

TEACHER GUIDE / ANSWERS SEPARATE

Then and now

Autumn 1 · Week 4 · 40 minutes

Order dated photographs and records; distinguish a visible difference from a proven change.

Prepare and teach

Thursday 11:00-11:40. BUILD Weekly - Autumn, Humanities C49. 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

Earlier | before another time.

Later | after another time.

Evidence | a clue we can check.

Continuity | something stays.

Model and guided practice

Model: 2008 comes before 2017. Both photographs show the same bridge. A different camera view does not prove a change.

Together: Photo A: 21 November 2008. Photo B: 4 September 2017. Which is earlier? What can you see in both?

Hinge decision

Which claim is safest? A. Black and white always means old. B. The caption dates A earlier than B. Choose and point to the evidence.

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 dates aloud and offer earlier/later labels. Point to one shared bridge feature.

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

Explain why one apparent photographic difference cannot establish a change, and what extra evidence would help.

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. A is earlier: 2008 before 2017. Both are earlier than 2026.
2. Both show the Transporter Bridge's steel structure. Accept any shared feature actually visible. Do not treat angle, framing or weather as proof of permanent change.
3. Model C/D: library remains; empty grass becomes a play area. A possible reason is providing play space; label it a hypothesis because the records do not explain the decision.
4. Hinge B. Photographs can be converted to black and white today. A dated caption gives evidence for an order, though a historian can still check its provenance.

Watch for these errors

- Both 2008 and 2017 are in the past; neither is a photograph taken today.
- Different weather or viewpoints may explain a difference between photos. Do not infer that a building vanished when outside the frame.
- Old-looking objects and monochrome filters cannot establish a photograph's date.

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.