

TEACHER GUIDE / ANSWERS SEPARATE

Why was it significant?

Autumn 1 · Week 5 · 40 minutes

Judge historical significance using reach, duration and the difference made, while acknowledging missing evidence.

Prepare and teach

Friday 10:10-10:50. GROW 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

Reach | who was affected.

Duration | how long it mattered.

Difference | what changed.

Judgement | a reasoned decision.

Model and guided practice

Model: WEAK REASON It was important because everyone knows it. STRONGER REASON The boycott changed who could get bus-crew jobs.

Together: Compare Source B and Source R. Which gives clear evidence of a changed rule? What evidence about lasting effects is missing?

Hinge decision

Which judgement uses evidence? A. The event was famous, so it mattered most. B. B shows a barrier to jobs was removed. Choose and name the test.

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 one event and the difference-made test. Offer a sentence frame and a card reader.

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

Re-rank the events using a different criterion. Explain what changed in your argument and what stayed factual.

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. B: Black and Asian applicants for bus-crew work; company changed employment rule in 1963; exact numbers/later durations not supplied. R: people using specified public places in Great Britain; legal prohibition in 1965; employment and major housing areas were not covered. M: care for sick/wounded soldiers; activity in Crimea in 1855; no patient count or exact lasting effect supplied.
2. Model: The Bristol boycott was significant for access to work because Source B describes removal of a racial barrier to bus-crew jobs. Its reach was limited compared with a national law, but its job-access outcome is clear.
3. Hinge B uses difference made. A is fame without evidence of impact. No single ranking is compulsory if the criterion and evidence are sound.

Watch for these errors

- Do not invent a number for reach or duration. A clear qualitative statement may be the available evidence.
- A change in rules does not prove all lived experiences became fair.
- Ranking can differ when pupils apply different stated criteria consistently.

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.