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| **Historical Enquiry**  Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer. For this approach you need -   * a carefully considered question * a sequence of lessons which all contribute knowledge and understanding to help answer the overall question. * a clear understanding of what knowledge is to be gained throughout. | |
| **Significance** | Definition  Someone or something is significant if they are ‘sufficiently great or important to be worthy of attention’. It is important to distinguish between significant and famous. In the curriculum, children are taught about individuals that are significant and both events and achievements that can be viewed that way |
|  | Definition for Children  A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.  **Key Teaching Points**   * Changed people’s lives (this can be for the better or worse). * Changed events at the time they lived. * Had a lasting impact on their country or the world. * Had been a really good/bad example to people of how to live and/or behave |
| **Similarity and Difference** | Definition  Someone or something is significant if they are ‘sufficiently great or important to be worthy of attention’. It is important to distinguish between significant and famous. In the curriculum, children are taught about individuals that are significant and both events and achievements that can be viewed that way. |
|  | Definition for Children  What is the same or different between these two sources? Then, add context about the nature of them (image, text, artefact etc. The task is to identify how they are the same and also different.  ​  The definition for children is easy as similarity and difference are common words. The important aspect to stress is how to relate it to historical understanding and the wider sense of the historical period as a whole. |
| **Continuity and Change** | Definition  Continuity and change is looking at aspects of history that either remain the same or change over time. It is also a way in which children can be taught trends and turning points over time. It is somewhat similar to similarity and difference but the key difference is the matter of it be tracked over time and not a snapshot. |
|  | Definition for Children  Continuity is where something 'continues' over time. Change is the opposite.  The aim is to learn more about how life was affected by ... and in what ways it remained the same. |
| **Cause and Consequence** | Definition  Cause and Consequence (effect) is vital to understanding the historical narrative that children are taught. It is the focus on the causes of events that happen and then the consequences of them. There can be any number of causes and consequences around a single event that relate to the short or long-term historical period in question. |
|  | Definition for Children  This is an event in history that we are going to learn about.  It didn't just happen for no reason. Things caused it to happen and there consequences of it happening.  Learning about it will help us to understand the wider period of history |
| **Evidence**  The use of sources is paramount to allow children to understand how our knowledge of the past has been gained. The evidence is what we gain from the sources to enable us to build up the knowledge base we need. It is vital for children to learn how to find the evidence from sources and then also what to do with it as part of the overall enquiry approach.  ​  Over the course of their history education, children should be able to gain and use evidence from an increasing range of sources and be able to use them with more precision, confidence and combine them to produce more accurate representations of their understanding.  ​  Evidence is a concept that must be present in every history topic that we teach. | |