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GROW Humanities

Weeks 3–7 · 2026–27

Black British History

Migration, diverse history, significance and planning an evidence-based account.

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	Why move? What changes?	Explain a cause and consequence of migration, using evidence and a time sequence.
4	Whose history is included?	Use dated evidence to challenge an overgeneralisation about diverse British history.
5	Why was it significant?	Judge historical significance using reach, duration and the difference made, while acknowledging missing evidence.
6	Plan an account	Plan a structured account with a judgement, evidence, explanation and conclusion.
7	Write and check an account	Write from a plan, explain evidence and evaluate one source using a classroom assessment rubric.

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.

Friday 10:10-10:50. 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. The enlarged original passenger list is at the end of this guide; provide the accessible transcription or summary alongside it.
- 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 · Why move? What changes?

https://madebymatt.uk/Lessons/Humanities_Teesside/GROW_W1-W8_2026-27/GROW_HUM_W3_Why_People_Moved_And_What_Changed.html

Week 4 · Whose history is included?

https://madebymatt.uk/Lessons/Humanities_Teesside/GROW_W1-W8_2026-27/GROW_HUM_W4_Diverse_British_History.html

Week 5 · Why was it significant?

https://madebymatt.uk/Lessons/Humanities_Teesside/GROW_W1-W8_2026-27/GROW_HUM_W5_Was_It_Significant.html

Week 6 · Plan an account

https://madebymatt.uk/Lessons/Humanities_Teesside/GROW_W1-W8_2026-27/GROW_HUM_W6_Planning_An_Account.html

Week 7 · Write and check an account

https://madebymatt.uk/Lessons/Humanities_Teesside/GROW_W1-W8_2026-27/GROW_HUM_W7_Writing_And_Marking_The_Account.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.

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References and image credits

W | A journey recorded, 1948

<https://www.nationalarchives.gov.uk/education/resources/commonwealth-migration-since-1945/passenger-list-from-windrush/>

J | John Blanke, 1511

<https://www.nationalarchives.gov.uk/explore-the-collection/stories/john-blanke/>

O | Olaudah Equiano, 1789

<https://www.londonmuseum.org.uk/collections/london-stories/olaudah-equiano-writer-abolitionist/>

B | A collective campaign, 1963

<https://heritagecalling.com/2023/04/20/the-story-of-the-bristol-bus-boycott/>

R | A law with limits, 1965

<https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/collections1/race-relations-act-1965/race-relations-act-1965/>

M | Mary Seacole, 1855

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

Passenger-list image

The National Archives, BT 26/1237: M.V. Empire Windrush passenger list, June 1948. The archive image is reproduced for source study. Its modern webpage and storage date are distinct from the historical document date. The two-row extract follows the archive transcript.

Passenger list, June 1948 · The National Archives · BT 26/1237. Use alongside the accessible record sheet and summary W. Read occupations as recorded details, not proof of motives or later work.

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