

TEACHER GUIDE / ANSWERS SEPARATE

Plan an account

Autumn 1 · Week 6 · 40 minutes

Plan a structured account with a judgement, evidence, explanation and conclusion.

Prepare and teach

Friday 10:10-10:50. GROW Weekly - Autumn, Humanities C51. 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

Claim | your answer.

Evidence | a supporting detail.

Explain | say why it matters.

Conclusion | return to the question.

Model and guided practice

Model: POINT Britain has a long Black history. EVIDENCE + EXPLANATION J and O pre-date 1948, so one ship is not the beginning.

Together: Match W to journeys; B to collective action. Match R to law; J and O to earlier presence. Which two points best answer our question?

Hinge decision

Which sentence explains the evidence? A. The boycott ended in 1963. B. Ending the colour bar widened access to bus jobs. Choose and say why.

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

Choose two points and use the claim/evidence/explanation frame with pupil-directed scribing.

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

Add a counter-view and explain why your overall judgement remains qualified rather than absolute.

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. Matches: W recorded arrivals; B collective action and employment; R law and limits; J/O earlier Black presence. More than one theme may legitimately use a card if explained.
2. Model plan: Britain has a long and changing Black history. Point 1 J/O pre-date 1948; point 2 W records skilled passengers; point 3 B/R show campaigning and legal changes against discrimination. Conclusion: migration contributed to society, while rights also required action and remained incomplete.
3. Hinge B explains the consequence for access to work. A is a date fact only.
4. Require an explanation for each selected detail and keep plan for Week 7. Accept two supported points; do not require a fixed word count.

Watch for these errors

- A sequence of copied facts is not an explained account.
- An image, table or primary source is not automatically strongest; strength depends on the question.
- No source proves more than it records.

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.