Growing up in Leeds Enquiry Questions

Here are some suggested enquiry questions for constructing schemes of work and individual lessons. Consider your curriculum intent and relevance to you pupils when choosing enquiry questions.

For added pupil voice, ask the pupils to help you construct the question they want to know the answer to. This can come as preparation for the topic, in the final few weeks of the previous half term or topic to give time to plan.

# Key Stages

## KS1:

* How is your childhood in Leeds different from how, where and when your parents / grandparents grew up?
	+ What toys did children in the past play with? How have those stories been shared?
	+ How do toys move? What materials are they made of?
	+ How Was school and education different or the similar in the past?
	+ How has family life changed or remained the same over time? How do we know?

## KS2:

* How was life in Leeds different (or similar) for children in the past?
	+ Was the experience for all children across the city the same, or different? Choose your local area and compare to another area in the city. Make pen-pal links with another local school to make contemporary connections.
	+ Did differing experiences depend on age, local area, wealth, or industry?
* How has life for children in Leeds changed over time?
	+ Compare a Victorian childhood with childhoods in the 1950s, 1970/80s and 2020s. How do education, leisure time and toys, working life, and family situations change over time?
	+ Can a single person, or family, show how life has changed across Leeds? Follow generations of the same family, or the same house / area over time to show change using census records and archive photos from Leodis.
* Was the life of child in 1880s / 1950s/ 1880s Leeds similar or different from children across the world, or in a rural community (like a North Yorkshire village)? How do children live in other places?
* How has the past influenced how children grow up today?
* How has family life changed or remained the same over time?
	+ How do we know?
	+ What aspects of the past can you see / hear / find today?
	+ What evidence is there for different people’s experiences?
		- Whose voices do we hear, who’s voices are missing?

## KS3:

* First order concept: How did the nature of ‘education’ and ‘childhood’ change over time, 1800-2000?
* Second order concept: What effect did the Education Acts have on the lives of children in Britain?
* Local history: How do people remember their childhoods in Leeds? What methods can we use to remember the past? What evidence do we use to remember the past?

# Consensus Building to Form Enquiry Questions

Working with pupils to devise the enquiry question can give them added ownership of their learning. Use it as a good opportunity to talk about what makes a good question (and a good answer) for speaking and listening in literacy. To devise a single question in groups or as whole class, use a consensus building activity.

## Consensus building activities has five steps:

1. Talk about ground rules. These are things like inclusion (everyone has a chance to speak), participation (everyone contributes), co-operation (working together), democracy (everyone’s opinion is valid), and commitment to the best question.
2. Write a statement of the challenge, ‘to write a question we want to know the answer to about growing up in Leeds’.
3. Make a list of challenges and possible solutions, in this case, questions.
4. Do your research. Adapt, tweak, and test the questions. Will that question tell us what we want to know?
5. Come to a consensus. If not, go back to stage 3 and repeat.

This supports Growth Mindset learning, Restorative Practice and PSHE. It’s also a very scientific way of approaching a challenge, so can help with logic, argument and working scientifically (devising and testing a hypothesis).

# Chronological or thematic teaching?

This topic could be taught chronologically or thematically. Before deciding, consider the relevance and intent of the curriculum for your pupils. What will work best for them? What is the learning objective you are seeking to teach? How does this fit into your overall curriculum planning or narrative? Is this topic there to do a specific job? What topics and learning are your pupils already building on?

## Chronological

If you pupils need to develop and gain chronological understanding, then approach the topic through this lens. What other topics have you already covered to help chronological understanding? You may wish to consider:

* Teaching in sequence (backwards or forwards). This resource is laid out (mostly) chronologically. Use other Leeds Curriculum resources to add to information and knowledge about different time periods. Have a lesson, or two, on each chosen time period.
* Use timelines to show crossover of time periods, duration, individual events and change over time. Use timelines as a consistent lesson starter or have in your classroom as a reminder. Make sure your scale is accurate! Have a large-scale version as a display, then link using smaller scale versions in depth of specific periods.
* Bring in global perspectives of each time period to enable greater diversity of thought. We have added notes to help you.

## Thematic

If your pupils are interested in specific aspects of growing up or need to strongly see the relevance to their lives, then approaching the topic thematically may work. You may wish to consider:

* How are you going to make the content specific rather than general? ‘Childhood’ or ‘growing up’ are big topics, is there a specific aspect you, or the pupils, want to focus on? How are you going to make this Leeds specific? For example, if looking at Victorian childhoods, Tthink about how to drive the content from Leeds rather than general Victorian content with a few Leeds examples.
* Choosing a sub-theme per lesson, such as education, toys, or leisure time, and either taking it through chronologically or choosing two or three time periods to compare and contrast. This can be used to delve into a topic, theme or area in more depth.
* Use growing up and childhood knowledge to answer bigger, more ethical or philosophically based questions: what should education be? Should children go to school? Why do we have different interpretations or stories of the past?

Whichever way you choose to teach, make sure your enquiry question is constructed empirically, in order that the pupils can answer it fully by the end of the topic.