



Universidad de Valladolid

Trabajo de fin de grado



EL USO DE PROYECTOS EN LAS CLASES DE “SCIENCE” EN EDUCACIÓN PRIMARIA

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RESUMEN

Dentro del marco AICLE en el que se desarrollan diversos programas bilingües en España, una de las asignaturas que se enseñan en inglés es “Conocimiento del medio natural social y cultural”. En los últimos cursos de Educación Primaria se introduce a los alumnos en el estudio de la Geografía y de la Historia. El problema que se plantea a la hora de enseñar Geografía e Historia de España en inglés es la ausencia de recursos para tal fin. El método por proyectos ofrece una singular estrategia metodológica que invita a los alumnos a trabajar en grupos, investigar, pensar de forma autónoma y crear con un objetivo final concreto. “Life in black and white” es una propuesta de proyecto de clase para trabajar cómo era la vida a principios del siglo XX posibilitando a los alumnos entender su propio estilo de vida. El objetivo final del proyecto es elaborar una exposición en el centro para mostrar distintos aspectos de la vida hace cien años.

PALABRAS CLAVE: AICLE, Geografía, Historia, método por proyectos, objetivo, producto final, tarea final, proyecto de clase, “Vida en blanco y negro”.

ABSTRACT

The current bilingual programmes in Spain apply CLIL methodology to the teaching of specific subjects through the medium of English, one of them is “Science, Geography and History”. In the upper levels of Primary Education, Geography and History are taught more in depth. The problem when teaching Spanish Geography and History in English is the absence of resources in English. The project method offers an interesting teaching strategy which invites pupils to work in groups, do research, think independently and create to achieve a specific outcome. “Life in black and white” is a class project which guides pupils on an investigation of what life was like at the beginning of the 20th Century and allows them to understand their own lifestyle. The final product of the project is an exhibition at school to show different aspects of life a hundred years ago.

KEYWORDS: CLIL, Geography, History, project method, outcome, end product, final task, class project, “Life in black and white”.

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INTRODUCTION

1. MOTIVATION AND INTENTION

This Dissertation is the culmination of the teacher training degree. It reflects the many skills acquired over the last four years and illustrates the development of the professional competences related to teaching.

The main intention of our project was to create a specific proposal for teaching History through English. The lack of research and resources in this field is evident in spite of being one of the subjects which is taught through the medium of English in Spain and in Europe. Most of the materials and resources focus on Science (Chemistry and Biology mainly) while the materials and resources for Geography and History are few.

The Work allowed us to study the theoretical framework in which bilingual education takes place in Spain in depth, as well as analysing a popular teaching method in the United Kingdom known as “the Project Method”. This analysis led us to create a proposal for a class project for the subject “Science, Geography and History” according to the principles established by this methodology.

Using English to write the Dissertation has also been a challenge for us, because it is not our mother tongue. Nevertheless, it was necessary because we wanted to create a project for teaching History through English.

2. PLANNING STAGE

Our Work is based on three core concepts: CLIL as the framework on which the teaching of extra-linguistic subjects through English takes place; the teaching of Geography and History in Primary Education gave us the key topic for our research; and finally, teaching through projects gave us an interesting methodology which is rarely used in Spain to develop.

In the first chapter of the Work, all three concepts are connected and analysed in order to establish a theoretical framework for our proposal. The lack of research on the teaching of Geography and History through English in Spain invited us to establish

some teaching principles to start our project, although changes were made as we developed the topic.

Our next step was to design a class project about what life was like at the beginning of the 20th century which is explained in the second chapter. The choice of the topic was not easy. We tried to choose an unusual and relevant topic at the same time in accordance with the History contents studied in Primary Education in our country.

The proposal is about the History of Spain which the pupils have to learn, but other contents of British History were taken into account because they are required in the language integrated programmes. The intention is to carve a new path in the teaching of History in English in Primary Education in order for pupils to acquire a positive attitude towards learning about the changes in lifestyles through the ages.

The class project “Life in black and white” consists of a wide range of tasks where pupils have to look for information, think, talk in English and create. Due to the lack of materials and resources, we had to design all the worksheets specifically for the project. We based the structure of the activities on the common activities used in the United Kingdom to teach (and learn) History in Primary Education.

Without doubt, the main resource of the project is the web “Life in black and white”. Due to the absence of material about Spanish History written in English we found it necessary to create our own website providing all the information our pupils would need. It became an essential source of information and inspiration for the pupils to do the activities.

In conclusion, the Dissertation has allowed us to research an innovative field to be developed over the next few years. Teaching the Geography and History of Spain in English through project work is a challenge in Spanish schools nowadays. But this challenge can be overcome and offer us a wide range of possibilities.

CHAPTER 1: PROJECTS FOR TEACHING GEOGRAPHY AND HISTORY IN PRIMARY EDUCATION

1. TEACHING GEOGRAPHY AND HISTORY IN ENGLISH - A CLIL APPROACH

1.1. What is CLIL?

In the European Union, there are twenty three official languages and more will be added when new countries join, so the need for communication is one of the main issues of European institutions. The aims of European linguistic policies are to create a multilingual Europe where people can function in two or three languages (Darn, 2006).

CLIL (Content and Language Integrated Learning) is one of the initiatives promoted by the Council of Europe (1995) to improve language learning by European students (Navés, 2011). According to Darn (2006), CLIL can be defined as “learning another content subject through the medium of a foreign language and learning a foreign language by studying a content-based subject”. In short, it involves the use of a foreign language as a vehicle for non-linguistic contents.

CLIL is considered an umbrella term including different language integrated programmes. All of them are based on the “four Cs” curriculum formulated by Do-Coyle in 1999, which establishes the elements a CLIL lesson should include (Spratt, 2011). They are the following:

- Content: specific academic elements of the curriculum. They are the contents of Science, Geography, History or Art which the pupils have to learn.
- Communication: the foreign language as a medium of instruction.
- Cognition: thinking process to link contents. They are necessary in all the subjects.
- Culture: comparing cultures and learning cultural aspects from different perspectives.

In this programme, foreign language is integrated into the broader curriculum and is learnt in a natural way. Pupils need to know the foreign language to understand other contents while using those other contents to improve their English, as Darn (2006) points out in his theory of why CLIL works “when learners are interested on a topic they are motivated to acquire language to communicate”.

CLIL enables pupils to function in two languages and when they finish compulsory education, they can use both languages in different contexts and situations. Moreover, a wider cultural context is introduced and children know and understand a foreign language and culture better.

Finally, it is widely thought that learning a new language develops intellectual abilities and creates new brain structures. According to The British Council (2011) “learning in two languages not only contributes to the progress of the children in their first language, but seems to assist in the children's cognitive development”.

1.2. CLIL in Spain

Kelly, a CLIL Methodology consultant, was interviewed by Baldwin in September 2010. He explained the results of CLIL programmes in Spain:

“Spain is a very good example – it’s not just a national project, different regions have their own projects and that’s the secret of their success. The regions have teams of trainers and advisers who work with small groups of schools. This works much better than most national projects as it’s much more manageable on a regional level” (Baldwin, 2010).

In our region, Castilla y León, there are two different models of Spanish–English bilingual education:

The first model is the Bilingual Project developed thanks to the formal agreement between the M.E.C (Spanish Ministry of Education and Science) and the British Council in 1996. The project is commonly called “secciones lingüísticas” in Spanish and is offered to children from three to sixteen. According to the Instituto Superior de Formación del Profesorado (2004), two areas are taught through English in addition to English as a subject:

Subjects	Sessions
Language and Literacy (English)	four or five sessions a week
Science, Geography and History	two, three or four sessions a week
Art and Design	one or two sessions a week

Table 1: Subjects taught in English according to the agreement between the M.E.C and the British Council

The second model is based on bilingual sections (“secciones bilingües” in Spanish) which were created in 2006 to promote bilingual education in all state primary schools and secondary schools in Castilla y León. It was developed by the regional government (ORDEN EDU/6/2006, de 4 de enero) and it promoted the teaching of two or three non-linguistic areas in English in addition to English as a subject. These areas are usually:

Subjects	Sessions
Science, Geography and History	Three or four sessions a week
Arts and Design	One session a week
Physical Education	Two or three sessions a week
The hours given in English must be less than 50% of class sessions.	

