

The six step approach to historical enquiry

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

- Hooking them in, whetting the appetite
- Setting the puzzle, making it real, exciting, a problem that needs sorting/laying down a challenge... Do you think WE can..?
- Scoping the enquiry
- Slow reveal
- Under the cloth
- Predict the story from the cover
- Left luggage mystery



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

- Picture or text sources
- Artefacts
- Interviews
- Visits
- Timeline stories
- Information run
- Treasure hunt
- Gallery



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

- Filling in grids,
- Sequencing cards or pictures
- Sorting, grouping, rejecting/retaining
- Venn diagrams
- Big point little point
- Spectrums



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 Mystery
 - Living graph
 - Post-it challenge



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

- Introducing new ideas, materials, perspectives
- Curve ball
- Hall of Fame
- Across the Ages



Step 6: Pupils create their final, imaginative product

- Pupils demonstrate their understanding in imaginative ways
- Stamp collection
- Pop-up museum
- Commemorative plaque