



Key Enquiry Questions for a Key Stage 1 study of a significant historical event or person 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> <p>Accessible written sources (books, newspapers, etc)</p> <p>Visual sources (pictures, films, photographs)</p> <p>Built historical environment (memorials, monuments, buildings, bridges, canals, railways etc)</p> <p>Audio sources (stories read aloud, radio interviews etc)</p>

	Key Enquiry Questions	Organising Questions	Points to Consider
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>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>
	<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? • 	<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>