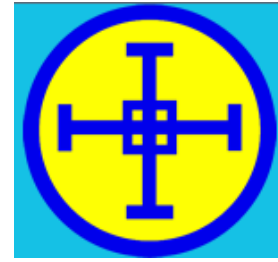


3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?

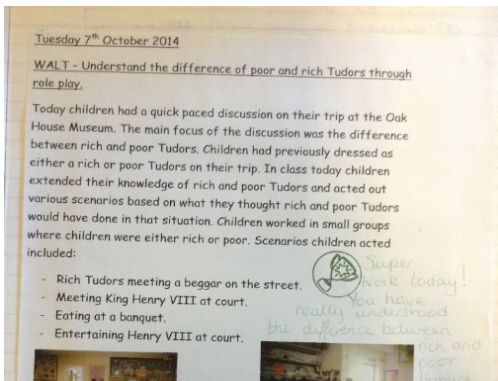
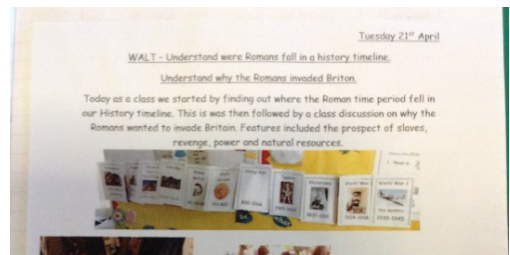
This document has captured examples of enquiry based lessons taught throughout the school.



Exploring artefacts as part of a workshop led by professor McGinty.

Interpreting written sources as the basis for enquiry.

Using a range of sources to explore why the Romans invaded Britain.

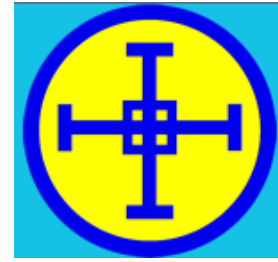


Exploring rich and poor Tudors.

Children were forming their own opinion as to the purpose of Stonehenge.



Digging for artefacts.



3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?

Continued...

Stone Age Planning

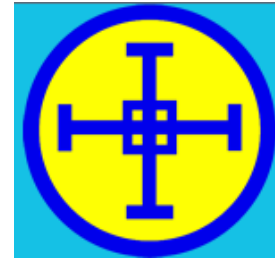
Egyptian Planning

WALT	NC Link	Teacher Notes	Whole class	Independent Activity	Review
<p>Interpret the purpose of Stonehenge.</p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>one Neolithic hunter-gatherers and early farmers, for example, Stonehenge</p>	<p>Use the word 'sarsen' when talking about the large stones. A 'sarsen' stone is a sandstone block found in Salisbury Plain. The smaller blocks in Stonehenge are called 'bluestones'. Explain to the children that because of the content of the sarsens, geologists know they come from south-west Wales. Most archaeologists think that they were moved 280 km (168 miles) by the Neolithic people. Explain to the children that the sarsens are evenly spaced, about 1.0 to 1.4 metres apart, and average 4 metres in height, about 2 metres in width and 1 metre in thickness.</p> <p>The bluestone blocks weighed about 4 tonnes each (a large bull weighs about 2 tonnes) and that the sarsen blocks weigh about 2.5 tonnes. For 7,000 years, archaeologists have been debating how the blocks were moved.</p> <p>The most common theory among archaeologists is that the stones were abraded out of the rock in south-west Wales, and that ropes tied around them, were dragged along rollers and sledges to the sea and were loaded onto rafts. They were pushed by water along the coast of Wales and up the river Avon and Fosse, dragged an rollers again to Whitehine, and then back on rafts along the river to Salisbury. It was a big effort: they travelled 240 miles!</p> <p>The theory of how the stones were erected: the people dug a large hole with a sloping side, the stone was moved on rollers into position (on the edge of this slope) and pushed into the hole. It was then hoisted upright with ropes and the hole was filled in again to keep the stone in position. The carving of the tops was done since the stones were upright.</p>	<p>Discuss what the children know about archaeology already. Use pictures of archaeologists and their equipment to explain what an archaeologist does.</p> <p>Explain that Archaeologists use different objects as evidence - they work like detectives using clues to give them the bigger picture.</p> <p>Show the children aerial photographs of Stonehenge. Time to become an archaeologist... <i>What can you tell me about these photographs?</i></p> <p>Children to hypothesise about the images that they see (Where is it, who built it, why did they build it, what was its purpose, is it still used today etc.) - on one colour post-its write facts about what they know, another colour what questions it leads them to ask, and on another their hypothesis.</p> <p>Let's watch - http://www.english-heritage.org.uk/visit/places/stonehenge/school-visits/education-film/. At key intervals across the film there are questions, get the children to have a go at hypothesising about them.</p> <p>Introduce the 'Great Debate' to children</p>	<p>Hand out the Great Debate roles. Tell children to look at their character role and find out what their character thinks....</p> <p>Can they come up with any more ideas for why their character might be right?</p> <p>Give children about 10 mins independent reflection and then join them up with children who have been given the same belief.</p> <p>Stage the Great Debate - this could be filmed and put into books using a barcode.</p>	<p>Take the children to the playground on the hall and measure out the footprint of a Stonehenge average sarsen with chalk or masking tape. See how many children can stand in it. Photograph this 'human sarsen' to display in the classroom.</p>

