

# A six step approach to history enquiries

## **Step 1: Teacher motivates pupils to want to learn and scopes the enquiry**

- Hooking them in: slow reveal
- Setting the puzzle
- Scoping the enquiry
- Whetting the appetite for an imaginative product (stamps, plaques, tourist brochure, wiped commentary)
- Making it real, exciting, a job that needs doing, a problem that needs sorting
- Mantle of the expert
- Laying down a challenge ... Do you think WE can ...

## **Step 2: Children collect information in interesting and varied ways**

- PowerPoint presentations
- Video/DVD excerpts
- Textbooks
- Information cards/sheets
- Teacher-told story
- Pictures
- Internet sites

## **Step 3: Children make sense of ideas and process the information by:**

- Text marking, colour coding
- Underlining
- Annotating
- Key bullet points
- Spider diagrams
- Filling in charts, grids, Venn diagrams
- Sequencing cards or pictures
- Sorting, grouping, classifying and rejecting

## **Step 4: Children draw their own conclusions, making their own meaning**

- They advance reasons, perhaps linking and prioritising them
- They begin to recognise what is significant
- They shape their ideas
- They demonstrate understanding, perhaps through:
  - Role play
  - History Mysteries
  - Living graphs
  - Spectrums

## **Step 5: Their understanding is checked, developed and refined by:**

- Introducing new ideas, materials, perspectives
- Putting their understanding to the test

## **Step 6: Pupils create their final, imaginative product after teacher models:**

- Thinking aloud
- Reinforcing sense of audience, purpose etc.
- Including certain text features
- Sentence structure
- Key vocabulary
- Giving pupils scope to demonstrate their understanding in imaginative ways