Table 2: Subjects taught in English in Castilla y León’s bilingual sections

1.3. Geography and History in the Spanish Curriculum

In both models of bilingual education, the subject “Conocimiento del Medio Natural, Social y Cultural” is taught through English. It is called “Science, Geography and History”. However, when teachers, pupils and parents refer to this subject in English, usually they just call it “Science”, despite including Geography and History.

The Spanish title avoids naming the scientific disciplines and focuses on the global concept that all these subjects study: the natural, social and cultural environment.

The three sciences share the same educational area and combine contents from Science (Biology, Chemistry, and Physics) with contents from Geography, History and others.

History and Geography contribute to the development of key competences in Primary Education by introducing cultural aspects in their life (Dominguez, 2004). Geography and History help pupils to build a common cultural identity and a sense of belonging to a group.

It is considered that the subject “Science, Geography and History” in Primary Education, can contribute to the development of the key competences (Santisteban and Pagès, 2011):

- Communicative skills, because the learning of Geography and History requires a specific register: suitable vocabulary and grammatical structures.
- Procedures and strategies for looking for information. Pupils learn to use different sources of information such as the Internet, scientific books, maps, diagrams, schemes, etc.
- Social skills, learning about the world and different societies allow pupils to develop tolerant and critical attitudes.
- Other skills such as personal autonomy, personal initiative, independence, curiosity and planning because pupils acquire a positive attitude towards learning and know how to increase their knowledge.

The contents for Geography and History can be found in the Spanish Curriculum (REAL DECRETO 1513/2006, de 7 de diciembre) although contents from other disciplines (Economy, Sociology and Demography) are also important. The main contents are the following:

Subject	Topic	Main contents
Geography	The Landscape	Relief, plants and animals Localities and cities Plans and maps
	Climates	The atmosphere and water The Universe (the Sun, the planets, the Moon, etc.)
	Transport and media	Main transport, traffic rules, etc.
History	Evolution and different ages of History	Timelines Evolution of daily life and some

		important events Historical events and characters in Spanish History Life through the ages. Sources to learn about History
Other Social Studies	Economy	Jobs Economic activities Money and publicity
	Sociology	Daily life, different groups (family, school, friends, the neighbourhood) Monuments Customs, habits, etc.
	Demography	People and their characteristics

Table 3: Contents of Geography and History taught in Primary Education according to Dominguez (2004, pp. 78 – 79)

Pupils study Geography and History at all levels of Primary Education. In all three cycles, the area “Science, Geography and History” is made up of seven blocks of contents: four are related to Science (Biology, Physics, and Technology) and three are related to Geography and History:

- Geography. The environment and its protection
- People, cultures and social organization
- History. Changes through time (History of Art is included)

In the lowest levels, Geography and History are introduced in a cross curricular way and children learn about their locality and their surrounding environment, developing essential geography and history skills for the future. They also study the present and the past and to recognize their place in the time. As they learn to investigate, classify and analyse information, they develop a responsible attitude towards the world (Instituto Superior de formación del profesorado, 2004).

In the highest levels, Geography and History are clearly independent areas and are more specialised (Demography, Economy, etc.). Abstract concepts are introduced in the block of contents for Geography (meteorological and geographical factors for climates; scales and plans; population and demographic characteristics, etc.) and the pupils study a broad perspective of periods of History (ages, evolution of civilizations, different societies, etc.).

1.4. Differences between the Spanish and English approaches to teaching Geography and History

Geography and History are not universal as each country has its own Geography and History so there are important differences between the contents in the British Curriculum and the Spanish one. However, while many of the materials used in the United Kingdom to teach History or Geography cannot be used in Spain, many of the strategies can.

The Spanish curriculum offers a broad content and pupils have to study a lot of information. In early years, there are more theoretical contents about Geography than about History. They are focused on the locality and the neighbourhood. In the second and third cycles, information about Spain, Europe and the World are introduced.

In the British National Curriculum, more importance is given to basic research and practice. The locality and the neighbourhood are compared to other places around the world. British pupils also learn about distant countries such as India, Egypt and Australia (Instituto Superior de Formación del Profesorado, 2004).

In the Spanish-English integrated curriculum (ORDEN EDU/6/2006, de 4 de enero), some contents from British Geography and History are introduced. In Geography, the contents are related to the diversity of landscapes and population in The United Kingdom and in History, some important periods of British History are introduced in the highest levels. The differences between Spain and the United Kingdom are also emphasized.

Therefore, in our country, learning about Geography and History through English is challenging for both teachers and pupils. It is necessary to learn our own Geography and History through a foreign language and some British cultural aspects have to be introduced. It is a “mixing bowl” in which teachers have to use the best strategies for pupils to learn about their country and to learn English at the same time. In short, it is essential to promote significant learning that allows pupils to understand the world.

2. CLASS PROJECTS FOR TEACHING GEOGRAPHY AND HISTORY IN ENGLISH

In our current society, we need to encourage significant learning which can be applied to any situation in daily life. It means that pupils can build their own knowledge through an active attitude towards learning. Using projects is an excellent way for pupils to learn Geography and History in English in a stimulating and enthusiastic way (Wicks, 2000).

2.1. What is a project?

Sometimes, a class project is thought to be a synonym of a lesson plan. The main difference between a didactic unit and a class project is the end product (outcome). A class project is a group of activities in which there is a final task. Nevertheless, many authors think that a project is the final task itself (Dominguez, 2004).

The final task uses information and contents which pupils have learnt during previous activities. According to Haines (1989), the end product should be the final result of several tasks. Without an end product to aim at, projects would have no natural conclusion and they would turn into a series of activities.

The topic and the activities which make up a project are usually interesting for children and they should be involved in the tasks. Pupils have to work individually or in groups and independently of the teacher. Therefore, a class project emphasizes interesting topics, pupil autonomy and informal methodology (Haines, 1989).

2.2. How to use a project to teach Geography and History in English

A class project in Geography and History is an oral or written work developed by a pupil or a group of pupils. Careful previous planning, a work process and a final target are required. Creativity, imagination and cooperation are more important skills than learning theoretical concepts by heart (Domínguez, 2004).

As projects are commonly cross-curricular works, pupils use knowledge acquired in several subjects in addition to “Science, Geography and History”, the core subject. Projects are especially useful for learning about Geography and History because they allow pupils to discover the world around them in a dynamic and interactive way.

2.2.1. Timing

A project takes more time than a simple activity because it is composed of a series of previous tasks. Nevertheless, the time that a project lasts is variable because it depends on the general planning of the course. There are projects which have continuity throughout the course and they are adapted according to the needs and interests of the pupils (Hearn, 2003).

Most class projects for Primary Education are short. Their planning and final task usually last two or three whole classes, although the process sometimes takes longer because it can be interrupted in order to work with other activities. Projects are commonly added to the general planning of units.

2.2.2. Topics and tasks

The first step is to choose the project's central theme. Teachers are encouraged to choose topics carefully taking into account pupils' interests and the general planning of the subject (Hearn, 2003). In Geography and History, they are especially interesting topics which let children get an overall view of the changes over time through investigation of History using different sources and evidences. The aims should be clear, simple and integrated in the general planning.

