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**Roma Translanguaging  
Enquiry Learning Space**

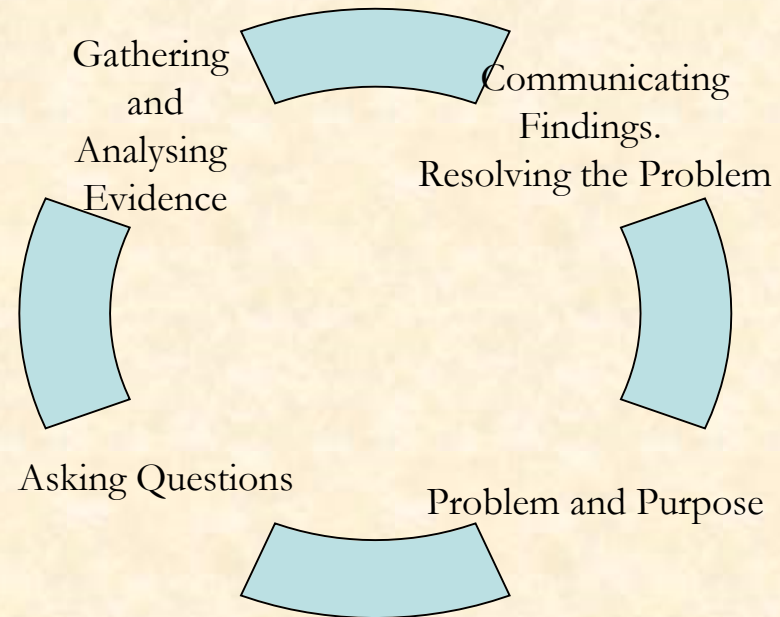
# Teaching Through Enquiry

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# Historical enquiry

- ▲ Children act like historians;
- ▲ Use historical protocols e.g.




- ▲ Historian as detective
- ▲ Historian as local or family historian
- ▲ Historian as biographer
- ▲ Historian as archaeologist
- ▲ Historian as story-teller



# Historical enquiry frame

<b>Questions</b>	<b>Primary and/or Secondary Sources</b>
Our big question:	
Our little questions (these help us answer the big question):	

# Historical Enquiry in the National Curriculum 2014

-  “understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims” (National Curriculum 2014 Aims)
-  “They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past” (National Curriculum 2014, KS1)
-  “They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources” (National Curriculum 2014, KS2).

