

TEACHER GUIDE / ANSWERS SEPARATE

Places in our community

Autumn 1 · Week 3 · 40 minutes

Recognise community places and match each to a use and a helper.

Prepare and teach

Thursday 11:00-11:40. BUILD Weekly - Autumn, Humanities C48. Humanities lesson; separate RE period is outside this pack.

- Open the 12-slide deck; print one pupil booklet per learner. Keep this guide separate from pupil copies.
- Read the source cards and answer guidance before teaching. Use the supplied offline sheets; live links are optional.
- Have pencils, highlighters and movable labels available. Enlarge the map page to A3 if useful.

Slides	Minutes	Use
1–3	7	Enquiry, retrieval and vocabulary
4–5	9	Read evidence and model thinking
6–7	8	Guided practice and hinge check
8–9	10	Independent response and explanation
10–12	6	Check, listen, improve and exit

Assessment evidence

Keep the first response and a later correction. Note the response method, adult support and one reason the pupil gave. A completed sheet alone does not demonstrate independent understanding.

TEACHING GUIDANCE

Teach, check, respond

Vocabulary

Label | the name of a place.

Use | what happens there.

Map | a view from above.

Helper | a person who helps.

Model and guided practice

Model: A label names it. A note explains its use. Library: borrow books; a librarian can help.

Together: A: Borrow a book. B: Buy food. Choose library or shop for each job. What is a clinic for? Name one helper.

Hinge decision

Which note explains a use? A. The library is a big building. B. The library lends books. Choose A or B. Explain your choice.

Ask for simultaneous choices, then a reason. If the reason reveals the misconception, revisit one evidence detail before releasing the independent task.

Access without lowering the thinking

Offer two place labels and read the use aloud. Pupil points; adult records the pupil's choice.

Allow pointing, signing, speech, drawing, writing, dictation or directing an adult. Offer a pass on personal sharing. Use fictional examples; never require a migration story, home address or family disclosure.

Extend the reasoning

Label all six places; give two uses for one place and justify which a fictional visitor needs first.

Pupil voice with a response

Offer space and a response choice. Listen, then read the meaning back. Invite the pupil to correct your interpretation. Agree one useful teaching change and act on it next lesson; tell the pupil what their feedback changed.

KEEP SEPARATE FROM PUPIL SHEETS

Answers and misconceptions

1. Map: follow the printed labels; no personal location is required.
2. School - learning - teacher; shop - buying food - shop worker; library - borrowing books - librarian; clinic - appointments/care - nurse or doctor; park - recreation - park worker (a helper is not always present); bus stop - waiting for transport - driver when the bus arrives. Accept other sensible uses.
3. Guided A library; B shop. Hinge B explains a use. A may be true but is only a description.
4. Example: The library is useful because people can borrow books without buying each one. Accept pupil-chosen justified examples.

Watch for these errors

- A place may have more than one use. A library may also host a group.
- Big, blue or nice describes appearance; it does not explain the use.

Use the original online map. The upload's aerial-map extension is optional; the core lesson does not claim to identify the real school roof.

Source details

The pathway Start Here guide contains the original lesson links, factual references and image credits. Source cards are newly written summaries unless explicitly labelled as original-document images. Refer to the larger source sheets when a projected detail is hard to read.