The guidelines offered by the Spanish "Instituto Superior de Formación de Profesorado" (2004, p. 196) to develop the bilingual projects include some examples of suitable topics for class projects about History in Primary Education:

- "A local History study to investigate a significant event or individual from the locality.
- A European or World History study on the key features and way of life of a past society (E.g. Romans, Ancient Egypt...)
- A History study based on a specific period of time (E.g. Medieval Times) or a civilization from the past (E.g. Romans) with a direct effect on the History of both Spain and Britain. The study would focus on:
 - Significant events or individuals who shaped History in certain times in the past.

- An overview of the everyday lives of men, women and children from different sections of society.
- Similarities and differences in both Spanish and British History”.

The contents have to be structured in order that, during the first activities, the pupils organize the information and discover the links between the concepts of the topic (Domínguez, 2004). Linguistic resources, information on the topic and materials are provided in the first sessions. They are called “Input” and are necessary to do the different tasks.

The project is made up of different tasks. Their difficulty has to be adapted to the level of knowledge of the pupils. The tasks shouldn't be so easy that pupils can solve them without effort. Pupils have to be motivated and involved in the activities and they should see the end product as a challenge. Enjoyment is also essential in a class project.

There are many classifications for the tasks of a project. They are usually divided into pre-communicative tasks and communicative tasks:

- Pre-communicative tasks are activities which focus on linguistic aspects and specific skills (Haines, 1989). E.g. vocabulary, sounds and grammar structures which are necessary for the work.
- Communicative tasks encourage cooperative working (Haines, 1989). They deal with topics taken from Geography or History. Pupils need to apply what they have learnt in the previous tasks to do their work.

2.2.3. End product or outcome

The project finishes with an end product or outcome. The outcome is the result of the learning and the activities which pupils have done throughout the project. There are many types of outcomes (Haines, 1989): a formal written report, a classroom display, a student performance, a newspaper, etc.

The outcome usually has public impact. It is a factor of integration for pupils, their classmates and the educational community (Hearn, 2003). Moreover, it is essential

to relate the topic to other subjects which are also involved in the project (English, Arts, etc.)

The outcome is a link between the children's daily life, the outside world and the subjects that they have to study. The end product can have different uses: public recognition, enjoyment, learning, self-esteem, etc. (Hearn, 2003). A concrete purpose can motivate the pupils: displays, shows, publications, recordings, parties and games.

2.2.4. Use of language

Geography and History contribute to developing communicative skills because the language is the vehicle to teach and learn both time and space. Communicative skills are emphasized in a class project because pupils need to communicate with each other, share ideas and opinions and discuss a plan of action (Haines, 1989).

According to the guidelines established by the University of Cambridge ESOL Examinations (2011) children need to produce academic language of Geography and History and they need to know two registers:

- Content-obligatory language to communicate the knowledge in class: historical events, battles, characteristics of a period of time, descriptions of the relief, the climate, etc, vocabulary, sounds and key grammatical patterns associated with Geography or History. They are worked in pre-communicative activities.
- Content-compatible language: the non-subject specific language which pupils have learnt in their English classes and they can use to communicate in Geography and History classes (functional expressions, general vocabulary, etc.). They can be used in all the tasks.

Before beginning a topic the teacher has to introduce or revise the vocabulary related to the topic. Pupils need to be familiar with key vocabulary before understanding the contents, so the teacher has to adapt the language and the project to the level of the pupils (Baldwin, 2011).

“Science, Geography and History” in English can be taught by subject teachers and by language teachers. Sometimes, language and subject teachers can cooperate and coordinate the contents which they teach (Spratt, 2011). In any case, according to Navés

(2011), there are some important skills for a CLIL teacher: specialization in the content subject and in the foreign language, fluency in the foreign language, and specific training in CLIL and language acquisition.

As for using of the mother tongue, pupils usually use the mother tongue to communicate while they are working in groups. Wicks (2000) says that “a certain amount of this is acceptable, because it shows that they are involved in the project”. However, the use of the mother tongue should be reduced progressively in the highest levels if the pupils have been trained to use English as a tool of communication or for performing different tasks.

2.2.5. Translating terms

According to Darn (2006), one of the disadvantages of CLIL is “the appreciation of the literature and culture of the learner’s own country through a second language”. It is definitely the main problem when teaching Spanish Geography or History through English.

Pupils learn the Spanish relief in English and commonly, the place names are translated into English. For example: autonomous community (instead of “comunidad autónoma”), Castile and Leon (for Castilla y León) or Catalonia (for Cataluña). Do the pupils need to learn these Spanish names in English?

Teaching History, the problem is emphasized. Learners are asked for memorize names as Ferdinand of Aragon and Isabella of Castile, Charles I or Philip II. Literal translation modifies names: “La Guerra de la Independencia (1808 – 1814)” is translated as “The Spanish War of Independence” but this name doesn’t exist in the British historiography. In English, this war is known as “Peninsular War”.

Teachers should ask themselves if the original Spanish names need to be translated into English in some cases and how to translate them. It is not right to introduce mixed names which combine English and Spanish. They should be especially careful when planning a project because the words and terms used have to be clear and right.

Nevertheless, learning Spanish Geography or History in English is positive. The language can distort the real facts and it might be more objective to study these subjects in a foreign language. English offers a new perspective for teaching both subjects. Using English as a medium of instruction broadens the cultural context and introduces children a new perspective to learn their country's Geography and History.

2.2.6. The role of the teacher and pupils

The teacher is only a mediator between the pupils and the information. He/she is a facilitator and a source of ideas. The children are active participants and they are asked to get involved in the tasks. Projects can be based on individual work or team work.

- Most individual work is related to personal experience, feelings, opinions and personal life.
- Team work is essential to develop communicative skills, cooperation and democratic values. Pupils are asked to talk, share opinions and ideas, and come to agreements with each other. There are some types of tasks that encourage group work: solving problems, riddles and puzzles, handicrafts, games, shows and debates.

The use of class projects develops independent learning. It caters to the different rhythms of learning because pupils can work according to their abilities and interests in the class. Team work is especially interesting when catering for diversity because pupils help each other and better pupils can help slower ones.

2.2.7. Assessment

Class projects in Primary Education shouldn't be graded but the teacher advises, supports, and encourages the pupils (Hearn, 2003). The teacher can explain the best aspects of the pupils' works and the aspects which should be modified. The teacher assesses the learning process itself which requires continuous and training assessment.

There are three steps in the assessment process:

- Initial assessment to check pupils' previous knowledge. It is also very useful to know the pupils' interests and preferences towards some topics.

- Formative assessment which analyse learning while the pupils are working. The teacher can give advice and ideas, but the pupils' autonomy must be respected. It is the most important assessment step.
- Final assessment, which is less important than the previous one because the outcome is only the final product of the learning process.

2.2.8. Materials and resources

Kelly explained to Baldwin (2010) that one of the main problems that teachers find in CLIL methodology is to find resources. In Geography and History teaching, this problem is emphasized because the topics are extremely specific.

Kelly said that “teachers spend a lot of time making resources, finding materials on the Internet and importing native speaker books that they have to adapt to their learners” (Baldwin, 2010). The reasons are the national differences between the contents of the subjects and the level of English of the pupils. As British History is different to Spanish History, the resources are different too.

Moreover, CLIL resources must be different to the ordinary resources used in class. According to Darn (2006), the best ones are “those accompanied by illustrations so that learners can visualize what they are reading”. To create structural makers (headings, diagrammatic, ideational frameworks, and pictures) is very complicated for teachers and this problem is added to the lack of materials.

Nowadays, some publishers are producing resources adapted to CLIL in some countries but the available books are few. Nevertheless, there are no projects for Spanish Geography or History in English so teachers need to plan the tasks, create their own materials and adapt some resources from the Internet.

3. A BRIEF LITERATURE REVIEW

As Lasagabaster (2009) says, there are a great deal of studies on second language acquisition and bilingualism. Nevertheless, the researches on the use of projects in CLIL are very few. In Spain, most of the studies related to CLIL are done in the regions where there are two official languages, especially the Basque Country and Catalonia.

