

# Subject: History

## Golden Concept: Historical Enquiry

### Purpose:

Historical enquiry is a fundamental aspect of history education in the English National Curriculum, designed to equip students with the skills and attitudes necessary for informed historical understanding and critical engagement with the past.

### Assessment:

Historical enquiry in the English National Curriculum is assessed through a combination of formative and summative assessments. Formative assessments are ongoing and provide feedback to inform teaching and learning, while summative assessments are more formal evaluations that measure students' achievement at the end of a period of study. The assessment of historical enquiry encompasses a range of skills and understanding related to researching, analysing sources, making interpretations, and presenting findings.

Reflection on Historical Processes, Use of Historical Vocabulary, Problem-Solving, Presentations and Communication, Historical Writing, Historical Interpretation, Research Skills and Source Analysis.

### Cross curriculum:

- Literacy: Research Projects, Primary Source Analysis
- Mathematics: Chronological Timelines, Statistical Analysis
- Science: Scientific Advances in History, Investigating Historical Phenomena
- Geography: Mapping, Historical Events
- Art and Design: Visual Representations, Creating Historical Artefacts:
- Technology: Digital Archives Multimedia Presentations
- Languages: Primary Source Translation, Historical Literature Studies
- Citizenship and PSHE (Personal, Social, Health, and Economic Education): Ethical Considerations, Exploring Civic Movements
- Physical Education: Historical Sports and Games, Understanding Changes in Lifestyles
- Drama and Performing Arts: Historical Role-Playing, Creating Historical Performances

### Key Stage or stage breakdown: Key Stage 1 (Stages 1 and 2)

**Introduction to Historical Inquiry:** Students are introduced to the concept of asking and answering simple historical questions. They may explore topics related to their own lives, family history, or local history.

**Use of Simple Sources:** Basic sources, such as photographs, stories, and artefacts, are introduced. Students learn to observe and ask questions about these sources.

**Sequencing and Chronology:** Basic chronological understanding is developed through sequencing activities. Students begin to understand the concept of past, present, and future.

### Key Stage 2 (Stages 3,4,5 and 6)

**Developing Research Skills:** Students begin to develop more advanced research skills. They may explore historical topics using a range of sources, including books, documents, and digital resources.

**Analysis of Primary Sources:** Students engage in the analysis of primary sources, considering their reliability and the perspectives they offer. They may learn to interpret simple historical maps and documents.

**Asking and Answering Historical Questions:** Students are encouraged to formulate historical questions and use evidence to answer them. The focus may expand to include broader historical themes and events.

**Key Stage 3 (Stages 7,8 and 9):::In-Depth Inquiry:** Students engage in more in-depth historical inquiries, exploring specific historical periods, events, or individuals. They use a variety of sources and begin to evaluate the significance of different pieces of evidence.

**Critical Evaluation:** The emphasis on critical thinking is heightened. Students critically evaluate historical interpretations, considering the motives and perspectives of historians. **Key Stage 4 (Ages 14-16):Advanced Historical Inquiry:** Students refine their historical inquiry skills, conducting more advanced research and analysis. They engage with complex historical issues and debates.