

## Enquiry: *Why did Delia buy a new hat?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> <li>When the Edwardian period of British history was and who was the monarch at the time</li> <li>That there were extremes of wealth and poverty in Britain during the Edwardian era</li> <li>Who people referred to as aristocracy were in Edwardian Britain</li> <li>How life for the aristocracy compared with people in the working classes</li> <li>Who emigrants were</li> <li>Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times</li> <li>Why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912</li> <li>What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912</li> <li>The difference between primary and secondary accounts of what occurred</li> <li>How to create timeline with an equidistant scale of the events of the last 24 hours of the Titanic</li> <li>Which event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>Paintings and portraits</li> <li>Drawings</li> <li>Monuments</li> <li>Diaries</li> <li>Artefacts</li> <li>Maps</li> <li>Etchings</li> <li>Modern interpretations of events such as animations and graphic novel panels</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> <tr> <td>Empathise</td> <td>Placing yourself in another's position to better understand their motives, decisions and actions</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	'Say what you see'. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	<p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Recall</b> that the Edwardian period of British history was between 1901-1910 and the monarch was King Edward VII</li> <li><b>Identify and describe</b> the extremes of wealth and poverty in Britain during Edwardian times</li> <li><b>Identify and describe</b> who people referred to as aristocracy were</li> <li><b>Compare and contrast</b> the life of the aristocracy with people in the working classes</li> <li><b>Describe</b> who an emigrant is compared with an immigrant</li> <li><b>Explain</b> why so many working class emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times</li> <li><b>Explain</b> why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912</li> <li><b>Describe</b> what occurred on the Titanic during the final 24 hours of its voyage on April 15<sup>th</sup> 1912</li> <li><b>Describe</b> the difference between primary and secondary accounts of what occurred</li> <li><b>Sequence</b> events along a timeline with an equidistant scale of the events of the last 24 hours of the Titanic</li> <li><b>Select</b> the event along the timeline which they feel was of the greatest significance in the eventual sinking of the Titanic and <b>suggest reasons</b> why</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> the different ways in which the sinking of the Titanic had such a huge impact on the village of Addergoole in Ireland</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 pupils:</b></p> <ul style="list-style-type: none"> <li>Have explored the concept of historical <i>significance</i></li> <li>Have constructed a timeline</li> <li>Learned that the achievements of some individuals, places and events in history are considered more significant than others</li> <li>Have learned about significant people, places and events in their locality</li> </ul> <p><b>In Nursery and Reception pupils:</b></p> <ul style="list-style-type: none"> <li>Were introduced to people in stories about the past who did important and memorable things</li> <li>Examined artefacts from the past</li> <li>Heard and discussed accounts of the past involving people, places and events through reading stories</li> </ul>
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