The conclusion of most of the research shows the advantages of CLIL over the traditional foreign language learning. For Várkuti (2010), CLIL pupils have a wider vocabulary, better skills in applying grammar rules and greater confidence in the use of the language. Nevertheless, other scholars argue that this research is not conclusive and most of them analyze the results in a very specific context (Navés, 2011).

With respect to the use of projects in class, this method was proposed by the American teacher William Heard Kilpatrick in the early 20th Century (Dominguez, 2004). The new methodology had a positive reception by American and British teachers and it is commonly used in schools both the USA and the United Kingdom. Some British teachers have published guidelines to plan a class project. Some of them have been cited above: Haines (1989), Mackay (1995) and Wicks (2000).

In Spain, the use of projects is not very common but, the introduction of some British strategies and methods in the bilingual programmes has allowed Spanish teachers to develop similar methods. Project work is very useful in the subjects of Science, Geography and History and English thanks to their cross-curricular possibilities (Wicks, 2000). It is time to develop this highly educational method in our education system and to teach Geography and History in a different way in Primary Education.

CHAPTER 2: “LIFE IN BLACK AND WHITE”, A CLASS PROJECT FOR HISTORY

1. TOPIC

“Life in black and white” is a class project designed for Science, Geography and History in year 6 of Primary Education (3rd Cycle). It is about life in Spain at the beginning of the 20th Century and its main intention is for pupils to learn how people lived a hundred years ago. The project also includes activities about life in Great Britain in this period of History.

The activities are designed for three subjects: Science, Geography and History, which is the central subject for the project; English, and Arts & Crafts. They are also the subjects which are taught in English so it contributes to create integrated learning and establish links between them.

1.1. Setting within a long term project

This project is part of a long term project which covers the whole of Primary Education. As we have seen in the theories explained earlier, History should be taught from an integrated perspective in Primary Education. Daily life in past ages should be emphasized and the children must know how people worked and lived hundreds years ago. In this way, it could be interesting to work different periods of History in each year of Primary Education.

The general syllabus in which this project is integrated is the following:

Year	Period of History	Topics for projects
1	Prehistory	Inventions: fire, agriculture, pottery, writing, etc.
2	Ancient History	Celts and Romans
3	Middle ages	A Muslim village and a Christian village
4	The conquistadors era	Discovering a new world
5	Industrial revolution	Inventions
6	20 th Century	Life a hundred years ago

Table 4: Topics for possible projects in Primary Education

In the bilingual programmes, pupils study different periods of the History of Spain and the United Kingdom and compare them. This allows children to learn about daily life in different periods of History, the culture and international relationships between both countries.

1.2. Topic choice

With respect to the topic, it must be specific and relevant for the children. Life a hundred years ago is not usually studied at schools because projects generally focus on older periods of History (Ancient Greece, Rome, Egypt, etc.). Nevertheless, it could be interesting for pupils to learn about the more recent past to understand what life is like today.

The activities in this year 6 project have been designed to help pupils to discover what Spain and the United Kingdom were like at the beginning of the 20th Century. They use real photographs and videos to take a look at a world which was changing. It is a period of time which shows the origins of our current lifestyle and allows us to understand how our grandparents and great-grandparents lived.

1.3. Structure and timing

The project begins with a set of activities to look at what life was like at the beginning of the 20th Century in depth. While completing these tasks, pupils have to look for information using different resources; they have to work in groups to do different activities to familiarize themselves with the vocabulary and the topic studied.

The introductory tasks are usually short and simple. They can be done in any order, although in this report they are put in a suggested logical order. They are done by different groups simultaneously.

The project can easily be broken down into “mini-projects” because the activities can be used as individual tasks with specific aims. Moreover, some of the activities can be omitted or the teacher can add other contents and tasks if it is necessary.

These tasks are followed by the main activity “Creating a scene from the beginning of the 20th Century”. The pupils are invited to use all the information which

they have acquired from different sources to create a scene of daily life a hundred years ago. They can use modelling clay to make the figures and then explain their work to the rest of their classmates.

In terms of timing, the project can be spread over a long period of time, depending on the structure of the general syllabus and the specific aims of the teacher. Here, it is designed to take two or three weeks of a term.

2. END PRODUCT AND PUBLIC IMPACT

The final task for this project is very visual. The aim is for pupils' work to be shown in a public space at school and the children from other years can also see and learn what life was like a hundred years ago.

The end product of the project is an exhibition composed by posters, drawings, brief reports, etc. These are displayed on the wall or in a display case in the school library or in the corridors. Also, part of the work can be kept in pupils' portfolios as it is interesting to keep the result of their work so everybody can see it.

The final task is for the pupils to create several scenes with modelling clay using information taken from different sources. The results are then displayed in an exhibition where the education community can see the pupils' work. The exhibition consists of all scenes, posters, drawings, charts and maps about life at the beginning of the 20th Century made by the pupils along the project. Photographs, old newspapers, and children's drawings can be used in the exhibition too.

Children from other years, teachers and families can visit it and learn about life in Spain and the United Kingdom at the beginning of the 20th Century. The exhibition can even be made permanent if the outcome is good and pupils like the result.

3. AIMS

SUBJECT	“LIFE IN BLACK AND WHITE” PROJECT AIMS	KEY COMPETENCES	PRIMARY EDUCATION LEARNING OUTCOMES (DECRETO 40/2007, 3RD MAY)	LEARNING OUTCOMES FOR EACH SUBJECT (DECRETO 40/2007, 3RD MAY)
<i>Science, Geography and History</i>	1. To know the historical events of Spain at the beginning of the 20 th Century	C3, C5	d, e, h, i, m, p	8, 9,
	2. To learn how people lived a hundred years ago	C3, C5, C6	d, h, k, m, n	5, 6, 7, 8,
	3. To understand how home life was different to life today	C3, C5, C6	a, c, d, h, i, n	4, 5,
	4. To analyse photographs and texts to learn how people lived in the past	C3, C4, C8	b, d, h, i, j, m, p	1, 6, 9, 10, 11, 13
	5. To work in groups and coordinate the tasks	C1, C4, C5, C7, C8	a, b, c, j, n	4, 13
<i>English</i>	6. To use English to communicate orally	C1, C5, C8	b, d, f, l	1, 2, 7, 8, 10
	7. To review the past simple and time expressions for the past	C1	f, l	1, 2, 9,
	8. To read and write texts about what life was like a hundred years ago in Spain and Britain	C1, C4, C7	f, h, j, l	1, 2, 3, 4, 5, 9, 10
<i>Arts and Crafts</i>	9. To work with modelling clay to create figures	C6, C8	l, m	3, 4, 10
	10. To learn how to make homemade toys	C3, C6, C8	d, h, l, n	4, 10

Table 5: Project aims

4. CONTENTS

SUBJECT	“LIFE IN BLACK AND WHITE” PROJECT CONTENTS	BLOCKS OF CONTENTS (DECRETO 40/2007, 3RD MAY)	SUBJECT	“LIFE IN BLACK AND WHITE” PROJECT CONTENTS	BLOCKS OF CONTENTS (DECRETO 40/2007, 3RD MAY)
<i>Science, Geography and History</i>	History: the beginning of the 20 th Century <ul style="list-style-type: none"> - Historical events in Spain - Life of children - Life of men and women - Jobs and transport - Towns and villages - Leisure, newspapers, sports 	Block 5. History. Changes through the ages.	<i>Arts and Crafts</i>	<ul style="list-style-type: none"> - Use of different materials to create three-dimensional figures - Design of scenes - Use of photographs as source of information 	Block 1. Observation.
					Block 2. Plastic expression and creation
<i>English</i>	<ul style="list-style-type: none"> - Past simple and time expressions for the past - Oral communication in different situation and contexts - Oral texts about the topic studied - Written texts about life a hundred years ago - Pronunciation, rhythms and intonation in oral communication - Description of images 	Block 1. Listening, speaking and talking.	<i>Cross curricular contents</i>	<ul style="list-style-type: none"> - Use of different sources of information - Cooperative work - Creativity - Respect towards the classmates’ work - Use of new technologies of communication - Life in the United Kingdom a hundred years ago (the Edwardian Period) - English as a useful resource to know the past 	
		Block 2. Reading and writing.			
		Block 3. Language knowledge			
		Block 4. Cultural and intercultural aspects			

