

	BASIC ENQUIRY METHODS	ENQUIRY WITH ROLE-PLAY	SIMULATION	IMAGINATIVE ENQUIRY
PLANNING	Activities can all be pre-planned and pupil responses are largely predictable	Activities can all be pre-planned though pupil responses are less predictable in role-play		Activities can all be pre-planned though teacher must be more responsive to pupils because fictional contexts are negotiated
CONTEXTS (where are you?)	In their classroom context, pupils and teacher are 'outside' the content and the enquiry problems	In their classroom context, pupils and teacher are 'outside' + pupils also sometimes create an imagined context to step 'inside' one pre-selected aspect of the content and problem		Pupils and teacher are gradually more enquiring 'inside' an imagined context as well as enquiring 'outside' in the classroom context. The imagined context provides a 'bigger picture' of the content enquiry
PERSPECTIVE/ POSITION	as 'themselves'	as 'themselves' + pupils as if they are people inside the problem + the teacher may be in role at times		as 'themselves' + pupils and teacher as if they are people inside the problem + pupils and teacher together as if they are the people who have a shared professional position on the problem
MEDIATION	teacher mediates from outside (mostly as a facilitator and guide)	teacher mediates from outside (mostly as a facilitator and guide and may enter in role)		teacher mediates from inside imagined context (as facilitator and guide but also interacting 'in role' as if s/he is someone else) + as well as from outside (as him/herself)

BEGINNING BASIC ENQUIRY 75 mins (NC 4 ab 'historical enquiry 2c identify and ... 1a)	ENQUIRY WITH ROLE-PLAY	SIMULATION	IMAGINATIVE ENQUIRY  Breadth and depth from the beginning through the fictional context with the enquiry question
PLANNING (mostly mechanical) Makes sure resources for each group Previews website Books ICT suite and makes sure machines working Organizes number cards so groups are truly mixed Checks recording resources eg paper	PLANNING Builds in an at-risk investigative more organic task Plans for how to get kids to raise and ask questions in more detail	Teacher prepares right answers	PLANNING For experiences – cellar where documents will be found; relevance is high; questions carefully planned; Motivation and engagement (from the pupils POV);
Teacher asks 'what was life like for children in WWII' WALT on board			Teacher asks 'how do you think ...' [accelerated learning big(ger) picture]
WILF 'using the internet' Collect and discuss Record our findings in our history portfolio			
Groups of 5 15 mins they fill in a thinking frame: what do we know, what would we like to find out			
Jigsaw (1's etc.) and talk through what they found out 15 mins			
	In original groups, use an artifact (e.g. letter) and show us a tableau as through it were in a film [3 'historical interp' {less likely to hypothesize and interp context of letter writing }and 5 abc 'organisation and comm' NC		

Plenary Teacher identifies 'our key questions' from class; written up for exploration e.g. did the children who've been evacuated write their letters in private? Who read the letters? eg 'Where did the children go when the bombs fell?'	[More assessment for learning here because teacher can't predict what will have come out of those moments.] We find out from these what we want to find out more about and write those down		
Choose three questions for independent/group enquiry. 20 mins in ICT suite on the IWM website etc.	Choose individual ones and tell partner what, how, and when I'm going to do it.		
Work on that + at home			
Report back			
Cross-curricular because linked to ICT, literacy	Teacher-set task but more pupil-driven because in imagination I can only use what I know and can do in context with others		
KEY SKILLS NC 19-23			
			SMSC cross-curricular whole curriculum e.g. why would people drop bombs [see 1944 Act]
Teacher can plan to raise moral questions			Whole thing is based within a moral context e.g. what right do we have to interfere with these documents
Comm; ICT; working with others; improve own learning and performance; solve a problem Enquiry skills (but not to apply imagination)	Enquiry skills does apply imagination But not enterprise education		Enquiry is now beginning to run an enterprise 'confidence, self-reliance and willingness to embrace change'