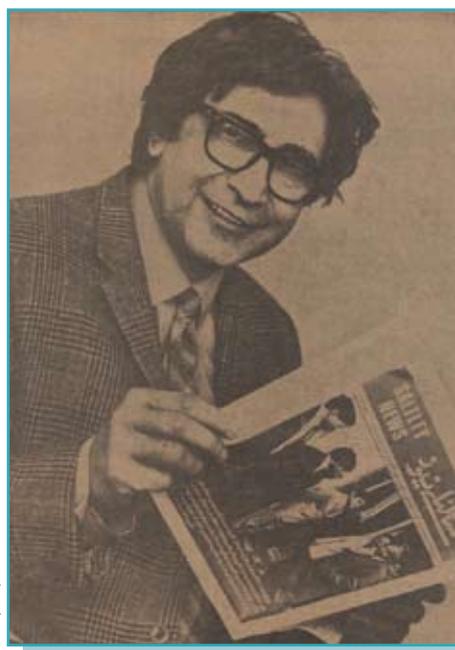


Using an enquiry process to explore archive materials



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As a collaborative working group with a focus on city migration stories, Jo Fairclough, Clare Fry and Nikki Thorpe developed an approach to curriculum development, exploring people's stories in Birmingham, and using archive material held by Birmingham Library and Archives. They aimed to offer an alternative to the collapsed Humanities Curriculum offered by many schools. Involvement in the Cities, People and Change Project offered the opportunity to explore issues of global migration from geographical and historical perspectives, using enquiry based learning.

The process of creating an archive offers a challenge in terms of how communities are represented, including the use of authentic voices.

Jo explains:

“Enquiry based learning puts the students at the heart of the learning process, by giving them responsibility for identifying evidence, making and testing hypotheses or interpretations, and producing revised accounts. This requires a supportive environment, where risk-taking is actively encouraged. An enquiry can take the form of a single lesson, but could also last half a term or more.”

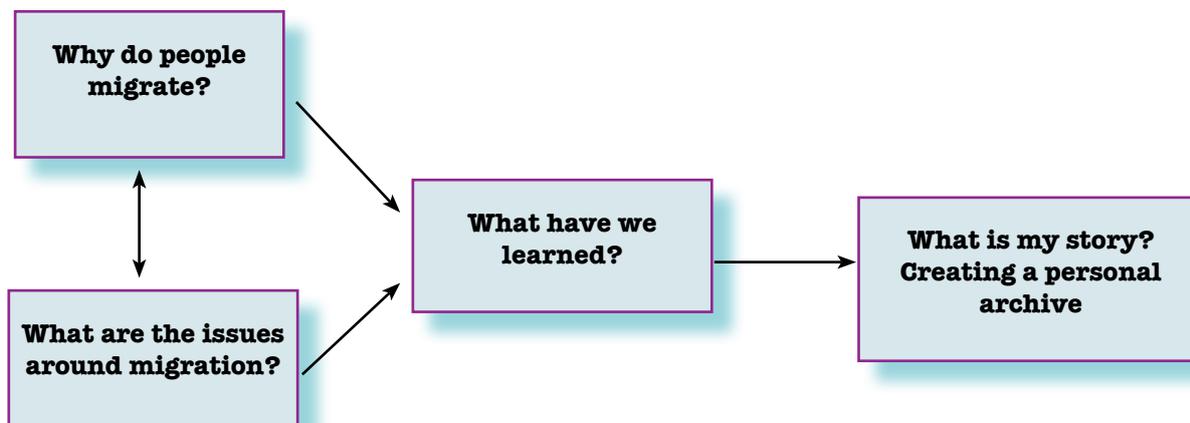
“Enquiry skills are fundamental in History and Geography. For example, the Key Processes section of the KS3 Programme of Study for History says:

‘Pupils should be able to:

- Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses;*
- Reflect critically on historical questions or issues.’*

“Enquiry based learning also offers an opportunity to stretch and challenge the most able, by asking and refining their own questions, giving critical consideration to issues surrounding the origin, nature and purpose of sources, so as to reach their own independent conclusions.”

The activities shared here were developed by Jo, Clare and Nikki for use with Year 7. The model below shows a series of lessons that have a variety of starting points. The process makes use of discrete History and Geography lessons, as well as combined sessions, but it also offers the opportunity for cross-curricular links with many other subjects, including Art and Design, Citizenship and English.



Key questions and/or key objectives	Activities
<p>Why do people migrate?</p>	<p>Students complete first column of a progress tracker grid [such as the example at the end of this section]</p> <p>In groups, students have a set of archive sources related to one person, and are asked to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order the sources chronologically; <input type="checkbox"/> Complete a living graph - which events would be the most positive and why? Use post-it notes on the living graph to justify decisions. <p>Debrief - what questions still need to be answered?</p> <p>Students complete tracker grid</p>
<p>What are the issues around migration?</p>	<p>[Could have the emphasis on one case study throughout whole of the lesson]</p> <p>Why would this person move from their country?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussion about reasons why people may decide to move away from the country they live in. <p>Push vs pull</p> <ul style="list-style-type: none"> <input type="checkbox"/> In groups, students organise a list of factors into push and pull about why the person migrated. <input type="checkbox"/> Are they happy? <input type="checkbox"/> Students brainstorm, using visual prompts, good and bad points that could have resulted from the migration <input type="checkbox"/> Write a diary entry as if they are the character
<p>What have we learned?</p>	<p>Re-tell the story of a person from archives material in groups.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the History lesson students show their life through a timeline <input type="checkbox"/> Using the Geography lesson students elaborate on push/pull factors, and the possible feelings of the person - during the movement and afterwards. <p>Students present their findings, using their preferred media.</p>
<p>What is my story?</p>	<p>Students complete a collage of their own/their family story - how do they choose what evidence to include? How do they want their story to be represented?</p>

Jo Fairclough reflects on using these ideas with her pupils:

“The activities we used were very successful. Students commented that it was fun and enjoyable and asked if we could have more lessons like it! I have now moved schools, and am working with a colleague from another school to develop the resources for use in Wolverhampton. My advice for other teachers is to get in touch with your local archive and see what they can offer you.”

Exploring ideas – and opinions – about migration can often bring up controversial issues. We offer guidance on [teaching controversial issues](#) elsewhere in this resource.

What I know... progress tracker grid

This grid, based on the ‘KWL’ framework, can be used to elicit pupil’s prior learning, develop questions for research and help them to think through what they have learnt as they follow an enquiry process.

What do I already know?	What would I like to find out?	What has the task taught me?	What have I learnt since the last task?	What do I know now?

Ideas developed by Clare Fry [Broadway School, Birmingham], Jo Fairclough [Smestow School, Wolverhampton] and Nikki Thorpe [Birmingham Heritage and Archives].