Table 6: Project contents

5. WEBSITE “LIFE IN BLACK AND WHITE”

The website “Life in black and white” is one of the main resources in the project in addition to the resources explained with each task and included in the Appendices . The link to access the web is the following:

<https://sites.google.com/site/life100yearsago/home>

It includes all the contents about life at the beginning of the 20th century which are going to be used to complete the tasks. The web has been created especially for the project so all the contents are adapted and useful for the activities. Nevertheless, the design and the structure are different to the topics which the children are going to work with. The intention is that they learn to look for information, read and classify it using discussion and consensus to perform the tasks.

The website is made up of seven sections:

- A. Spain in black and white: a historical introduction.
- B. What was life like for children? Schools, subjects, working children and toys.
- C. Towns and villages: life in the country, in the cities and social classes.
- D. Transport: changes, old transport and new transport.
- E. Fun Facts: other interesting facts about life a hundred years ago (diet, money, leisure, sports, Christmas, etc.)
- F. Meanwhile in Great Britain: with links to English webs about Victorian and Edwardians periods to use in English classes. The activities and instructions for the teachers about what life was like in Great Britain at the beginning of the 20th Century are also included here.
- G. Educational purpose
- H. References: the books used to write the contents. The text of the web was translated and adapted from Spanish books.

The web also includes:

- Many photographs taken from different sources,
- Attached documents to add more information about historical events in Spain,
- A dictionary with definitions in English where pupils can look for unknown words.

Photographs of the scenes, written exercises and drawings can be uploaded to the web if the pupils give their consent. Furthermore, the teacher can write some questions on the webpage for the children to answer after reading the reports and watching the videos.

Using the web allows pupils to develop skills in processing information and use of ICT. It also takes into account the use of mini-laptops and interactive whiteboards thanks to the Red XXI strategy for Primary schools in Castilla y León (ORDEN EDU/303/2010, de 9 de marzo). Nevertheless, the absence of the Internet or laptops is not an obstacle for the project because the information from the website can be printed and done without computers.

6. TASKS AND PROCESS

The tasks are explained in a logical order to do the project. Nevertheless, the teacher can decide if some activities need to be changed, adapted or omitted according to the time and the needs of the children.

The materials (power points, sheets) for the tasks in addition to the website can be found in the Appendix. They are numbered according to the logical order used in the project. In the Appendix you can also find an image bank made up of photographs from the beginning of the 20th Century which can be printed to illustrate the pupils' works. They are also an excellent resource to know what life was like a hundred years ago.

6.1. Introductory activities

These activities are designed to introduce the project and for the pupils to know the historical context of Spain at the beginning of the 20th Century. The tasks can be done individually although they are created to work in groups so the pupils have to use English to communicate and consensus is required.

WELCOME TO A SPAIN IN BLACK AND WHITE	
Subjects: Science, Geography and History and English	
Time: 40 – 45 minutes	
Aims	Materials
<ul style="list-style-type: none"> • Learn what pupils know about it 	<ul style="list-style-type: none"> - PowerPoint 0. Introduction

<ul style="list-style-type: none"> • To speak in English • To respect classmates' opinions • To describe some photographs orally 	<ul style="list-style-type: none"> - 1. Vocabulary chart - Interactive Whiteboard - A computer
Contents <ul style="list-style-type: none"> - The beginning of the 20th Century - Photographs of life 100 years ago - Key historical concepts 	Language focus <ul style="list-style-type: none"> - Questions - Time expressions for the past - Descriptions
Key vocabulary Rich and poor people, transport, villages and towns, pastimes.	Skills and competences <ul style="list-style-type: none"> - Speaking - Listening
<p>Organization and development of the activity:</p> <p>Starting the activity: Only the PowerPoint presentation is necessary for this activity although the teacher can take printed photographs to class.</p> <p>The teacher has to explain what the project is about and what the pupils are going to do in the following classes. Then, the word cloud is shown to the pupils. It is made up of key vocabulary about historical events from the 1910's and 20's.</p> <p>Developing the activity: On each PowerPoint's slide there is a photograph from the beginning of the 20th Century and some questions to initiate a discussion on what the pupils know about life a hundred years ago. Some photographs can be described by the pupils (slides 4, 6 and 12 are especially interesting for description).</p> <p>Ending the activity: Once they have seen all the photographs and answered the questions, the teacher shows pupils the website titled "Life in black and white" which is the main source of information for the project.</p> <p>Finally, the teacher hands out the Vocabulary chart which has the core vocabulary with definitions for pupils to use when doing the tasks. There are adjectives, verbs, nouns and useful expressions to understand the texts and pupils can use it whenever they need.</p>	

Table 7: Welcome to Spain in black and white

SPAIN IN BLACK AND WHITE	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
Aims	Materials

<ul style="list-style-type: none"> • To learn about the historical events in Spain at the beginning of the 20th Century • To read about King Alfonso XIII • To answer comprehension questions about the texts 	<ul style="list-style-type: none"> - 2. Spain in Black and White - 3. At the beginning of the 20th Century - Poster board
<p>Contents</p> <ul style="list-style-type: none"> - Historical events in Spain at the beginning of the 20th Century - King Alfonso XIII and his hobbies - Problems and wars a hundred years ago 	<p>Language focus</p> <ul style="list-style-type: none"> - Past tenses and time expressions for the past - Reading comprehension activities
<p>Key vocabulary</p> <p>Regency, regent, horses, tennis, wedding, colonies, empire, dictatorship, dictator, government, freedom.</p>	<p>Skills and competences</p> <ul style="list-style-type: none"> - Reading - Speaking
<p>Organization and developing of the activity:</p> <p>Pre-reading activity: It is important that children know exactly the period of History that they are going to study (from 1885 to 1931). It would be interesting to show a photograph of king Alfonso XIII and stick it on the blackboard. Children can describe him or explain what they know about the king.</p> <p>Reading the text: Then, the pupils make groups of three or four children although they can also work individually or in pairs if the teacher wants. While reading the text on the web with a mini-laptop, the pupils discuss and agree on the answers to the questions of the sheet “2. Spain in black and white”. They have to complete the sheet about the historical situation of Spain a hundred years ago.</p> <p>After-reading the text: The children create a Timeline with the most important events studied. They use the sheet “3. At the beginning of the 20th Century”. This activity is done in groups; the pupils draw a timeline from 1885 to 1931 on a poster board. Then, they stick the labels on it in the correct order. They use the information from the website. They can also add photographs taken from the web, from the Internet or drawings. Then, the timelines can be shown in the final exhibition.</p>	

Table 8: Spain in black and white

6.2. Working on different topics

The pupils work in groups of five or six children. They have to take information from the web and then, do the activities which make up the tasks. The final part of the tasks is to show the classmates their work and explain it in English so everybody knows about all five topics. There are five basic topics which allow the pupils to know one aspect of life in depth. Each group works on one of the topics:

1. What was life like for children?
2. Life in the city and life in the country
3. Jobs and leisure
4. New transport
5. What was life like for women?

Each topic has two or three activities which the pupils have to do to complete the tasks. If it is necessary, the activities can be done by all the pupils of the class although here, there are explained to be done by five different groups at the same time.

