

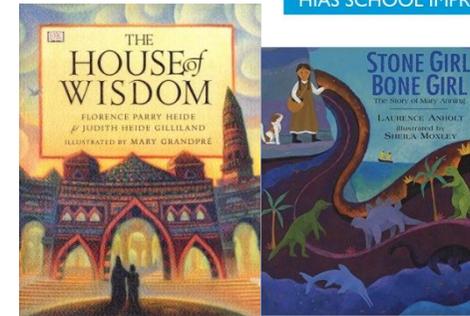
# Using strategies from *History HITS 2* in a six step enquiry



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

### What?...

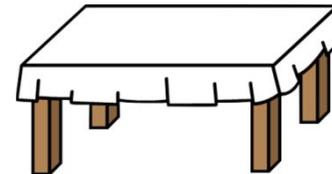
- Hooking them in, whetting their appetite
- Setting a puzzle, laying down a challenge
- Scoping the enquiry



**Predict the story  
from the cover**



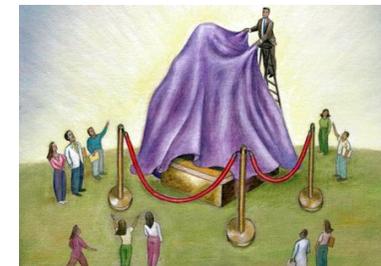
**Left luggage  
mystery**



**Under the cloth**



**Jumping  
into pictures**



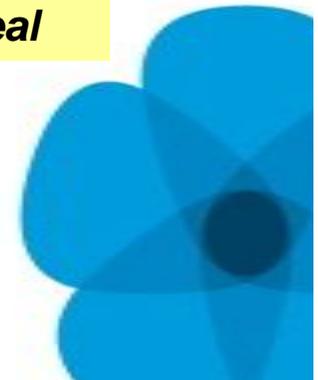
**Slow reveal**



**Careless curator**



**History  
placemats**



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

### From?...

- Picture or text sources
- Artefacts
- Interviews
- Visits



**BREAKING**NEWS

*Breaking news*



*History  
detectives*



*Prove it!*



*Reconstruction  
relay*



*Gallery*



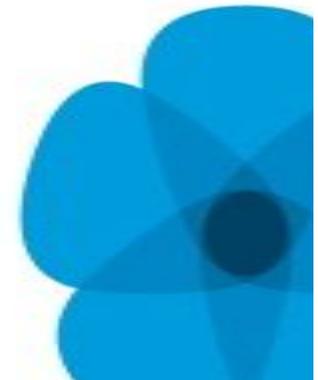
*Treasure hunt*



*Envoys*



*Washing line  
stories*



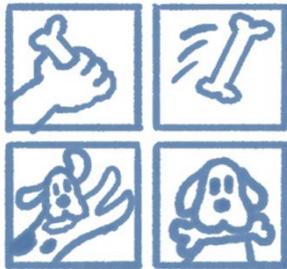
### Step 3: Children make sense of ideas and process the information:

By?...

- Filling in grids,
- Sequencing cards or pictures
- Sorting, grouping, rejecting/retaining



