

HISTORICAL ASSOCIATION ANNUAL CONFERENCE, HARROGATE 2016.

PENELOPE HARNETT, UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL.

Penelope.Harnett@uwe.ac.uk

Describe, Explain, Decide.

Understanding the processes of historical enquiry at Key Stage 1.

In this session we will explore some approaches to developing historical enquiry skills with young children. The workshop will draw on a recent project with Year 2 children exploring 'How do historians learn about the past?' It will evaluate potential starting points for investigations and share ideas on how children's progress in historical understanding may be assessed.

1. What can you tell me about this object? What questions does it raise? Introducing the metal disc as a mystery object to promote questions and to arouse curiosity. What 'hooks' can be used to arouse curiosity – *the urge to know more?*

Thinking about ways to support children's curiosity and their questions.

Discussing a range of questions. **Describing** the object and providing **explanations**. <http://www.telegraph.co.uk/history/11988581/The-fitting-find-of-a-fossil-hunters-birthday-token-200-years-on>.

Using the story of an individual to exemplify life in Victorian times including social class and the role of women.

2. Write a label which could explain the significance of the object for visitors to the Lyme Regis Museum. Making **decisions** about why something is significant historically. Using a range of questions to facilitate decision making.

3. Helping children to appreciate that knowledge of the past is continually extending and being reviewed. Range of recent discoveries where historians have **described, explained and decided**. References to articles.

<http://www.telegraph.co.uk/news/earth/environment/archaeology/12093895/Bronze-Age-settlement-dubbed-Peterborough-Pompeii-due-to-amazing-preservation.html>

<http://www.bbc.co.uk/news/uk-scotland-south-scotland-29582866>

<https://www.youtube.com/watch?v=U21Z6cwRiic>

<http://www.theguardian.com/world/2016/mar/17/hidden-rooms-tutankhamun-tomb-new-treasures-queen-nefertiti#img-1>

<http://www.bbc.co.uk/news/world-us-canada-29131757>.

How would you use one of these discoveries to support and develop children's curiosity about the past and of historians' work? Hooks, enquiries and decisions. What jobs do different historians do?

4. Assessing children's historical learning through their images of historians working. How would you explain what historians do?

5. Using the Queen's 90th birthday as a starting point to learn about the recent past. **Describe** the pictures of the Queen. **Explain** what is happening and **decide** where to place on the timeline. What decisions influence the selection of pictures?

6. Using the Queen's time line to record changes and events during her life time and to reflect on their significance. Using this starting point how could you encourage children, their families and carers to become involved in historical research?

7. Additional references. Mary Anning

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/

<http://www.bbc.co.uk/programmes/p015gn89>

<http://www.bbc.co.uk/news/science-environment-11590505>

<http://www.lymeregismuseum.co.uk/>

More events in the news

<http://ngm.nationalgeographic.com/2016/02/artifacts-found-under-london-archaeology-text>

<http://www.bbc.co.uk/news/uk-england-berkshire-34428031>

<http://www.theguardian.com/world/2015/mar/14/new-gandhi-statue-unveiled-in-londons-parliament-square>

<http://www.telegraph.co.uk/news/newstopics/howaboutthat/11614625/William-Shakespeare-Newly-discovered-image-revealed.html>

<http://www.telegraph.co.uk/news/2016/04/16/unparalleled-discovery-of-roman-villa-beneath-wiltshire-garden/>