

*Is it possible to
learn nothing?*

Discuss with your
neighbour !

Today's Session

Pushing and Stretching: ideas for developing thinking at AS and A2

- **Identification and meeting needs**
 - **Questioning**
 - **Transforming**
 - **Discussing**
 - **Being independent**

Ability and personalised learning

Baggage and labelling

Fixed and Growth Mindset (Dweck)

Anna - simplifying Lutheranism

Becky – complicating reformers

The challenge of precis

- **500-1000 word explanation of complex topic (eg Marxism, Lutheranism)**
- **In pairs summarise it in a 250 word paragraph.**
- **On your own for homework, summarise it in a 20 word sentence.**

Cognitive / Intellectual features of most able

- **Open mindedness**
- **Tolerance of uncertainty**
- **Intellectual independence**
- **Transferability/ cross referencing**
 - **Concentration**
 - **Intellectual voracity**
- **Good memory – retention / recall**
 - **Logical thinking**
 - **Fast rate of learning**

(<http://www.brookes.ac.uk/schools/education/rescon/issp-final-report.pdf>!)

Extended and enriching tasks / learning experiences which are:

- **open ended**
- **of differing lengths, are varied (not just more of the same),**
- **challenging ('something we can't do')**
- **related to real life**
- **not demanding too tightly determined outcomes**
- **not too test focused**
- **built on previous learning,**
- **likely to stretch the imagination**
- **providing chances for group work eg debates, role play and hot seating,**
- **flexible / cross curricular**
- **offering leadership opportunities**
- **providing the chance to do more research in depth**
- **creative**

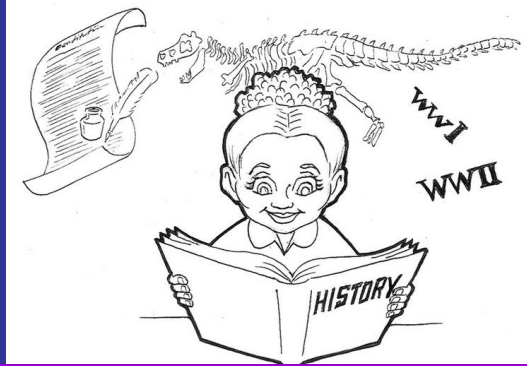
(<http://www.brookes.ac.uk/schools/education/rescon/issp-final-report.pdf>!)

Our definition

A GIFTED HISTORIAN

- understands the organic and subjective nature of the subject; recognising that perceptions of the past evolve over time.
- is intellectually curious; pursuing their interest with reading and learning outside the classroom.
- engages critically with reading and other historical material.
 - is able to make and understand links between historical developments in different contexts of time and place.
- understands differing interpretations yet also has the confidence to put forward their own original view.

What makes an A* historian?



A student who shows all or some of these attributes

- realises that history is ever changing and is affected by the present;
- is intellectually curious, pursuing their interest with reading and learning outside the classroom;
- engages critically with reading and other historical material ;
- is able to make and understand links between historical developments in different contexts of time and place ;
- understands differing interpretations yet also has the confidence to put forward their own original view.

Stretch and challenge at departmental level

- Agree what the ideal characteristics are
- Share with teaching team and students
- Foster opportunities in and outside classroom
- Make them inclusive rather than exclusive
 - ration by mindset and commitment

Would you rather be a seedless or non-seedless grapefruit?

Oxbridge interview questions

- **Talk about a light bulb (Engineering, Oxford)**
- **How many monkeys would you use in an experiment? (Experimental Psychology, Oxford)**
- **How does Geography relate to A Midsummer Night's Dream? (Geography, Oxford)**
- **What would you do if you were a magpie? (Natural Sciences, Cambridge)**
- **Is there such a thing as an immoral book? (French and Spanish, Cambridge)**
- **Instead of politicians, why don't we let the managers of IKEA run the country? (SPS, Cambridge)**

Are school students becoming spoon-fed exam machines?

But how will I know the answers if I don't know what the questions will be?" This, believe it or not, is a question hundreds of Oxbridge applicants ask every year as they prepare for interview.

**Rachel Spedding, Oxbridge Admissions
independent.co.uk.**

Questioning What did I google ?





**Why did
Chamberlain
take his
umbrella to
Munich in
1938?**

People who carry an umbrella can never found an empire .

