



St Laurence Enquiry Approach

St Laurence uses an Enquiry Based approach to structure our History and Geography. When our children are learning through enquiry they are learning historic and geographical knowledge, while allowing the children to make sense of new information for themselves.

We structure our units around 5 stages of enquiry.



Step 1 - Engage

The essential function of the engage is as a stimulus to engage the children. It generates a need to know so that there is a purpose for an enquiry. This also helps to familiarise the children with the events, people and places.



Step 2 - Explore

In this step, we explore what knowledge the children already have on the subject and what they would like to learn. We introduce the Enquiry Question and discuss what we might need to learn to answer it.



Step 4 - Examine

Once children have gained their new knowledge and skills, they need to make personal sense of the information. This could be in the form of a quiz, extended write, school 'museum' etc. The children make connections between previous and new learning and share those with others.

Step 3 - Enquiry

In the planning and enquiry stage, the children start to investigate and gather information towards answering the EQ. This section of the unit is the main body of learning. Each lesson has an LQ (Learning Question) that builds on knowledge and skills that can be used to answer the EQ.

Step 5 - Evaluate

Reflection is an important part of any enquiry and involves giving consideration to not only what has been learned but the way in which it has been learned. The children evaluate their learning and use their new skills and knowledge to answer the EQ.



Vocabulary

Key vocabulary will be introduced and taught using the year group vocabulary sheets and will be displayed and referred to during lessons.

Knowledge & Skills

Through our EQ's and sequence of lessons, we use an array of teaching and learning strategies to ensure children are given a wide range of experiences. Our goal is to develop both the children's knowledge of the topic and their skills, utilising cross-curricular links and allowing pupils to explore different areas, use maps, aerial photos, primary and secondary resources and so much more. We constantly revisit and recap the previous sessions to develop sticky knowledge.

