

TEACHER GUIDE / ANSWERS SEPARATE

Why move? What changes?

Autumn 1 · Week 3 · 40 minutes

Explain a cause and consequence of migration, using evidence and a time sequence.

Prepare and teach

Friday 10:10-10:50. GROW 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.

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

Cause | helps explain why.

Consequence | a result.

Push | a reason to leave.

Pull | a reason to move towards.

Model and guided practice

Model: CAUSE A job offer may attract a move. CONSEQUENCE A new job may follow a move.

Together: A flood damages a home: push or pull? A job offer elsewhere: push or pull? These are fictional examples, not Windrush testimony.

Hinge decision

Which claim does Source W support? A. All passengers came for the same job. B. Different occupations are recorded. Choose and explain using the source.

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

Use A/B/E first, read aloud and offer before/after labels. Pupil directs the chain.

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

Build a chain with two causes and judge which has the stronger evidence; identify what is still unknown.

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. Source W records names, ages, occupations and proposed addresses. Examples: Kenneth Amos, 21, welder; Rubert Adolphus, 24, carpenter. It does not directly record individual motives or later employment outcomes.
2. A/C push, B/D pull, E/F consequences. A factor can sometimes be classified differently in a different scenario, but these statements specify the direction and timing.
3. Example fictional chain: offered a job in another town -> moves -> starts that job. Use because for the cause and as a result for the consequence.
4. Hinge B. We cannot turn two recorded occupations into a claim about every passenger's motive.

Watch for these errors

- A recruitment campaign in the 1950s cannot cause a journey in 1948.
- A listed occupation is not necessarily a confirmed job in Britain.
- Push and pull are both possible causes; neither explains every person's decision.

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.