**Freeze frame**



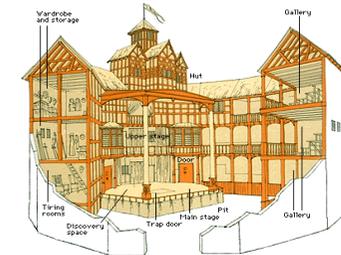
**Sequencing**



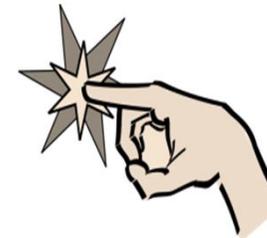
**Spectrum**



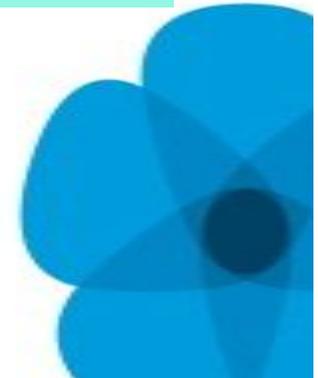
**Human timeline**



**Annotating pictures**



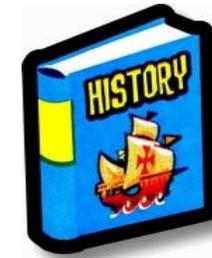
**Fastest finger first**



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

### What?...

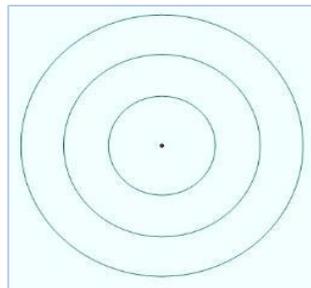
- Pupils demonstrate understanding
- They advance reasons, perhaps linking and prioritising them
- They begin to recognise what is significant
- They shape their ideas



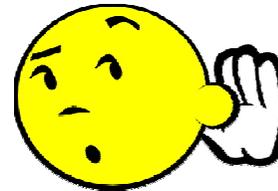
**Beat the textbook**



**Missing commentary**



**Concentric circles**



**Overheard conversations**



**Living graph**

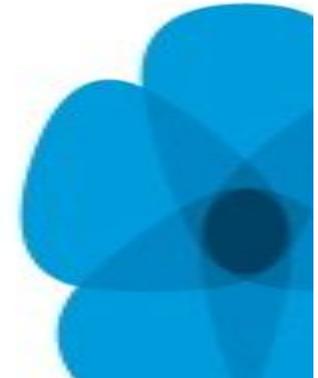


**Page to stage**



**Mystery**

**History mystery**



**Step 5: Their understanding is checked, developed or refined:**

**By?...**

- Testing understanding
- Introducing new ideas, materials, perspectives



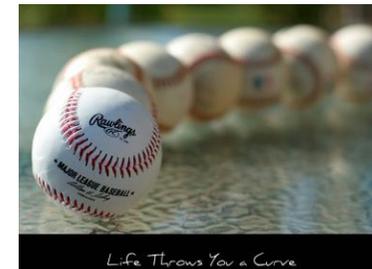
**Anachronisms**



**Across the ages**



**Talking heads**



Life Throws You a Curve

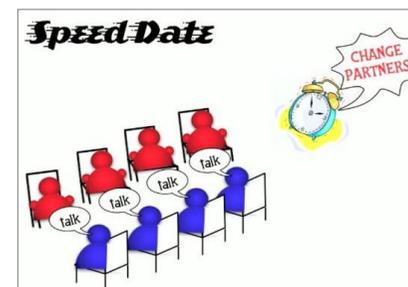
**The curve ball**



**Quiz masters**



**Pros and cons  
ping pong**



**Speed date debate**



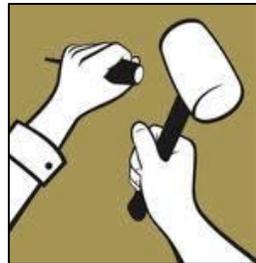
## Step 6: Pupils create their final, imaginative product

### What?...

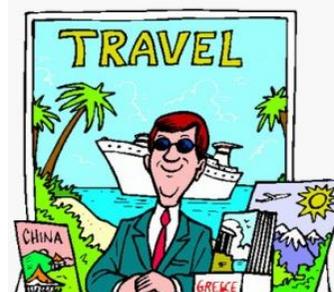
- Pupils demonstrate their understanding in imaginative ways (written/ pictorial/ verbal)



*Museum curator*



*Don't overpay the stonemason*



*Tourist brochure*



*Audio guide*



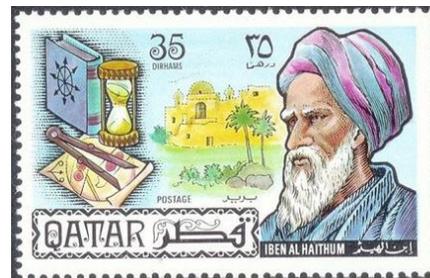
*Missing commentary*



*Make a movie*



*Top trumps cards*



*Stamp collection*

