

### What are classroom displays?

Classroom displays often include decorative items, useful information or student work



### What does the research say?

There is little extensive research into classroom displays at present. Fisher et al. found that highly decorated classrooms led to more time off task and reduced learning but recognised the distracting effect of displays reduce over time as we become used to them.

Hobbis found displays were the least reported source of distraction, but did suggest the careful positioning of displays within the classroom.

Applying Cognitive Load Theory also suggests that displays may take up space in a students working memory (The Redundancy Effect), whilst displays themselves may provide extraneous load due to distractions.

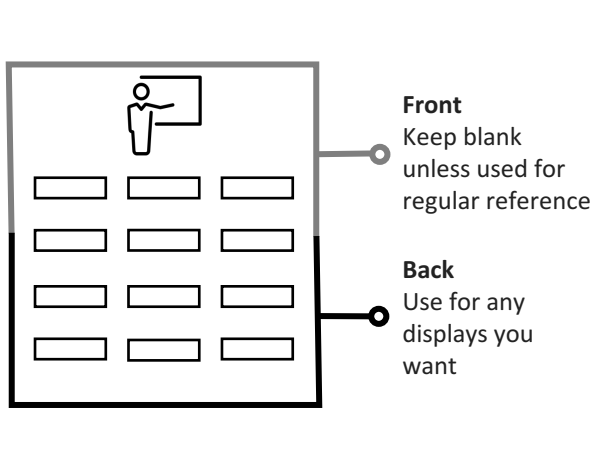
Clever Classrooms research found the positive impact of displaying student work on ownership and familiarity

### Further Reading

Caviglioli; Dual Coding with Teachers  
Thorne: Outstanding History Teaching

### Using Classroom Displays

Here is some advice from the University of Salford 'Clever Classrooms', Dual Coding and other research on classroom displays has provided this guidance on designing and using displays.



# A

**Size** Displays should be readable from wherever students are sat. Consider blowing up exemplar student work if you want to use it  
A *minimum* of 24pt font is suggested



**Use** Displays should be usable on a day to day basis  
Ensure you refer to them, encourage students to use or study them.  
However, some question reliance on word walls, so change or remove eventually



**High Expectations** Use to highlight student work to provide a framework of what is valued in the classroom, this helps shape behaviour and provides students ownership.



**Noise** It is recommend that 20-50% of the wall space should be kept clear to reduce distractions, whilst the imagery used should relate to the curriculum and if placed towards the front it should use simple colours

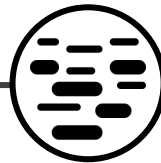
### In the History Classroom

Below are some examples of how you could use displays in the history classroom



#### Maps

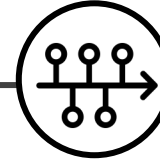
Maps are a useful tool to aid all history teachers in the class  
You could map out all the topics you teach at KS3/4 to show the global scale of your curriculum  
Or, you have maps for specific topics you can refer to daily, for example the American West



#### Word Walls

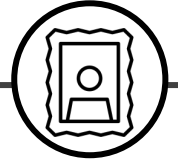
To support students literacy;  

- Key words for a specific unit, e.g. Medicine or The Cold War, link these to your Frayer Models
- Language to support 2nd Order Concepts, e.g. causation
- Extent-o-meter to support making judgements



#### Timelines

Timelines can allow students to place the current topic into the chronological narrative  
Create colour coded for thematic topics such as Medicine or Crime & Punishment  
Create a 'working' timeline on your wipeboard that you add to



#### '...Of the Month'

Link to the historians they study in lessons including their profile, book and key findings  
Add a meanwhile elsewhere style display to add diversity to history, either global or local  
Sharing what you are reading with students with a review