"You really need to listen to what they [Year 4] have to say, because they have designed this themselves. They are your teacher, ok? And I would like Year 4s to tell me if there's anyone not listening to you, ok? Please listen, because they've worked really hard--they've worked two weeks doing this, and they're really excited about you having a go."

"There's tonnes of history in the village, a trail would be great."

"There is the history of the village--it's not something they do [in the curriculum] per se, but it might be nice for them to do as a project"

"What did you learn from this experience - if you were to do it again, what would you change?" "Erm, probably make it longer."

Self organising groups - younger kids wanted to make sure they got to do all of the activities, were keeping track of which Year 4s they had been with

Platform for their own jokes/memes (Celebrate Good Times), putting these to use constructively within school projects

"Our favourite was [Susan’s], because we got to find lots of things"

Issues around Google Maps using old photos, hard to identify exact locations

"Who can say the kind of things they were doing in the app today?"

"Something came up, and it said something on the bottom of the screen, and then you had to read it and it would then take you to somewhere and you had to find the place."

"Yeah, so one of the things you could do in the app was find a location. And it would beep at you, wouldn't it? Did you do the beeping one?"

[multiple]"Yeah!""I really really liked that one"

"Yeah? What else could it do?"

"There was also this thing where you had to scan the paper, and you had to find the paper"

[multiple children]"QR code!"

[teacher] "One of these? So it's a bit like what you have on food when you buy it at the supermarket and it scans at the checkout"

"So it was hunting down these codes after being given a clue, wasn't it? What else could it do?"

"You could draw your favourite thing"

"Yeah, you could draw in it. What else?"

"You could take pictures on it!"

"Take pictures."

"On some I had to talk."

"So you could record sounds, yeah."

"You could match places"

"Yeah-so it gave you a photo and you had to find where that photo was, didn't you."

[Teacher]"So you gave them the tools, and then they had to decide-- so could you read one of yours out, the things you've asked them to do. Just one of them, lovie."

"One of the last ones I had on the playground was 'around the sheds is an X'. It was the last one to do."

"And one of yours?"

"Umm... something smells good."

"Something smells good? Ooh."

"In the kitchen!"

"Oh was it! How about one of yours?"

"Somewhere the instruments are, look under the drum for the X"

"Ooh. Daisy?"

"Draw a picture of your favourite thing."

"I like that one. Ged?"

"Match the photo outside of the school, it's something green beginning with 'G'"

"Well done."

"Find the missing 'M' that can be found on a door handle."

"Ah now I found that! [laughs]"

"Take a picture of a tool in the poly tunnel."

"Do you think doing the jigsaw beforehand helped?"

"Yeah. Seeing what to do, it made it easier."

"And what was your favourite thing about doing it?"

"I enjoyed being the teacher."

"Being outside"

"I enjoyed making the app itself"

[teacher]"What I enjoyed was trusting you to work with Dan and Catherine, because that means you're really Year 4s, doesn't it? That we can trust you to do something, away from the class teacher and still do something really, really good. So well done."

[teacher2] "I would like to also point out how good they were as teachers, as well. They really came into their own. The Year 4s were outstanding, very good, and I was very proud of them."

[teacher] "I think you really are stepping up to be Year 4s, it's wonderful to see. Can we get a clap for them?"

[teacher] "I think it went really really well, because I was doing bike ability with my children, but I could see you all busy looking for things, and finding things."

[teacher2] "They were very different as well weren't they? The ideas. Even though you all started off with the same tools."

[teacher] "Well that's what's great--that everybody's had their own ideas"

[teacher] "Catherine said she was going to stay extra time, because she wanted to see how it was going to finish up."

[teacher2] "Last week she stayed until beyond when she was supposed to leave"

[teacher] "Exactly, she worked overtime so she could see how you're getting on. So she was really interested as well. Well done all of you, that was brilliant. And if you're very grown up, you get to do very grown up things. So let's give year 4 a clap."

Interview

[teacher] "So what you could do then is you could give them the jigsaw pieces and you could talk about use oh-- would we have to do the trip first and then do the jigsaw pieces do you think?"

[researcher] "We can supply the tablets if you want to prepare an activity to do on the trip"

[teacher] "To do there. That would be good, wouldn't it, because I could go down, look around and get some"

[researcher] "The alternative which we've been thinking--or we could do both, obviously--is I can go talk to the castle, and see if they can make an activity as well."

[teacher] "It won't be before next wednesday with them though, will it?"

[researcher] "Oh, is that when it is? Ok, maybe not then!"

[teacher] "But I can do it before next wednesday. I could do that, because I know how the app works. You'll have to give me your mobile number just in case I need it"

[researcher] "Yeah no problem, I can come over to the castle as well if you want. Yeah that would be cool."

[teacher] "So I'm just trying to think. Monday is a bank holiday, so it would have to be Tuesday wouldn't it? Or tomorrow."

[researcher] "I could do first thing tomorrow."

....

[teacher] "So it won't be for very long, we just go down there and work out..."

[researcher] "The kind of things that you wanna"

[teacher] "Yeah"

[researcher] "so today was really just a chance to chat and reflect on how you thought the sessions that we did went, and you thought worked, what didn't, what could be improved. Where you think it could go, things like that. Things it could be potentially used for."