WHAT WAS LIFE LIKE FOR CHILDREN?	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
Aims <ul style="list-style-type: none"> - To learn about the way children lived at the beginning of the 20th Century. - To learn about what schools were like. - To learn about the toys children played with. 	Materials: <ul style="list-style-type: none"> - 4. What was life like for children? - 5. Games and toys
Contents <ul style="list-style-type: none"> - What life was like for children at the beginning of the 20th Century 	Language focus <ul style="list-style-type: none"> - Past tenses and time expressions for the past - Reading comprehension activities
Key vocabulary To work, to earn, upper class, governess,	Skills and competences <ul style="list-style-type: none"> - Reading

schools, to chant, to read, to sew, homemade toys, skipping rope, spinning top.	- Speaking
<p>Organization and developing of the activities:</p> <p>The children have to complete the sheet “4. What was life like for children?” so first they have to read the text of the web on the mini-laptops. The text can also be printed if it is necessary. Some words are more difficult so the children can look for them in the Vocabulary chart. They can read the text aloud to practise pronunciation.</p> <p>Then, they agree on the answers to the questions of the sheet. They have to use English to communicate. Some questions are about the text of the web but others require pupils to think, work in group and write.</p> <p>After doing the tasks of the sheet, the children create their own home-made toys. They can follow the instructions of the sheet “5. Games and toys” to make a spinning top and a spinner. If they have any difficulties in understanding the steps, they can help each other. After that, they show their toys to their classmates and explain what life was like for the children a hundred years ago. The end products are shown in the final exhibition.</p>	

Table 9: What was life like for children?

LIFE IN THE CITY AND LIFE IN THE COUNTRY	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
<p>Aims</p> <ul style="list-style-type: none"> - To learn about the daily life of poor people and rich people. - To learn what life was like in the cities and in the villages. 	<p>Materials</p> <ul style="list-style-type: none"> - 6. A History witness - 7. A street 100 years ago - 8. Rich people and poor people
<p>Contents</p> <ul style="list-style-type: none"> - Class differences at the beginning of the 20th Century - Life styles of people in the cities 	<p>Language focus</p> <ul style="list-style-type: none"> - Description - Past tenses - Vocabulary
<p>Key vocabulary</p> <p>Upper classes, working classes, poor, wealthy, rich, slums, palaces, clothes, to</p>	<p>Skills and competences</p> <ul style="list-style-type: none"> - Reading - Looking for information

work, servants, businessmen, landlords, etc.	- Speaking
<p>Organization and developing of the activities:</p> <p>There are three activities about life in this subtopic. They require pupils to debate and work with the vocabulary and the information of the web.</p> <p>In the first activity “6. A History witness”, the children have to match the vocabulary labels to the right picture. Some of the words are difficult so the children have to look for them on the website or in the English chart. Then, they compare both Sorolla’s paintings and describe them in order to explain the pictures to the rest of their classmates. They can use the vocabulary and the structures used in the web and in the activity.</p> <p>In the second activity “7. A street 100 years ago”, children should read the texts on the web about life in the towns a hundred years ago before doing the activity. In this way, they learn what people were like then and what their clothes were like. Then, the pupils are asked to read the clues before analysing the picture. They do this in group and have to reach a consensus. They identify the wrong characters and circle them in red. Finally, they have to read the four descriptions and match them with the right character.</p> <p>The third part of the task, “8. Rich people and poor people”, is to compare life of rich people and life of poor people at the beginning of the 20th Century. The pupils have to match the labels to the correct photographs. They have to look for clues and information on the web. Finally, they have to stick the labels on the right photograph. The children have to show their work to the classmates and explain what it is about in English. Because of that they have to prepare their explanation previously.</p>	

Table 10: Life in the city and life in the country

JOBS AND LEISURE	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
<p>Aims</p> <ul style="list-style-type: none"> - To learn about the most common jobs a hundred years ago - To read some descriptions about several 	<p>Materials</p> <ul style="list-style-type: none"> - 9. What jobs did people do? - 10. From a different age - 11. What more

jobs	
Contents <ul style="list-style-type: none"> - Jobs a hundred years ago - Industrial towns and work in the country 	Language focus <ul style="list-style-type: none"> - Past tenses - Descriptions
Key vocabulary Rich people, poor people, servants, bakers, dressmakers, collar workers, day labourers, beggars, scaffoldings, helmets, fishers, “Ultramarinos” shops (grocery shops).	Skills and competences <ul style="list-style-type: none"> - Reading - Speaking
Organization and developing of the activities: <p>In the first exercise, “9. What jobs did people do?” the pupils match the photographs to the right descriptions. They can look for information on the web and use a poster board to stick the photographs and the descriptions on. It is important that they understand the vocabulary so they can review the most difficult words in the vocabulary chart.</p> <p>Then, they do the second activity which is extremely easy: “10. From a different age”. The children have to look at the photographs carefully and analyse them. The pupils, working in the group, decide which photographs are old and which are recent. Then, they have to give the reasons and write them so they have to reach a consensus. They use English to communicate.</p> <p>The last activity encourages pupils to investigate at home or in class. The title is not specific: “11. What more – Fun facts” and the pupils can choose the topic that they want to work. It must be related to jobs and leisure. For instance, to look for old photographs which show how people worked, to ask their parents what they know about jobs in the past, etc. They can find information on the web too.</p>	

Table 11: Jobs and leisure

NEW TRANSPORT	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
Aims <ul style="list-style-type: none"> - To read about transport at the beginning of 	Materials <ul style="list-style-type: none"> - 12. New transport

<p>the 20th Century</p> <ul style="list-style-type: none"> - To understand the changes in transport - To write a news article for a newspaper 	<ul style="list-style-type: none"> - 11. What more
<p>Contents</p> <ul style="list-style-type: none"> - New transport at the beginning of the 20th century 	<p>Language focus</p> <ul style="list-style-type: none"> - Structure of a news - Description - Present tenses
<p>Key vocabulary</p> <p>Bike, zeppelin, car, underground, train, roads, bridges, viaduct, tram, train, horse drawn carriages.</p>	<p>Skills and competences</p> <ul style="list-style-type: none"> - Writing - Reading - Speaking
<p>Organization and developing of the activities:</p> <p>In the first activity titled “12. New transports”, the children have to write short news reports about each means of transport according to the explanation on the sheet. They must work in groups and use the template to write the articles.</p> <p>There are four spaces on the sheet: the first one is for the title; the second space is for the introduction (a short sentence that summarizes the information); the third one consists of a chart to write the news; finally, the last space is to draw a picture to illustrate the news article.</p> <p>Once they have done four or five news about new transport, they have to tell them in front of their classmates. They have to use English and can show photographs, drawings, etc. The pupils can use information taken from the web. There, they can also use the photographs and the videos of the web as source of information.</p> <p>As the other groups, the next activity is to look for more information on the Internet, at home, or in magazines and newspapers. In the sheet “11. What more”, the pupils are asked to research into different means of communication at the beginning of the 20th Century. They have to investigate how people kept up with the news a hundred years ago if there weren't TV, computer, radio, etc.</p>	

Table 12: New transport

WHAT WAS LIFE LIKE FOR WOMEN?
Subjects: Science, Geography and History and English
Time: 60 minutes

<p>Aims</p> <ul style="list-style-type: none"> - To learn what life was like for women - To read about the jobs that women did - To know how women's life has changed 	<p>Materials</p> <ul style="list-style-type: none"> - 13. What was life like for children? - 11. What more
<p>Contents</p> <ul style="list-style-type: none"> - Life of women a hundred years ago 	<p>Language focus</p> <ul style="list-style-type: none"> - Structure of a news - Description - Present tenses
<p>Key vocabulary</p> <p>Woman, women, childbirth, running water, laundries, factories, look after, to knit, to sew, to embroider.</p>	<p>Skills and competences</p> <ul style="list-style-type: none"> - Writing - Reading - Speaking
<p>Organization and developing of the activities:</p> <p>Working in groups, children have to imagine they are a woman at the beginning of the 20th century. To know what life was like for women they can use information, photographs and videos of the web. Then, they have to agree on the life of their imaginary woman and decide what her life was like. In the sheet “13. What was life like for children?” they find some instructions and steps to imagine their woman. After that, they have to write several passages of her diary telling a day of her life. They use the information of the page as a source of inspiration. They also have to draw some pictures to illustrate the passages and they have to be careful in order not to draw things which didn't exist at the beginning of the 20th Century. Finally, they have to explain what life was like for women to the rest of their classmates. They use English as a medium of communication.</p> <p>In the sheet “11. What more”, the pupils are invited to find coins or stamps from this period. It would be interesting to show some objects from the beginning of the 20th Century to the rest of the pupils. Maybe, they can find letters, newspapers or images of personal belongings used a hundred years ago.</p>	

Table 13: What was life like for women?