# Historical questions and the concepts and skills they address

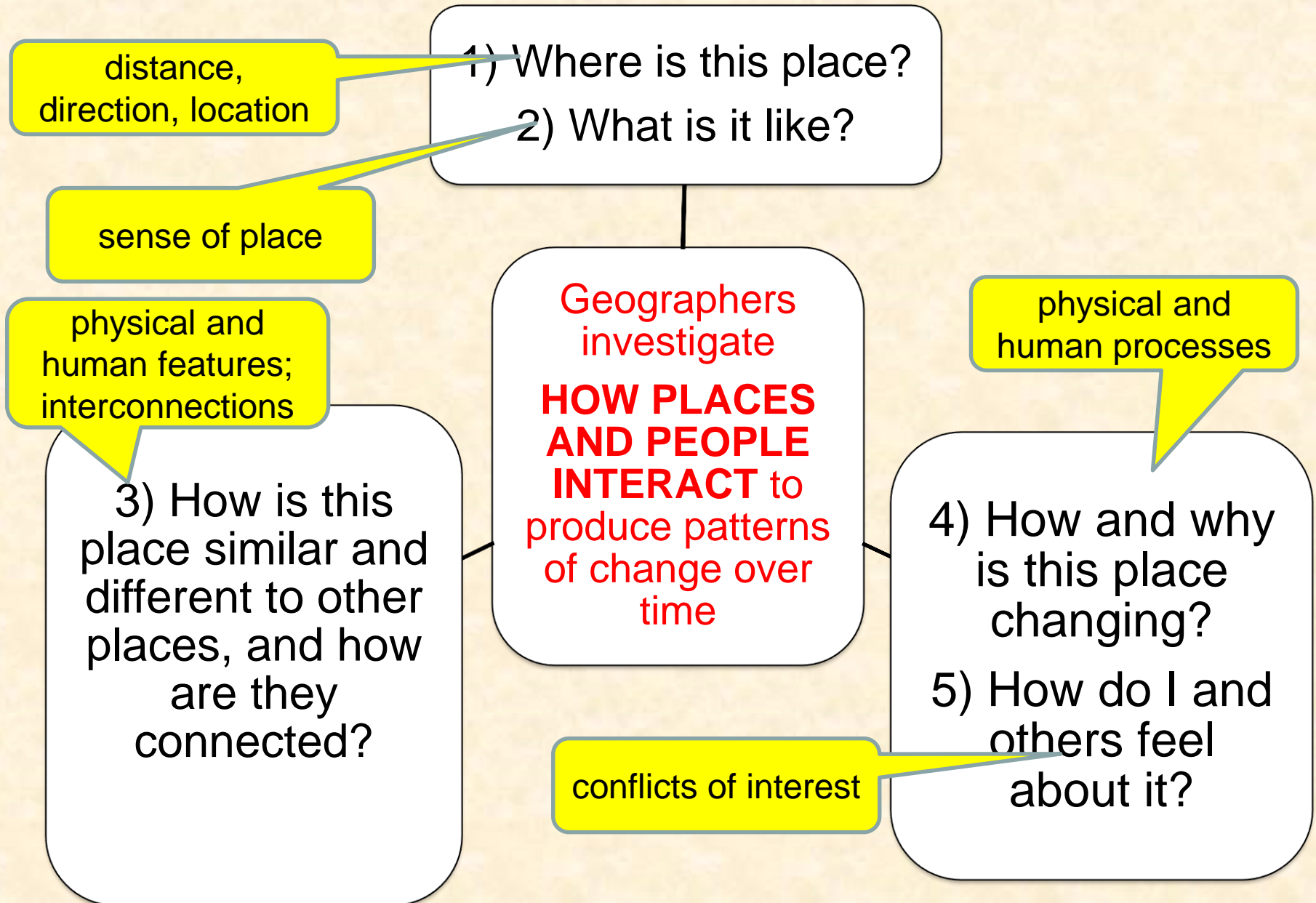
HISTORICAL QUESTION	CONCEPT AND THINKING SKILL
When did it happen? How long did it take?	Time, chronology <i>Sequencing</i>
What happened? What was it like then?	Historical situations (a sense of period) <i>Identifying similarities and differences, comparing and contrasting, observing, categorising</i>
How long did it last? Is it still like that today? How and why has it changed?	Continuity and change <i>Comparing and contrasting, sequencing, categorising</i>
Why did that happen? What was the result?	Cause and consequence <i>Explaining</i>
What did this person think? Why does that person see it differently?	Points of view/ interpretations <i>Explaining, evaluating</i>
What can this source tell me? Can I trust it? Where can I check this information?	Historical evidence <i>Observing, interpreting, evaluating</i>

# Assessment and progression in historical enquiry

	Foundation	KS1	KS2
Using sources	Look at pictures, sites and objects and encourage deductive reasoning and questioning from children.	Look at pictures, sites, artefacts and selected, small extracts of text-based evidence.	Use enactive (artefacts and sites) and iconic (maps, diagrams, photographs) and text-based sources.
Questioning	<i>Expect some children to begin formulating questions with help from teacher modelling and prompting.</i>	<i>Expect children to look carefully and pose questions and suggest what it might tell us.</i>  <i>Expect children to begin formulating historical questions with teacher support.</i>	<i>Expect children to distinguish between certainty, guessing, and not knowing. Expect children to make logical inferences supported by evidence.</i>  <i>Expect children to start suggesting historical enquiries of their own or at least negotiating these with the teacher.</i>

