

Specialist Schools Trust: 2Simple Software Joint Project

Developing Learning Resources to support the work of the National Strategies

Heading	Brief notes only
Name of school	Colerne Primary School
Address	Quarry Lane, Colerne, Wiltshire, SN14 8DU, 01225 742367
Title of unit	Checking Databases for Plausibility/ PSHE - Cultural Diversity
Year group and term	Year 5/6 Term 4 2006
Curriculum areas covered by work	ICT/PSHE
Main learning outcomes of unit of work	ICT - To be able to identify errors in a database and have skills to actively check for different types of errors. PSHE - To develop a deeper understanding of another culture (Nepali), relating to a large number of Nepali children joining the school.
Description of work	ICT - HA children worked collaboratively, using 2Connect, to concept map different situations where databases might be used and the potential errors or difficulties that might occur in each. The developing concept map was displayed on an interactive whiteboard, whilst the rest of the class worked, allowing them to look at the 2Connect concept map as a form of support. PSHE - All the children used 2Connect individually to record what they had learned about Nepali culture and the country itself, after a number of weeks of research, discussion and investigation.
Brief description of how the ICT was embedded in the teaching of the unit	ICT - 2Connect was used in the ICT suite over 2 sessions. One of the sessions actually had a small number of parents present, as part of our scheme whereby parents are invited to join and participate in a selection of lessons every term. Prior to the 2Connect lessons, children had explore some databases and then their knowledge, to that point, was consolidated by the mind-mapping. The finished concept map was then used in the plenary session to share and reinforce the key learning points. PSHE - The children had previously spent time looking at the geography of Nepal and raising questions that they wanted to answer. They had also watched a number of online videos which depicted rural Nepal and its traditional culture, alongside a modern viewpoint of Katmandu as a busy Nepali city. The children then used the concept map to record their learning and answer any of the questions they had raised previously.
How did the use of ICT help the child's learning?	ICT - Enabled the HA children to further deepen their understanding of databases, as instead of working independently as so often happens in an ICT suite situation, the collaborative nature of the concept map required them to cooperate and discuss the content and organization of their work. It also required them to draw on previously acquired skills such as devising a layout for the concept map with an awareness of their audience i.e. their peers and visiting adults. PSHE - The use of the concept map resulted in the pupils being very engaged with recording their learning, as 2Connect allowed them to have some creativity in the way they presented their learning i.e. some children chose to simply use text, others used prepared clipart

	whilst some children chose to draw their own illustrations to accompany their text.
Would you do anything differently next time?	PSHE - Next time I would spend a little more time exploring the layout/design of a concept map, encouraging the children to group their learning around a limited number of common themes.
Other supporting resources	