

Write and check an account

Autumn 1 · Week 7 · 40 minutes

Write from a plan, explain evidence and evaluate one source using a classroom assessment rubric.

Prepare and teach

Friday 10:10-10:50. GROW Weekly - Autumn, Humanities C52. 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
1–7	8	Settle, retrieve, read sources, clarify the task
8	17	First independent written / dictated response
9	7	Source evaluation
10	4	Feedback after keeping the first attempt
11–12	4	Listen, respond and record the next step

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

Account | an organised answer.

Reference | where evidence came from.

Evaluate | judge for a question.

Improve | make a specific repair.

Model and guided practice

Model: YOUR ACCOUNT Answer the question and use evidence. YOUR SOURCE CHECK What can R tell us, and what can it not show?

Together: Check the four parts before writing. Opening judgement; points; explanations; conclusion. The worked answer stays hidden until you finish.

Hinge decision

Which line explains a consequence? A. Source B describes the boycott. B. Its outcome widened access to bus-crew work. Choose privately, then begin your account.

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

Two linked sentences with chosen card letters and a spoken source limitation; record support.

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

Three explained points, a qualified conclusion and a precise source comparison or counter-view.

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. Model account: Migration is part of Britain's history, but belonging also involved campaigns for fair treatment. Source W records passengers arriving in 1948 with different occupations; it shows skills and journeys, not each person's motive. Source B shows that collective action removed a racial barrier to bus-crew work in Bristol. Source R shows a 1965 law against discrimination in specified public places, while major areas remained uncovered. These examples show contribution and change, without proving equality had been achieved everywhere.

2. Source evaluation: R is a modern secondary account of a real law, useful for its coverage and limits. It cannot establish how every person was treated, whether the law was followed in practice, or personal experiences. Further lived-experience evidence would be needed.

3. Hinge B. Classroom rubric /12: accurate sourced details 0-3; explanation 0-3; organisation and judgement 0-2; Source R evaluation 0-4. Use the detailed criteria in the guide; assess content, not handwriting.

Watch for these errors

- The mark is a classroom teaching judgement, not an externally validated grade.
- Do not reveal the model account while pupils are composing their first response.
- Record adult prompts/scribing separately from pupil choices.

Assessment pacing differs: slides 1-7 total 8 minutes; slide 8 account 17 minutes; slide 9 source evaluation 7 minutes; slide 10 feedback 4 minutes; slides 11-12 response and exit 4 minutes. Model checks are after independent work.

KEEP SEPARATE FROM PUPIL SHEETS

Assessment criteria

Criterion	Marks / evidence
Accurate selection	0–3: one each for up to three relevant accurate details
Explanation	0–3: one each for up to three explicit links to the question
Organisation and judgement	0–2: logical account (1); supported conclusion (1)
Source R evaluation	0–4: useful feature (1) + explanation (1); valid limit (1) + explanation (1)

Total /12. Mark the first attempt, then allow improvement in another colour. Use the criteria to choose a next step; do not convert this classroom score into a qualification grade.

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.