This article deals with a case study of how ICT can enhance the quality of pupil learning. It deliberately embedded ICT within the context of an existing scheme of work to develop 11-12 year olds’ understanding of the skills and processes of historical investigation. It also mapped onto the existing teaching styles of the teachers involved and reflected their orientation—beliefs and values. The role for the ICT was to present the pupils with a problem that would intrigue, excite and motivate them. The pupils were asked to act in role as assistants to Harry and Hermione in investigating the strange death of Sam Woodhouse in 1822. The pupils carried out the investigation using hyperlinked set of clues. The associative network of the hyperlinked programme enables the pupils to build up their own mental model of the date involved, and to use this to hypothesize, test their hypotheses and reach conclusions. The authors further exemplify that the enjoyment and enthusiasm that use of ICT generated enabled pupils to overcome problems of reading substantial quantities of text within the lesson. There are indications from pupils’ comments that pupils appreciate the increased sense of interaction and control offered by the ICT version of a history mystery investigation. The authors maintain that in this particular case study ICT certainly has enhanced pupil learning.

Keywords: History; Skill development; Harry Potter; Warley Woods; ICT in pupil learning; Rhetoric; Reality; Elementary education; England.