# How do we teach children to think geographically?

<http://www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/geography>



**Process of Enquiry**

**Enquiry Questions**

**Stages in Learning**

<p>Awareness</p> <p>Definition</p>	<p>What's the problem?</p> <p>Barnaby Bear needs our help to find out about this place!</p>	<p>Stimulus</p> <p>Recruit children as expert geographers</p>
<p>Description</p> <p>Analysis/ Explanation</p> <p>Prediction/ Evaluation</p>	<p>Locality</p> <p><b>Where is it?</b></p> <p><b>What is it like?</b></p> <p><b>How did it get like this?</b></p> <p><b>How is it changing?</b></p> <p><b>What do different people think about the changes?</b></p>	<p>Making Sense</p> <p>Give them scaffolds without solving the problem for them</p>
<p>Decision Making</p>	<p>What do I think ?</p> <p>What will we tell him?</p> <p>How shall we tell him?</p>	<p>Reflection</p> <p>Audience</p>



Process of Enquiry

Enquiry Questions

Stages in Learning


<p>Awareness</p> <p>Elicit existing ideas</p>	<p>What's the problem or issue?</p> <p>What do I know about this now?</p>	<p>Stimulus</p>
<p>Description</p> <p>Analysis/ Explanation</p> <p>Prediction/ Evaluation</p>	<p>Where is it happening?</p> <p>How did it get like this?</p> <p>How is it changing?</p> <p>What do different people think about it?</p> <p>What are the choices?</p> <p>What is likely to happen?</p> <p>With what consequences?</p>	<p>Making Sense</p>
<p>Decision Making</p>	<p>What do I think should happen?</p>	<p>Reflection</p>

# Modelling and scaffolding the questioning process:



<b>Barnaby's Questions</b> (concepts these develop in brackets)	What I think now	How we could find out
<b>Where is this place?</b> (direction, location)		
<b>What is it like?</b> (sense of place, natural and human features, spatial pattern)		
<b>How is Tynemouth different to Newcastle?</b> (natural and human features, sense of place)		
<b>Is it going to be a nice place in the future? Has it always been like this?</b> (natural and human processes, sustainability)		
<b>What do I think? Will I like it?</b> (conflict of interest)		

# *Which aspects of the Geography National Curriculum would enquiry-based learning address?*


## Skills/processes:

-  **Collect, measure, analyse, record and communicate data gathered through experiences of fieldwork; interpret a range of sources** (maps, diagrams, globes, photographs and GIS); **communicate in a variety of ways** (sketch maps, numerical data, writing, plans, graphs, digital technologies); **use compass directions and locational and directional language to describe features and routes; use aerial photos and plans to recognise landmarks and features; devise a simple map; construct symbols in a key.**

## Essential knowledge and topics:

-  (key stage 1) **locational knowledge** (world's continents and oceans; countries and cities of the UK and surrounding seas); **place knowledge** (human and physical geography of small area of the UK and small area of non-European country); **human and physical geography** (seasonal and daily weather patterns in the UK and location of the hot and cold areas of the world); **use geographical vocabulary to refer to key physical and human features.**
-  (key stage 2) **locational knowledge** (world's countries, their physical and human characteristics, counties and cities; counties and cities of the UK; latitude, longitude, Equator, hemispheres, the Tropics, the Arctic and Antarctic and time zones); **place knowledge** (UK, European and North/South American region); **human and physical geography** (climate, rivers, geology, settlement, land-use, trade, distribution of resources such as food, minerals, energy, water).

## Key concepts:

-  Location, direction, scale, physical and human features, distinctiveness of a place, physical and human processes, spatial pattern, interrelationships

# Principles for teaching through enquiry

- ▲ Enquiry puts pupils in role as expert investigating a question, issue or mystery;
- ▲ The teacher acts as a mediator who ‘scaffolds’ (see Vygotsky’s ZPD);
- ▲ Enquiry can be a lesson or a sequence of lessons;
- ▲ A stimulus should be used to introduce the problem or investigation through which you recruit the young ‘experts’ to the challenge;
- ▲ You can (if you feel you need to) situate objectives **inside** an enquiry-driven curriculum (but let the question drive the learning **not** the objectives).