These activities are useful for children to know the topics. The end products are very visual so they can be shown in the school library or in the corridors. The pupils

work in groups and they communicate in English. They have to talk, discuss and agree on different topics to do the tasks. The different works are explained to the rest of the pupils by the children so all the pupils know what was life like at the beginning of the 20th Century.

It is important that the pupils know what they have done perfectly and how to explain it in English because they have to tell the rest of their classmates and in the final exhibition. When the exhibition is ready, the families can go to the school and the pupils have to explain to them what it is about. They can choose a “guide” in each group to explain the works and the results. They turn into museum guides for a day.

6.3. Then and today

In the same groups, the pupils complete the charts titled “Then and today”. They have to work cooperatively and reach a consensus on the different sentences which describe life a hundred years ago. They have to decide if they are the same today or not and explain why.

THEN & TODAY	
Subjects: Science, Geography and History and English	
Time: 60 minutes	
Aims <ul style="list-style-type: none"> - To write sentences in the simple past. - To compare what life is like today to life at the beginning of the 20th Century 	Materials <ul style="list-style-type: none"> - Posters “14. Then & Today” - Photographs - Computers
Contents <ul style="list-style-type: none"> - Revision of the topics studied in previous days. 	Language focus <ul style="list-style-type: none"> - Past tenses and time expressions for the past - Descriptions
Key vocabulary Jobs, fields, women, childbirth, middle class, upper class, towns and villages, road, means of communication, pastimes, leisure, transport, childhood, daily life.	Skills <ul style="list-style-type: none"> - Reading - Writing - Speaking

Organization and developing of the activity

Each group works with one of the topics summarized in the chart.

Each group has a poster board with the title of the topic and some sentences about it. The pupils have to decide if the characteristics are similar today or not. If they are similar the pupils have to put ✓ in the second column. If it is different today, they write ✗. Then, in the third column they write why they are similar or different. They can stick photographs to illustrate the sentences.

Groups	Topics
1	Childhood
2	Towns and villages. Daily life
3	Jobs and pastimes
4	Transport
5	Life of women

Table 14: Then and today

6.4. Final task: creating a scene.

The final task requires working cooperatively. The pupils can work in the same groups that in the other activities or they can make different groups depending on the teacher's criteria. To do this task, they have to use information from the web, photographs, videos and any source which can be useful.

CREATING A SCENE FROM THE BEGINNING OF THE 20TH CENTURY

Subjects: Science, Geography and History, English and Arts and Crafts

Time: 200 minutes (four classes of 50 minutes)

Aims

- To use the information taken from the website
- To study how people lived a hundred years ago
- To use modelling clay to create figures
- To create a scene
- To write a description of the scene
- To explain what is represented in

Materials

- 17. Creating a scene
- A wooden board
- Modelling clay of different colours
- Wire for crafts
- Scissors, pencils, crayons
- Acrylic paints
- Website and photographs
- All the activities done before

the scene	
Contents <ul style="list-style-type: none"> - Life at the beginning of the 20th Century - Different topics: working children, schools, life in the country, in the towns, transport, etc. 	Language focus <ul style="list-style-type: none"> - Suggestions - Descriptions - Past tenses and time expressions for the past
Key vocabulary All the vocabulary used in the previous activities.	Skills <ul style="list-style-type: none"> - Reading - Writing - Speaking
Organization and developing the activity <p>This is the final task of the project. The previous activities have allowed the children to find out about what life was like at the beginning of the twentieth century. They know where they can find information, photographs and the resources that can be used for this task. Moreover, they know the vocabulary and the grammar structures that they can use to describe a photograph taken a hundred years ago. Now, it is time to put into practice all their acquired skills.</p> <p>The first step is to make groups of four or five pupils. The teacher hands out the instruction sheet. One sheet per group is enough.</p> <p>In their groups children have to agree on the topic they like the most. It could be a complicated task if each child likes a different topic in the same group. Then, as a whole class activity, each group shows its preferences and compare them to other groups' choices. Each group has to work on a different topic. If no other group has chosen the first option, the groups work with this topic. If several groups want the same topic, each group chooses a card with a topic written on the other side.</p> <p>Once each group has its topic, the children start to work. The steps are the following:</p> <ol style="list-style-type: none"> 1. They look for information on their topic. The main source is the website, where they can find texts, videos, photographs (they have already worked with them). They can also use other resources like; photographs, newspapers and magazines (provided by the children if they found any for the previous activities, or by the teacher.) 2. The next step is to think about the scene that they want to create. They have 	

some questions on the sheet as prompts. They can write, debate, draw, look at the information that they have, etc. They can make notes in the part “Initial ideas”.

3. Then, when they have specific ideas, they complete the part “What will our scene be like?” The question helps them organize their ideas. It is important to remind them that they have to make the figures with modelling clay and they can only make two or three figures, but no more.

To make the figures they need to look at the photographs and the documents to reproduce the clothes and the expressions accurately.

4. It is useful to make a sketch of their scene to show what their scene will be like and the figures that they have to make.
5. They have to start working. The materials needed are explained on the sheet and they can bring them from home if there are not enough resources at school. They also have to decide on what tasks each member of the group has to do. They are written on the sheet and the children have to sign it in order to promise they will complete their tasks and fulfil the agreement.
6. The section “How to make the figures” explains the steps taken to create the figures. They don’t need special skills or talent, just patience.
7. When the figures are finished, the children have to look for a proper photograph to use as a backdrop. It can be the photograph which the scene is based on or other photographs which they like. They also have to paint the wooden board where the figures are going to be placed. They can paint it with acrylic paints or they can use small stones, grass, or leaves to make it more realistic.
8. Once all parts of the scene are finished, the children have to place the figures and the backdrop on the wooden board with glue.
9. When the scene is finished, the children have to write a description of it. They use the template given. They have to explain the aspect of life they have recreated, what it was like a hundred years ago and what the characters life would really be like.

Then, the teacher corrects the children’s writing before finally sticking the description on the scene. The pupils can also write some labels with the vocabulary they think that is important and stick them on the board to explain

the scene.

10. Finally, when all the scenes are finished, they children show the scenes to the rest of their classmates. They explain how they made it, the problems and difficulties that they had and then, they describe the scene (they shouldn't read the written description). Their classmates ask questions about the scene and assess the classmates' work using the Assessment Sheet for children.

The scenes are the main part of the final exhibition. They are placed in the school library or in the corridors with the rest of the materials and posters done in class during the previous activities. In this way, the exhibition shows a detailed explanation of life in Spain a hundred years ago.

Table 15: Creating a scene from the beginning of the 20th Century

7. ACTIVITIES FOR ENGLISH

All the activities explained above are for the subject of Science, Geography and History although they can be worked in the subject of English too. Nevertheless, there are some other activities prepared for the project specifically which are about life in Great Britain at the beginning of the 20th Century.

