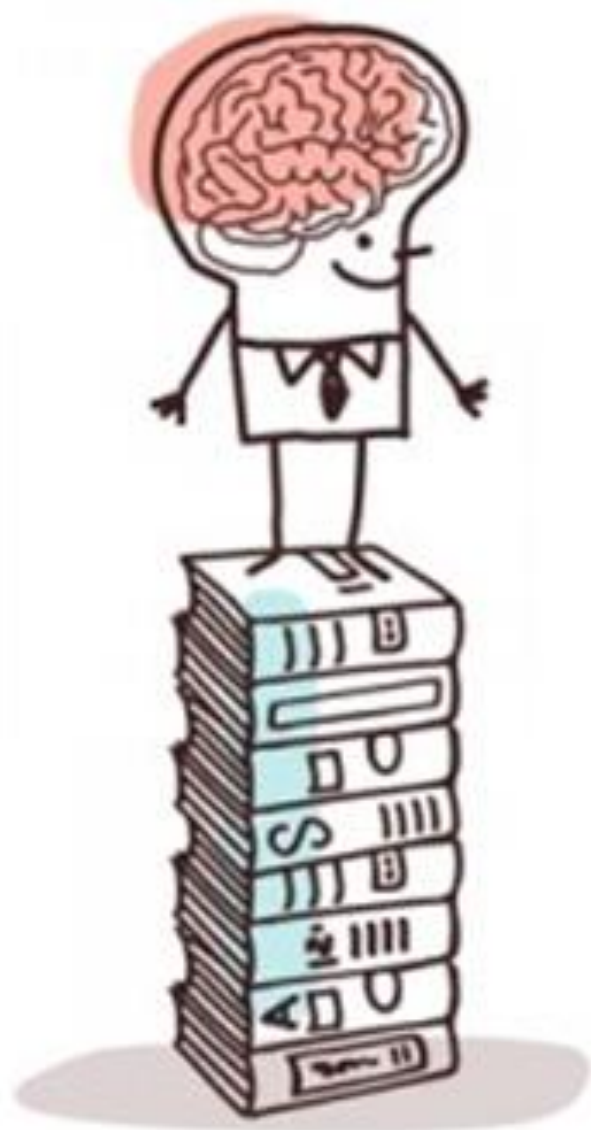
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TALKING = QUICKENS way to get information OUT BUT NOT necessarily IN.

Even we like to be PASSIVE - you are all thinking tell me what I need to know so I can go home!





As teachers, one of the best things we can do is to teach pupils how to learn

WITHOUT the presence of an apparently **all-knowing force** directing them (that's us 😊)

Welcome to 'Teach me, Tell me More'



In History we have to give our students a lot of information in a short period of time.

This method is an easy way of getting the students to help each other to learn

- Great idea for active learning at the start of a new topic.
- Choose focus of learning and structure set of questions
- Step 1: students attempt questions without guidance.
- Step 2: using cards, students move around the room to ask their question.
- Step 3: they find a partner, ask them their question. If their partner doesn't know the answer, they tell them and their partner repeats the answer back.
- Step 4: reverse the roles
- Step 5: swap cards
- Step 6: move on to new partner and repeat
- Step 7: After 10 minutes, students return to desks & have a second chance to complete the question sheet.
- Use Q&A or nominate / 'call a friend' to complete any gaps in their answers.



- The rest of the class should listen & add the correct answer if they have not got it.

Taking the Teach Me, Tell Me More concept further...

- If you are doing this with a large class of say 30 – have duplicate cards e.g. 10 - 15 questions, this helps to embed information.
- EXTENSION – you can have a second question on the same card for those that already know the first answer. This could be a more difficult question.
- DIFFERENTIATION – colour code the cards to match the different learning outcomes and instruct students only to swap answers with those who have the same coloured cards.
- TIME – use 10 minutes for card information swap task = a lot of knowledge shared in short time & no teacher talk.
- PLENARY – you could use the card part of the task at the end of a lesson to see what students have learnt.
- HOMEWORK – you can use it for revision by getting students to make their own cards about a topic & then use it as a starter next lesson.
- IDEAS – can be used with meanings, key terms & definitions, quotes, sources

Play with no doh! Whilst I 'Plaster the Scene'



- Model your part of the answer
- Share and learn the whole answer from your team
- One person will be chosen to feedback to the 'class'.
- In a real lesson – use these ideas to construct an exam style answer.

What are the advantages?

1. Engagement – best way to learn is to do...
2. It uses other parts of the brain – great for memory retention and preventing literacy overload.
3. A good way of introducing a new topic e.g. causes of WW1 or WW2
4. Used as a revision task followed by an exam question as it helps students to remember key points
5. Great for kinaesthetic learners
6. Works well as a group task
7. You could get students to take a photo of their models & annotate them for homework.

Bad example!

- This is Professor Noah Itall. I expect you have someone like him in your History class room. If you don't can I suggest you invent one? He can be relied on to make endless mistakes and errors and the students love bringing him down!



Professor Noah Itall has made 7 errors here. Can you find them?

Discuss with the person sitting next to you.

There was a serious rebellion to Norman rule in 1234 when King Swein of Denmark arrived with a large fleet of ships in August of that year. Together with powerful African nobles and the people of York, they took the city, burnt the castles to the ground and killed the Norman soldiers.

The Normans reacted by setting fire to any buildings that might offer shelter to the rebels. The blaze spread but luckily only a small part of the city caught fire. Most of it was fine.