Use sources to understand how the pyramids were built	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt	Teamwork and co-operation	Teamwork and co-operation
<p>How were the pyramids built?</p>	<p>We can learn from them.</p> <p>Where have we seen pyramids before? Briefly show nets of pyramids. Show some pictures of the Egyptian pyramids and discuss that they are considered wonders of the world and are one of the only remaining 'ancient wonders' (although the colosseum is considered a modern wonder but was built in ancient times). Look at pyramids using Google Earth and Google maps. If iPads are available children can do this themselves. Explain what their purpose was. Look at pyramids using: http://www.obs.org/webb/novel/ancient/explore-ancient-egypt.html</p> <p>On laptops if possible</p> <p>We are going to build pyramids. I want you to consider how the Egyptians would have done this. How are you going to create the pyramid shape?</p> <p>Things to consider:</p> <p>Cost per brick</p> <p>How workers would move bricks to get to the upper levels</p> <p>How the inside (tombs, etc) would be built</p> <p>Revisit the questions once the children have finished. Discuss them and get suggestions.</p> <p>Watch YouTube Lego video. Look at diagrams of how the Egyptians built pyramids and discuss and annotate it.</p>	<p>Annotate pictures in books to explain how pyramids were built. Include questions as an extension, giving the children sources to refer to (e.g. - at one point the ancient Egyptians 'lost' the knowledge of building pyramids. Why do you think they found it so hard to build a perfect one without the original knowledge?)</p>	<p>Discuss the importance of the pyramids for tourism</p>

3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?

Continued...



The Battle of Britain Planning

The Battle of Britain! Phase 2

WALT/KEY QUESTION	SMSC LINK	IC OBJECTIVE	Whole Class	Independent Activity	Review	Resources and Technical Language
7.9.15 QX - Whose are these?		I can handle artefacts properly. I can combine sources and information to form an opinion.	Letter arrives - who is it from? When were they around? What are artefacts? What do they tell us? What information can we get from them? Take children outside and locate hidden artefacts within the dig area. What have you found? What information can you gain from these artefacts? When do you think these artefacts were used? What do you think these artefacts were used for? What were they made out of?	Handle artefacts appropriately and record information obtained from the artefacts. What have you found out? What do you think it was used for? What was it made from? Questions you would ask the owner to find out more information?	Review questions and suggestions children have created after looking at the artefacts. Any ideas linked to the questions?	Artefacts Metal detectors Picture of artefacts for children's books

The Wright Brothers Planning

9.11.15 What would the Wright Brothers have seen from their plane?	I can draw maps of real and made up places. I can draw maps of real and made up places. I can draw maps of real and made up places.	Show some examples of aerial photography. (Some of our school too). How do you think these photographs have been taken? How do they look different to normal photographs? Why might you need aerial photos? Look back at the school photos and identify what has changed about our school. Do you think if the Wright brothers flew over this area they might have seen the same. Why or why not? Show the old maps of the area.	Con to draw an aerial map (idea of a bird's eye view) Con to focus on our school area thinking about what might of looked like from the Wright brothers perspective.	Con to state their maps and explain their thinking behind the things they've chosen to show in their map.	Plain paper Aerial photographs
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