These activities deal with the British Empire and what life was like in the Edwardian period. You can find them on the website "Life in black and white" with some instructions for teachers. Moreover, some links to English websites about the Victorian and Edwardian periods can be found in the web too.

Both activities and websites add more information about what life was like in Great Britain a hundred years ago, and the teacher can decide if it is necessary to use them or not in the project. They can be used as reinforcement and extension activities to the project in the subject of Science, Geography and History or as ordinary activities for English.

8. METHODOLOGY

The tasks included in the project develop the four language skills: listening, speaking, reading and writing. Furthermore, other extra-linguistic skills have been included to encourage collaborative work and respecting other peoples' opinions:

working in groups, paying attention, using different sources of information, etc. The intention is to use English as a tool to learn History.

The teacher explains the different activities simply and clearly, taking into account that the audience is made up of children in year 6 of Primary Education and that the teacher's role is that of guide. The teacher encourages, advises, supports and introduces the tasks but the children are the main characters in the project.

Using examples, synonyms and images in order to explain the most difficult vocabulary and sentences is an excellent strategy to solve doubts. The use of dictionaries and the vocabulary chart are important to work with unknown words and expressions.

The language used in the sessions must be English; the use of Spanish must be avoided unless it is absolutely necessary. Although it is better not to use the mother tongue, bilingual education is based on the use of two languages so in exceptional cases, both children and teachers can use Spanish to communicate.

On the other hand, it is important to attract our pupils' attention and to get them involved in the activities. Most of the tasks have been designed for pupils to enjoy the topic they are working on. The project "Life in black and white" is made up of activities which invite pupils to look for information, to imagine, to draw conclusions and to create materials that show what life was like at the beginning of the 20th Century.

About the timing, the project is designed for two weeks so in the first week the pupils do the introductory activities and the group works and in the second week, they do the final task. Nevertheless, the teacher can adapt the timing to the pupils' needs and omit or change part of the activities.

With respect to organising groups, most of the activities have been designed for teamwork, children being assigned to different teams for different tasks. The teams consist of four or five pupils depending on the task. Pupils stay in these teams until they end the activity, but in the final task the groups are stable until they finish making the scene and the figures.

There are many criteria to make the groups depending on the pupils' characteristics and the teacher's intentions. A lottery is an interesting way so the fate is

in charge of making the groups. However, the teacher has to take into account other factors such as the pupils with special educational needs, the pupils' attitude, etc.

The furniture in the classroom is distributed so that the children are comfortable for working in groups. It is necessary to change the layout of the tables and chairs in the classroom where the session takes place. When the pupils have to work in groups, the desks should be together in order for the pupils to work together comfortably.

Finally, as for the resources, the activity sheets and the materials specified in them are essential. The mini-laptops are important resources for the project. The use of the computers makes the tasks more interactive and dynamic. It is not only a motivating resource but also one of the main sources of information for the activities.

The web on the Internet is the essential resource in all tasks so the pupils need to use ICT. Nevertheless, the lack of mini-laptops or the Internet in class is not a serious problem: the texts and the photographs from the webpage can be printed and the children can work with the information on sheets instead of using the computers.

9. ASSESSMENT

Finally, it is necessary to assess the teaching-learning process. The assessment criteria are based on the main aims of the project. They are the following:

1. To learn about historical events in Spain at the beginning of the 20th Century.
2. To learn about how people lived a hundred years ago.
3. To understand how home life was different to life today.
4. To learn how to analyze photographs and texts to learn from them.
5. To work in groups and coordinate the tasks with their classmates.
6. To use English to communicate orally.
7. To use the past simple and time expressions for the past.
8. To read and write texts about what life was like a hundred years ago.
9. To work with modelling clay to create figures.
10. To learn how to make homemade toys.

There are three types of assessment:

1. Initial assessment takes place in the first activity. Before starting the tasks, the teacher introduces the topic and asks questions to gauge previous knowledge about the beginning of the 20th century in Spain and in Great Britain.
2. Continuous assessment is the most important because it is useful to check if the activities are suitable for the level. It also allows the teacher to check if there are any problems that pupils are having with the different exercises and if the activities are interesting for them. In this way the activities can be adapted to suit the pupils' needs. The teacher can have a register of the pupils work with the chart for continuous assessment (See "**16. Continuous Assessment Chart**" in the Appendix).

The teacher has to give positive feedback to reinforce the pupils' motivation. Advice and suggestions are useful while the pupils are working on a specific task. The teacher has to show interest in the topic and the children's work.

In the oral presentations, the children can take notes about the work of their classmates. They write the best aspects of the work and what their classmates should change. Moreover, they can ask questions to learn about how their classmates have done the activities, the problems that they have had etc. They use the assessment sheet for children (See "**17. Peer Assessment sheet**" in the Appendix). It is also useful for the teacher to assess the learning process and the teaching strategies.

3. Final assessment is necessary to check if the students have achieved the main aims of the project. In this case, the teacher should check the result of their work and the end products.

The teacher has to get feedback of the children's opinions about the tasks and the project. There is a final assessment sheet that the children have to complete after finishing all the tasks (See "**18. Self-assessment sheet for the project**" in the Appendix).

It would be interesting to get the opinions of the educational community about the project and its results. In the final exhibition, the visitors can answer some questions, giving their opinion about the children's work.

10. CATERING FOR DIVERSITY

The pupils have many different learning levels and they need more or less time than the rest of their classmates to understand the contents. Nevertheless, children needn't have any difficulties in this project if they don't have specific learning problems.

The teacher also has to keep in mind the need for catering for diversity in the classroom activities aimed at preventing any problems, compensating some exercises and making any difficulties easy to overcome.

The use of a web where pupils can find all the information needed for the project is a relevant factor because children can access it at home. They can finish the work at home or outside school time. It is useful to adapt the activities to the different rhythms of learning and working.

On the other hand, to work in groups allows the children with more learning difficulties to integrate and socialize. The children can help each other in order to achieve a common objective so all the pupils have to work together in most of the tasks.

Another interesting resource is the vocabulary chart because it establishes a basic group of words that all the children must know. In this way, they can look up the key words needed for the activities.

Finally, the final presentation and exhibition where the pupils show their works and the results of working in groups can enhance motivation for all pupils. Children with more learning problems feel part of the class and it reinforces their interests and efforts.

CONCLUSIONS

1. IT IS TIME FOR NEW IDEAS

“Life in black and white” carves a new path in the teaching of Geography and History through English. In spite of not being a popular methodology in Spain, the project method is an interesting way to work in Primary Education. As we have already explained, it is well known in British schools and encourages pupils to investigate, think and create by themselves.

Obviously, it is not the only method, but it is another chance to complete the teaching learning process at Spanish Schools. Teachers can decide if they want to use this method as another strategy to make their classes more dynamic and interactive.

From another perspective, the proposal is an example of how we could work Geography and History at Primary schools. The scarcity of English resources on Spanish History and Geography makes it more difficult for the teacher to design specific activities. This means all resources must be made from scratch, although you can follow guidelines from the British National Curriculum.

Now is the time to promote the creation of new proposals to teach Geography and History through English in Primary Education. It is also time to investigate new methods used in English speaking countries which show positive learning outcomes. Although teaching Spanish History (and Geography) through English could seem a paradox, the foreign language allows us to be more objective and study our culture and History from a new perspective.

On the other hand, we cannot understand the bilingual programmes without the study of our History together with the History of the foreign country. Because of that, in “Life in black and white” the information on Spain is enhanced by more on the History of the United Kingdom.

In conclusion, the Dissertation tries to carve a new path in the teaching of Geography and History in Primary Education. Now is the time to use new methods and to create new proposals to teach what our past was like.

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