

START HERE / AUTUMN 1

BUILD Humanities

Weeks 3–7 · 2026–27

World About Me

Community places, time evidence, respectful inclusion, a shared map and belonging.

Five lessons, each planned for 40 minutes. This pack follows the original school sequence represented in the uploads and online lesson pages. Weeks 1–2 provide retrieval; the pack starts at Week 3.

Week	Lesson	Main evidence
3	Places in our community	Recognise community places and match each to a use and a helper.
4	Then and now	Order dated photographs and records; distinguish a visible difference from a proven change.
5	Same, different, respected	Notice similarities and differences respectfully and connect a Black British history example to an action.
6	Build our community map	Contribute a labelled place and a useful note to a shared community map.
7	A place in the group	Describe a group and its shared activity, and identify one action that helps people belong.

Use the files

Each Week folder contains an editable PowerPoint, slide PDF, pupil Word/PDF booklet and teacher Word/PDF guide. Present the deck, print the pupil booklet and keep the answers separate. Larger sources and handwriting space sit in the pupil sheets.

Thursday 11:00-11:40. Humanities lesson; separate RE period is outside this pack.

DELIVERY AND ASSESSMENT

Keep the learning coherent

The 40-minute routine

Retrieve an idea; clarify a few words; inspect evidence; watch a model; try a shared example; make a hinge decision; respond independently; compare reasons; reflect and choose a next step. Timing and answers are in each teacher guide. Assessment weeks reserve longer independent response periods.

Printing and preparation

- Print pupil sheets at A4 actual size; use colour for the dated photographs where possible. Enlarge BUILD map pages to A3 when useful.
- The decks are offline resources. No sign-in, live website, QR code or video is required for the core task.
- Read any sensitive historical vocabulary neutrally. Explain discriminatory policy without asking pupils to role-play victim or perpetrator.

Keep a small evidence trail

Pupil / date	First response + support	Reason / revision / next step

When feedback changes teaching

Ask what would make the next task clearer. Record a specific change, such as reading source labels aloud or providing two response cards. At the next lesson, tell pupils which change followed their feedback. Belonging is unconditional; pupils do not need to prove their worth through attendance or contribution.

SOURCE ROUTE / ORIGINAL ONLINE SEQUENCE

Where the lessons came from

The online hub includes more than one Humanities route. These packs use the original BUILD World About Me, GROW Black British History and LAUNCH twentieth-century sequence that matches the uploaded planning. They do not silently substitute the separate migration route.

Week 3 · Places in our community

https://madebymatt.uk/Lessons/Humanities_Teesside/BUILD_W1-W8_2026-27/BUILD_HUM_W3_Places_In_My_Community.html

Week 4 · Then and now

https://madebymatt.uk/Lessons/Humanities_Teesside/BUILD_W1-W8_2026-27/BUILD_HUM_W4_Then_And_Now.html

Week 5 · Same, different, respected

https://madebymatt.uk/Lessons/Humanities_Teesside/BUILD_W1-W8_2026-27/BUILD_HUM_W5_Same_And_Different.html

Week 6 · Build our community map

https://madebymatt.uk/Lessons/Humanities_Teesside/BUILD_W1-W8_2026-27/BUILD_HUM_W6_Our_Class_Map.html

Week 7 · A place in the group

https://madebymatt.uk/Lessons/Humanities_Teesside/BUILD_W1-W8_2026-27/BUILD_HUM_W7_Groups_We_Belong_To.html

Uploaded material used

Built from the school's original Autumn 1 planning and the matching online lesson pages; sources and image credits are listed below.

Scope and adaptation

The visual layout follows the earlier Made by Matt Science pack. The contents are Humanities-specific. Fictional teaching scenarios are labelled; historical summaries are distinguished from primary records. Week 7 consolidates the online sequence where the upload ends at Week 6.

CHECKED 7 SEPTEMBER 2026

Published 7 September 2026

References and image credits

M | Mary Seacole, 1855

<https://www.english-heritage.org.uk/visit/blue-plaques/mary-seacole/>

Historical reference

https://commons.wikimedia.org/wiki/File:Seacole_-_Challen.jpg

Mary Seacole portrait

Albert Charles Challen, c.1869. National Portrait Gallery, NPG 6856; reproduction via Wikimedia Commons, marked PD-Art. The painting is later than the care described in summary M.

https://commons.wikimedia.org/wiki/File:Seacole_-_Challen.jpg

Tees Transporter Bridge photographs

Photo A: Oliver Dixon, 21 November 2008. Photo B: Rod Grealish, 4 September 2017. Both via Geograph / Wikimedia Commons, Creative Commons Attribution-ShareAlike 2.0. Resized for print, without altering the photographic content.

https://commons.wikimedia.org/wiki/File:Middlesbrough_Transporter_Bridge_-_geograph.org.uk_-_1061873.jpg

[https://commons.wikimedia.org/wiki/File:Tees_Transporter_Bridge_\(geograph_7662835\).jpg](https://commons.wikimedia.org/wiki/File:Tees_Transporter_Bridge_(geograph_7662835).jpg)

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Map A and respectful sentence diagram: existing SVGs from Matt's original online BUILD lessons, rasterised for Word and PowerPoint. They are teaching diagrams, not real maps or historical photographs.