

Key Enquiry Questions for primary schools studying significant historical events or personalities in their own locality

	Key Enquiry Questions	Organising Questions	Points to Consider
Teachers select and organise the focus of study	<ul style="list-style-type: none"> Who shall we study? <p>OR</p> <ul style="list-style-type: none"> What event shall we study? 	<ul style="list-style-type: none"> Who are the people from history who have made a difference to our community? How shall we choose the best person to find out about? Why is it important to study the life and achievements of a fellow human being? <ul style="list-style-type: none"> What are the events from history that have made a difference to our community? How shall we choose the best event to find out about? Why is it important to find out about events that happened in our local area? 	<p>As well as the local context, this template could be adapted to suit national or international figures and events (also part of the KS1 Subject Content)</p> <p>Useful criteria for selecting the right person or event could be</p> <ul style="list-style-type: none"> – Accessibility to and availability of sources for young children – Curriculum / school relevance – Cross curricular opportunities (especially literacy, geography, Art, music)
	<ul style="list-style-type: none"> How will we find out about our chosen person <p>OR</p> <ul style="list-style-type: none"> How will we find out about our chosen event? 	<ul style="list-style-type: none"> What types of information will we need, and where can we get it from? 	<p>Think about using:</p> <ul style="list-style-type: none"> – Accessible written sources (books, newspapers, etc) – Visual sources (pictures, films, photographs) – Built historical environment (memorials, monuments, buildings, bridges, canals, railways etc) – Audio sources (stories read aloud, radio interviews etc)

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At Key Stage 1 pupils ask and answer these questions	<ul style="list-style-type: none"> Who have we chosen to find out about? Why have we chosen this person? How is s/he remembered? What did s/he do that was so significant? <p>OR</p> <ul style="list-style-type: none"> What event have we chosen to study Why was this event so significant 	<ul style="list-style-type: none"> What is the story of her / his life / this event? How do we know about her / him / this event? When was this person doing such significant things / did this event happen? Where did this person live / this event take place? Why was she / he / this event so important? 	<p>Over Key Stage 1, pupils are making good progress in history if during this topic they learn to:</p> <p>a) use phrases such as ‘before I was born’, ‘when my grandparents were little, ‘in the olden days’ a long time ago, ‘hundreds of years ago’</p> <p>b) sequence historical photographs, pictures or short written descriptions in order</p> <p>c) recognise and describe the difference between objects, pictures and photographs that are old and modern (new)</p> <p>d) can explain in simple terms, either orally or in writing for Y2 children, what a historical character did, and why they did it OR what happened and why a particular historical event happened</p>
	<ul style="list-style-type: none"> What was her / his most significant legacy? 	<ul style="list-style-type: none"> Did this person / event change the lives of other people? How did he / she this event change the lives of other people? What impact has this person / event had on our lives today? 	

	Key Enquiry Questions	Organising Questions	Points to Consider
At Key Stage 2 pupils ask and answer these questions	<ul style="list-style-type: none"> Who have we chosen to find out about? Why have we chosen this person? How is s/he remembered? What did s/he do that was so significant? <p>OR</p> <ul style="list-style-type: none"> What event have we chosen to study Why was this event so significant 	<ul style="list-style-type: none"> What is the story of her / his life / this event? When was this person doing such significant things / did this event happen? What was happening in other place sat the time? Where did this person live / this event take place? What evidence is available about her / him / this event? Do we have both primary and secondary sources of evidence? Are some of the sources or evidence more reliable than others? Do people have different opinions about the sources of evidence? What caused this person's actions / event Were there a number of causes of this person's actions / event Why was she / he / this event so important? 	<p>Over Key Stage 2, pupils are making good progress in history if during their topics they learn to:</p> <ul style="list-style-type: none"> a) Use primary and secondary sources to ask and answer questions about the past b) Distinguish between primary and secondary sources c) Ask questions about sources and decide how useful they are to a historian d) Select and combine sources to describe an event or person in history e) Give some reasons why a historical event took place or a person did what she / he did f) Put the causes of events in order of importance g) Explain why the person / event was so important h) Describe how things changed i) Give a few explanations as to why things changed in history j) Recognise that some things changed and some things stayed the same in different periods of history k) Understand and use correctly, dates, decades, centuries, periods and eras
	<ul style="list-style-type: none"> What was her / his most significant legacy? 	<ul style="list-style-type: none"> Did this person / event change the lives of other people? How did he / she this event change the lives of other people? What impact has this person / event had on our lives today? 	