[teacher] "Ok. Well I think personally that it was something that-- I've been doing, had to do, had an interview, didn't get the job unfortunately--but we had to look at educational research to present. And the things you do as you get older as a teacher, you sort of get stuck in your ways. But actually you end up using good practice. Probably by accident, you fall into it. But it was all about taking a context specific approach, and that's what I'm really into. A context specific approach. And these children know about their local area, and that helped us scaffold the activities. Because we'd done a lot of research on Frederick Douglas, but it was how we were going to bring those other people into our lesson. And I think that really helped, because it gave us a focus to do the history through the app, rather than just go and collect the information and then--'what do we do with it?' And in school you tend to do 'Ok, we've got all this information now, we can do an ontological report or make a poster or something'. And actually the learning objective is a history learning objective, not an English--well it can be English, if it's in your English lessons. But that was a history project, a project based on our local area and our locality, informing our education. This is where the children live, so it's really important that they understand the history of the area they live in, and some really great people like them have lived in this area. And you know these people like George Stephenson and Joshua Alder and Frederick Douglas all lived in this area. And they got to meet people, didn't they, when they went out and about. They met Hugh from the bowling club and they met the guy who's raising money for the Frederick Douglas sculpture in the middle of the park."

[researcher] "Do you think they would be interested in being involved?"

[teacher] "The people in the community? I think it's a very nice... I think that because there's the bowling club in the middle, I think there's a really strong community spirit in that area. I met a lady who was doing the garden in that area, because the council didn't have the budget so they were doing their own. So I think you could get in there and talk to them. Or even you know when they have weddings in the square and they put teepees up, they have events and summer fairs going on. If you could use the app to do searches and treasure hunts--or use the children's treasure hunts as part of their wedding package or part of their summer fair"

[researcher] "One of the first things we thought of when it came to this, the plaques and stuff like that is that it could be a two-way thing. Where the children obviously learn about the community and things, but then the community can use the children's research and activities to learn themselves. Sharing knowledge from the school, using what the kids have done."

[teacher] "And that's really good for them. When we first learned about Frederick Douglas and unveiled the plaque and things, the children did a speech in the Discovery Museum to all the dignitaries and the US ambassador and people about our local area. And it gives them a self esteem sort of thing, that they knew that, and they're sharing it with people. So it's the same sort of thing, but not just a one-off, is it? It's like an installation."

[researcher] "Do you think it affected their attitude to learning, working in the local context?"

[teacher] "I think context-specific learning is really, really important, yes."

[researcher] "So a wider context might not be as impactful?"

[teacher] "No... Say I'm going to do about Norman castles, anything about Norman castles is context specific to that lesson, that learning objective. As long as it links into that it can be anywhere can't it."

[researcher] "Does the fact you can go to a plaque in the square and say, 'this person lived here', do you think that changes things a bit?"

[teacher] "Yeah, I think so. And usually as well we impart our knowledge as teachers to the children. But this, actually, we're learning at the same time as they are. It's not the national curriculum, is it. It's hitting the learning objectives, but through history that we didn't know. So that makes it more exciting, because as a teacher you sometimes think 'oh no, we're doing this again'. So it's boring."

[researcher] "So today and yesterday I was out in a tiny school, and they just had the year 4s create activities about the history of the tiny village they've got."

[teacher] "They've probably done that every year from reception"

[researcher] "So no actually, they'd not done it. And the teacher who was leading it didn't know much about the history of the town, and so she was learning as they were going along. So she enjoyed that"

[teacher] "That's unusual, because in our school we do 'Newcastle, where I live', and over time it repeats and repeats and repeats and the children look at it and go [sighs]. So, to make it more, to bring it right in and focus it on where we are and where we live, it was more interesting. But perhaps in three years time it won't be as interesting because we'll have done it a few times."

[researcher] "Do you think attitudes will change if they're not the first ones doing it? The next year group doing the same research"

[teacher] "Oh no, that would be totally different, yeah. As a teacher I get bored doing the same thing again and again, but no it would be new history again to those children, and think it is important. But my topic this year is 'wolves': how can you help me with wolves? That is hard. It's hard to stretch the children and give them good learning objectives from wolves. Normans- brilliant, lots of history. But wolves aren't as good."

[researcher] "Do you think having the year 6s work with the year 4s affected things much?"

[teacher] "I've got a very bright class of 4s, I think it would have worked equally well if we just had a 4 or a 6 class. I think we were just being greedy and decided that we wanted you to work with all of us"

[researcher] "You don't think it would have changed the..."

[teacher] "Outcomes? No. And I think possibly it would have been better to have a smaller, more focussed group. But you're right-the collaboration between the year groups is very nice. About using the app in different places- I think going on this trip to the Norman castle, that would be a really good place to have it. Plus, my children have a lot of knowledge about Norman castles, and hopefully they'll learn some more when they get there. But their knowledge of the Normans is fantastic, so the fact that they could go down there and make an app with you, develop the location things with you. I think they'd be very good at it, because we don't have to do all that background history because they've already got it, they just don't have it specific to Newcastle castle keep."

[researcher] "So how do you see the app being used in this context then? Would it be something you prepare and then go out?"

[teacher] "Ah I don't know. Where we would prepare activities for other people to use, possibly. But it's good for us to go around and see what's there."

[researcher] "Ok, so maybe the kids go out with a set of questions they want answered or things to learn about, to then turn into an activity after the trip? Maybe collecting resources and knowledge at the castle."

[teacher] "That's a good idea, and I have the teachers' resource pack that I haven't looked at yet for the castle, so I can have a look at those questions. And then they might relate their own learning in the last half term to questions that they want to find out that might not be answerable at the castle, but we'll see when we get there."