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Two Case Studies from UK

### WAE Case Studies – Sharing practice

This template has been designed to record and share practice, and to help other teachers consider the relevance and potential for adapting this practice for use elsewhere.

**Title:** We Are Europe – Know yourself and be open to the differences of others.

**Summary:** This interdisciplinary project proposes to develop a concept for, and implement, innovative teaching modules for 10- to 14-year-old students. It adopts the theoretical perspective of purposive history and interdisciplinary approaches. The modules will be devoted to specific themes, such as the concept of 'home' as national, regional and local identity, musical traditions, fashion, cooking and sports, the future educational needs and skills for the future. The idea is to deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project, and awaken and/or deepen their interest in Europe and in the European Union as an inclusive space for lifelong learning and work

**What was done:**

I produced a series of 60 minute lessons initially looking at how the European Union was formed and then focusing on the different features and cultures of the focus countries and other European countries. Pupils looked at both physical and human features of the focus countries and capital cities. Pupils also had the opportunity to learn some basic Polish as we are lucky to have a member of staff who is Polish. Pupils also used this opportunity to ask questions about Poland, comparing it to Britain. Pupils had the opportunity to look at the traditional food that each country classed as their national dish or dishes and had the opportunity in their Food Technology lessons to research them further and cook them. One of the lessons that the pupils enjoyed the most was when we looked at some games played by children throughout Europe. Although some of the games were aimed at children slightly younger than those being taught, all pupils enjoyed the session and were able to lead the games after taking part. The final sessions allowed the pupils to research a focus country in further depth. They could look further into a specific geographical area of their chosen country or countries or part of its history or culture. At the start of the topic pupils were asked what they would like to focus their learning on. This information was saved and handed out to the pupils as a Wordle cloud for them to use as the basis for their individual research. Pupils also made great use of the various internet links provided on the We Are Europe website. These additional resources allowed pupils to find out more information often in a fun and targeted way.

**How the learners were involved:**

From the onset of the project pupils were fully involved in their learning. Pupils initially stated what they knew about Europe and what they would like to learn. The information was then reviewed and then from what the pupils had requested to learn. Lessons were planned to cover as many of these areas as possible. If any areas were not covered during the teaching sessions pupils were given two lessons to research an area in greater detail at their own guided choice.

Pupils were able to record their learning in either the We Are Europe learning booklets that I produced for them or electronically in PowerPoint or Microsoft Word for example. Most lessons allowed the pupils a chance to research further the lesson objectives to given them a deeper and more personal understanding of the topic being covered.

All pupils that took part in the project had the opportunity to attend Worcester University where we shared what we had learnt with another school that had also undertaken the project. Pupils work from St John's was displayed and pupils gave talks for example about different festivals that happen in some European countries to a cookery demonstration where a European dish was made live and tasted by the audience.

**Motivation and aims:**

The topic allowed pupils to look towards Europe at a crucial period in British politics. Although this was a coincidence it gave them a sense of what it meant to be European and look at the similarities and differences between themselves and their European counterparts.

One of the main benefits of allowing pupils to suggest ideas and areas that they would like to learn more about is that they straightaway take ownership of their learning. By also allowing them a period of time in the lessons to personalise their own learning by having the freedom to research the lesson objectives further they are able to design their own learning further. Lastly if they had wanted to learn about a specific area that unfortunately we did not have time to cover in the lessons, they were able to spend the last two sessions researching an area that enthused them. Again this allowed them to tailor their own learning and as a result maintains their enthusiasm and desire to work better than if they were looking at a topic that they enjoyed less.

The project really challenged the pupils to look at their place and Britain's place in Europe and in what way they are similar or different to their European counterparts. The conference at Worcester University allowed them to see that they are able to go and not only travel and discover Europe but also thanks to the guest speakers; see that they are able to go and learn in and from Europe. Pupils remarked to me that they had never really seen Europe as somewhere that was accessible to them until they had undertaken the project.

**Successes and lessons learnt:**

Pupils being able to state what areas they would like to look at and learn works well as it allows pupils to take ownership of the learning to be undertaken. Fortunately we have the ICT capacity to allow pupils to use laptops in most of their lessons while undertaking the project to further their learning in a tailored manner. This is something that I would like to do more of in my own teaching outside of the project. Pupils also liked using the Stratar maps to see how they were linked with each other on a local basis and are looking forward to seeing how this compares with other schools that took part in Europe.

**Transferability:**

The information gathered by the pupils has allowed them to see Europe as an extension to Britain rather than a place with great differences. The learning and teaching would be transferable into other lessons and for future use in education and life.

**Further information:**

Resources used from WAE:

[http://europa.eu/kids-corner/index\\_en.htm](http://europa.eu/kids-corner/index_en.htm)

[http://europa.eu/kids-corner/explore\\_en.html](http://europa.eu/kids-corner/explore_en.html)

[http://europa.eu/publications/slide-presentations/index\\_en.htm](http://europa.eu/publications/slide-presentations/index_en.htm)

Other resources:

See attachments

**Location of practice:** England, Worcester University, St John's Middle Academy, Year 8, 12-13 year old pupils.

**Author of case study (teacher's name and subject taught in this context) and contact for further information:** Mr Kenny Hirst – Head of Geography

**Date:** 18/07/2016

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<p><b>Title:</b> City Sports Stadiums</p> <p><b>Summary:</b> Pupils were asked to look at the sports stadiums for the five countries within the project.</p>
<p><b>What was done:</b></p> <p><b>L.O:</b> Can I research and present information about a range of Sport Stadiums from a range of European countries?</p> <p>Pupils were asked to create an informative slideshow using Microsoft PowerPoint, to display key facts and information about the national sports stadiums in Portugal, Estonia, Finland, Poland and Austria.</p> <p>Resources:</p> <p>Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip (<a href="https://www.youtube.com/watch?v=M50EpdVs_WM">https://www.youtube.com/watch?v=M50EpdVs_WM</a>)</p>
<p><b>How the learners were involved:</b></p> <p>Pupil led the learning</p> <p>Pupils use the internet for their own research</p> <p>Chose which stadium would be the focus of their PPT</p> <p>Chose the content</p> <p>Presented to the class at the end of the session</p>
<p><b>Motivation and aims:</b></p> <p><b>Links to the curriculum:</b></p> <p><b>Computing:</b></p> <p>Pupils should "select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact." (p.218)</p> <p><b>Geography:</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America."</p>
<p><b>Successes and lessons learnt:</b></p> <p>The lesson was enjoyed by all pupils.</p> <p>If repeated I may have supplied pupils with some information sheets to help LA.</p> <p>Sessions would have been more successful if longer than 45 minutes.</p>
<p><b>Transferability:</b></p> <p>This practice would be transferable as long as the hardware and software was available.</p> <p>Differentiation could be determined through outcome</p>

**Further information:**

Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip ([https://www.youtube.com/watch?v=M5OEpdVs\\_WM](https://www.youtube.com/watch?v=M5OEpdVs_WM))

Youtube clip- to engage and enthuse pupils.

Microsoft PowerPoint- to present information

Internet- to research

**Location of practice:** Abbey Park Middle School, Pershore, UK

**Author** Richard Martin- Head of Year 5 **and contact for further information:**  
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**Date:** 22.9.16