

Whose history is included?

Autumn 1 · Week 4 · 40 minutes

Use dated evidence to challenge an overgeneralisation about diverse British history.

Prepare and teach

Friday 10:10-10:50. GROW 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

Chronology | order in time.

Source | something we study.

Claim | what we say happened.

Limit | what evidence cannot show.

Model and guided practice

Model: THE CLAIM Black history in Britain starts in 1948. THE EVIDENCE J: 1511. O: 1789. The claim is too broad.

Together: Read J, O and W. Order them by the printed date. Choose which card best challenges the claim.

Hinge decision

What follows from Source J? A. A Black trumpeter is recorded in Tudor England. B. We know every Black person's Tudor experience. Choose the claim that fits.

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 the three date cards and use a simple earlier/later line. Scribe the pupil's chosen claim.

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

Compare a visual record and a published book: how do their purposes change the questions each helps answer?

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. Chronology J 1511, O 1789, W 1948. Both J and O independently challenge a start-date of 1948.
2. J supports a Black presence at the Tudor court. O supports a Black writer publishing and campaigning in eighteenth-century Britain. W records a particular later journey.
3. Neither J nor O counts the population; W is one page from one voyage. The secondary cards must not be called primary sources.
4. Hinge A. Accept well-supported alternative wording and comparisons of source purposes.

Watch for these errors

- One source cannot count a whole population or represent every experience.
- A gap in our selected cards is not proof that no people lived here in that period.
- A later summary is not the original artefact it describes.

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.