

TEACHER GUIDE / ANSWERS SEPARATE

Build our community map

Autumn 1 · Week 6 · 40 minutes

Contribute a labelled place and a useful note to a shared community map.

Prepare and teach

Thursday 11:00-11:40. BUILD Weekly - Autumn, Humanities C51. 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

Key | explains map labels or symbols.

Label | a short place name.

Route | a way between places.

Note | extra information.

Model and guided practice

Model: A grey box is a description. Library is a useful place label. Library: borrow books is a useful note.

Together: Match: clinic, shop, park. Use: health appointment, food shopping, play. Check that another person can follow your label.

Hinge decision

Which label helps a visitor most? A. The large grey one. B. Clinic: health appointments here. Choose and explain.

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 a ready-made place card and two possible use cards. Pupil chooses placement and wording.

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

Give one place two useful notes and explain how the shared map could help a fictional visitor.

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. Use notes: school learning, library borrowing books, clinic appointments, shop purchases, park recreation, bus stop waiting for transport. Several valid uses may apply.
2. Guided clinic/health, shop/food, park/play. Hinge B names the place and explains its use.
3. Assess the pupil's own placement/label/note choice. Record exactly what an adult prepared or scribed. An attractive shared map alone does not show who made which decision.

Watch for these errors

- A map is a selected view, not a drawing of everything.
- A symbol or letter needs a key. A label should not depend on colour alone.

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.