Questioning

Questions often asked about Fascist Italy

- *When did Mussolini come to power?*
- *Why did Mussolini come to power?*
- *How far was Mussolini's seizure of power due to the weaknesses of his opponents?*

Questions we might ask

- *Would the Fascists have come to power without Mussolini?*
- *Does it matter that Mussolini came to power in 1922?*
- *What are the best questions to ask about Mussolini coming to power in 1922?*

Questions : your turn

- **Think of an unexpected question you could ask your students at the start of a lesson.**
- **Swap your idea with your neighbour.**

Transforming knowledge

- **Knowledge and understanding – do not go together like a house and carriage**
- **Knowledge transforming, not knowledge telling (Bereiter and Scardamalia (1987))**
- **Performance of understanding (Gardner, 1993)**

The greatest enemy of understanding is coverage – I can't repeat that often enough. If you're determined to cover a lot of things, you are guaranteeing that most kids will not understand, because they haven't had time enough to go into things in depth, to figure out what the requisite understanding is, and be able to perform that understanding in different situations.

(Gardner ' Educating for understanding' in The American School Board Journal (1993))

Knowledge transforming not transferring

- Summarise an article in the form of a diagram
- Edit a book chapter for GCSE students
- Create a five minute 'mini lesson' from a key article or chapter
- Get your students to write book reviews for Amazon, for your learning platform or for an online discussion.
- Summarise the extract from Koonz on women in Nazi Germany in diagrammatic form.

Knowledge transformation

You are preparing for an essay on whether women in Nazi Germany experienced a 'social revolution'.

You need to use the ideas of Claudia Koonz in your answer.

On the A3 paper provided, produce a summary of her ideas which will be useful for you in writing this essay.

Produce your summary in the form of a diagram.

Main Points of 'Mothers in the Fatherland' (Claudia Koonz, 1987)

- Women were just as guilty of bringing about the Nazi Reich as Men, not just through voting for them, but during the regime as "women missionaries" and collaborators in their own piece of the society the Nazis gave them.

They did this because they had freedom in the Nazi Reich, as long as they did it in service of womanly ideals of which they were trying to achieve anyway.

Women made the Nazis seem homely and drew away from the race hate in their policy. They made the Nazis seem more human and gave the Nazi men support. They also convinced the members themselves they were part of a culture - making them fight harder for it.

Women had this freedom because the Nazis looked at the world as biologically as they could, whereas before the major divisions were mainly between men and women, now they were between different races - so the women felt part of the society and equal (obviously Jewish women and other anti-Nazi women wouldn't be equal).

Women had a special place in the Nazi Reich - which enabled them to have the freedom, because they weren't always compared to men. Women had a special role under the Nazis which made them feel special and valued when compared to men - it gave them a facade of power.

✓ Excellent!

You will need paper and pen or pencil.

