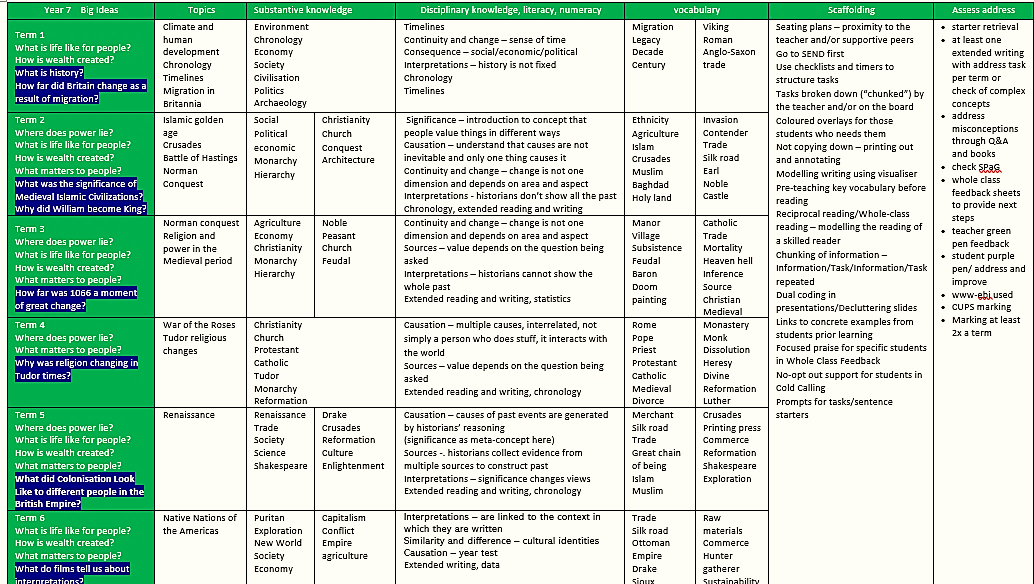
**3.3 Enquiry: How is enquiry used to effectively develop pupils’ historical thinking and understanding?**

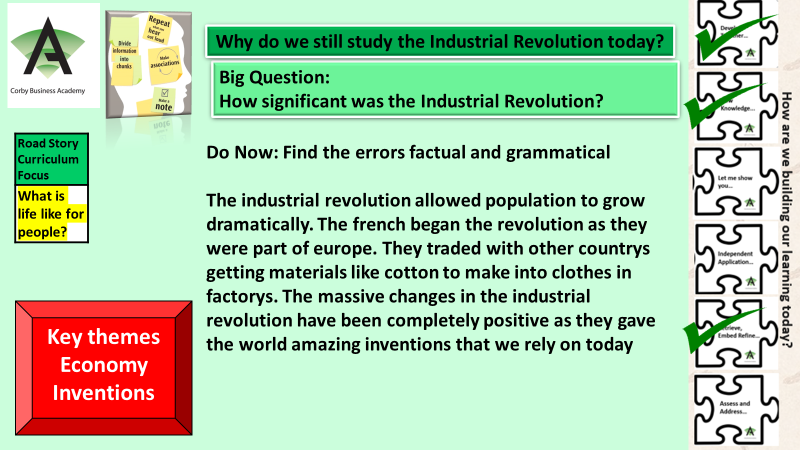
The department seeks to use a broad range of approaches to develop pupils’ historical skills in order to build pupils’ depth of knowledge, understanding and skills**. (see evidence 1.2, 1.3, 3.1, 3.2)**

**Each unit of study is framed around an enquiry question over several lessons, each lesson has its own enquiry question and the enquiries build into the 4 road story enquiry questions.**

**Example of how the scheme of work builds and interleaves across a year group.**



**By year 8, concepts like economy and environment are becoming embedded, so that complex ideas about significance such as how historians ascribe significance can be grasped by a range of students. Using cultural capital of climate change we show how society’s ideas about industry have changed.**

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**Case study of an enquiry question culminating in an assess task and progression check**