It doesn't seem that the rebels had much of a plan for when they re-took the city but they held out for years against the Normans.

On hearing the news of his forces' defeat at York, William swore he would get revenge. He bribed the Danes to leave the city. He repaired the two castles and then, using the city as a base, remorselessly and relentlessly carried out what was became known as 'the hugging of the North'.

The Normans made the city much safer from attack by strengthening the city walls. Near to the castle (Clifford's Tower) they built a dam. The River Foss then flooded. This became known as the King's Toilet, and it provided an impenetrable barrier to the east of the city. This is why there is no wall to that side- it was too stinky to walk through!

York quickly recovered from the rebellion and the Norman suppression.



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Discuss with the person sitting next to you.

There was a serious rebellion to Norman rule in **1069**. King Swein of Denmark arrived with a large fleet of ships in August of that year. Together with powerful **Anglo-Saxon** nobles and the people of York, they took the city, burnt the castles to the ground and killed the Norman soldiers.

The Normans reacted by setting fire to any buildings that might offer shelter to the rebels. The blaze spread **and many buildings including the Minster (much smaller than today) were burnt**. It doesn't seem that the rebels had much of a plan for when they re-took the city **and they were quickly overthrown**.

On hearing the news of his forces' defeat at York, William swore he would get revenge. He bribed the Danes to leave the city. He repaired the two castles and then, using the city as a base, remorselessly and relentlessly carried out what was became known as '**the harrying of the North**'.

The Normans made the city much safer from attack by strengthening the city walls. Near to the castle (Clifford's Tower) they built a dam. The River Foss then flooded. This became known as the **King's Fishpond**, and it provided an impenetrable barrier to the east of the city. **This is why there is no wall to that side- because you couldn't get an army across it!**

It took years for York to recover from the rebellion and the Norman suppression.



Professor Noah Itall and his bad examples can work anywhere. They make great lesson hooks and plenaries.

Last lesson we learnt that all the people in the 13th Century were *really stupid* because they believed the stars and planets caused the Black Death.





- We all know that analysing what student's have written helps them improve. We have traditionally done this on the whiteboard and used a visualiser.
- But how can you make this less teacher driven and less dull?



This is an idea we have pinched from modern languages. It helps your students identify the historical or literary skill you want to focus on.

A clear **point** :Hand on head



Detailed fact :Clap



Analysis: Stand up



Linking : Bang the table



Sara will demonstrate:

One of the most important reasons why William won the Battle of Hastings was the weakness of Harold's Army. His Army had marched 200 miles to Stamford Bridge, fought a fierce battle against Harald Hardrada on the 25th September. Three days after the Battle Harold was told that Duke William had landed on the South Coast. This meant Harold had to march his army back south and face William. He had lost many valuable soldiers and had to replace these with inexperienced men. William's army was well trained and rested. Harold's army was smaller and less organised than William's. This was shown when his soldiers broke the shield wall and chased William's soldiers onto lower ground. This was a key turning point in the battle and gave William's men the advantage. Harold could have waited until his men were better rested although it was bad luck that William landed so soon after the Viking invasion.

A clear point :Hand on head

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Now your turn. To make it harder we are going to read it to you.

A clear **point** :Hand on head



Detailed fact :Clap



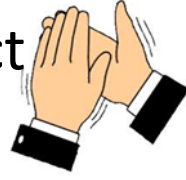
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Linking : Bang the table



A detailed fact



A Clear point



Analysis

Linking



One long term reason for the outbreak of the First World War was the complex network of Alliances that had grown between the European Countries.

In 1882 Germany Austria Hungary and Italy formed the Triple Alliance. It was a defensive alliance and created a central block of countries through the middle of Europe. In 1893 France and Russia created their own alliance in order to protect themselves against France and Germany. Finally in 1903/4 Britain signed the Entente Cordiale with France and in 1907 reached an agreement to support Russia in in colonial problems. The agreements were secret and Germany believed that they were formal defensive alliances.

The secrecy surrounding the alliances caused suspicion and tension between the two groups of allies. Germany felt trapped or encircled by France and Russia.

This caused them to rearm more energetically and thus triggered the arms race which in turn created more suspicion and hostility.

The Alliance system was also an important cause of the war because it means that small local disagreements such as the Agadir Crisis or the Bosnian Crisis all risked triggering a larger war as allies took sides. It created fear and suspicion between the two groups which encouraged rearmament. Finally it made weaker countries more belligerent in their attitudes, confident that they would be supported by a stronger ally.

How did you do?

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Now try it with some Historical fiction

- Here we are trying to identify causes and consequences:
I wake to see the sunlight streaming through the rough gaps in my wall. It is made of a rough substance called wattle and daub. I can hear the squeak of a family of rats who have made a nest by burrowing out the straw and clay. I am sleeping on a mat of straw. It has not been changed this winter and it smells damp and musty. A beetle wanders near my face and I force myself up. Outside I can hear the a commotion.
“Come from the South they say, spreads on the wind..”
“Terrible it is. So many people dying. Nottingham isn’t letting people in to the town”
“I heard it was the Jews poisoning the wells.”

Plenary

A teacher talking does not always equate to student's learning

Teacher talking gives an illusion of control as it makes students passive.

Students learn best when **doing** and when they have one foot in the pit.

When you **finally do speak** – you will find students are much more engaged with what you have to say.