**Think about our current coalition
government.**

**Write down in silence on your own 4-5
key characteristics of our current
government.**

**Now imagine that you have to create a
3 D model of the government.**

**Can you think of any ways that you could
convey those key characteristics in
model form?**

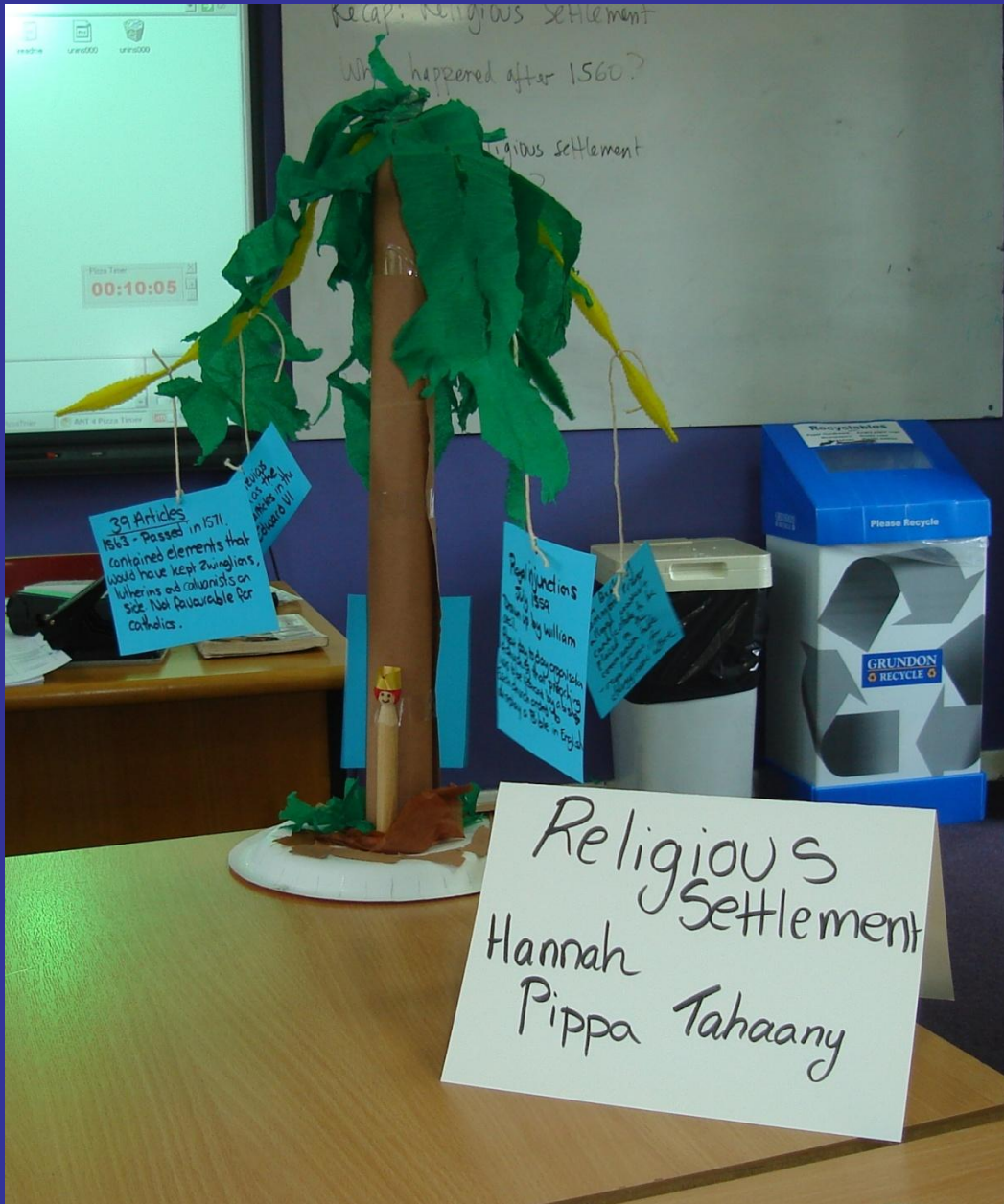
**It may help to think of the government as
an object, animal, plant or structure or
a mix of these.**

**Write down your ideas in silence on your
own.**

Share your ideas with your partner. Select the best idea.

Take the two lumps of playdoh from under your bench.

Create your model in four minutes.



Elizabeth Ist's Religious Settlement

Discussing

Planned and structured questioning



Bloom's Taxonomy

Apprentice competition



Discussion Forums

- **Virtual Academy competition**
 - **As preparation**
- **As a class challenge eg play devil's advocate**

Play devil's advocate

Churchill's Gathering Storm is the only reliable source for considering the issue of appeasement.

Seven arguments put forward.

Class challenge with independent arbitrator.

Assertion 1:
The Gathering Storm
is reliable because of
its proximity to events

Events

Written

Published

1938

1946-7

1948

Student responses

Beth: It can be argued that being so close to the event is in fact a disadvantage to the reliability of Churchill's *interpretation* of the events during the Munich Crisis. This is largely due to the fact that as a backbench politician and a man greatly involved in the social side of politics, his view may be inaccurate due to his emotional attachment to the situation. The presence of emotion and embellishment within his writing is a weakness due to the close proximity of the events.

Ideas for independent learning

- **Provide choice**
- **Provide challenge**
- **Set expectations**
- **Share responsibility and use peer pressure**

At university, students found that they had to 'transform' and interpret material themselves, with the tutor, at best, acting as a guide. University was more like a 'gateway' into the subject and students had to take responsibility for their own learning. Many found this transition difficult because the understanding of learning they had developed in the sixth form was very persistent.

(Barbara Hibbert, Phd (2006))

Summing up

- **Use attributes of giftedness to plan for all**
- **Think outside the box – creativity and surprise are powerful stimulants**
- **Plan structured discussions**
- **Foster independence in all its forms**