

TEACHER GUIDE / ANSWERS SEPARATE

Same, different, respected

Autumn 1 · Week 5 · 40 minutes

Notice similarities and differences respectfully and connect a Black British history example to an action.

Prepare and teach

Thursday 11:00-11:40. BUILD Weekly - Autumn, Humanities C50. 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.

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

Same | a shared feature.

Different | not the same.

Respect | treat people as mattering.

Fair | include people properly.

Model and guided practice

Model: Same: both people enjoy stories. Different: how they choose to enjoy them. Respect: offer both reading and listening.

Together: A new pupil wants to point instead of speak. Choose: wait and listen, or demand a speech? Which action makes joining in possible?

Hinge decision

Which action shows respect? A. Only my favourite activity counts. B. We listen and offer a choice. Choose one. Give a reason.

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

Read two fictional choices; offer a respectful-action choice of two. Accept pointing.

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

Design a fair group rule that permits different ways to contribute, and explain why it is fair.

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. Shared interest: stories. Difference: audio/listening versus printed reading. Both can belong; provide formats and allow choice.
2. Helpful A, C, E. Unhelpful B, D, F. Repair B: listen without mocking; D: use fictional cards and allow pass; F: hear the reason before responding.
3. Seacole provided food, medicine and care in the Crimea in 1855 with a base at the British Hotel. Accept short accurate responses. Hinge B.

Watch for these errors

- We cannot infer a person's beliefs or preferences from appearance or name.
- Seacole's British Hotel was a business and a base for care, not a hospital she built.
- A person does not have to be exceptional to deserve respect.

Portrait: Mary Seacole by Albert Charles Challen, c.1869, National Portrait Gallery NPG 6856, via Wikimedia Commons. The portrait is later than the 1855 care described; do not infer the care from the image alone. Read summary M for the factual account.

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.