

## TEACHER GUIDE / ANSWERS SEPARATE

# A timeline with a reason

Autumn 1 · Week 4 · 40 minutes

Build a proportionally spaced twentieth-century timeline and justify a significance ranking for a named question.

## Prepare and teach

Tuesday 10:10-10:50. LAUNCH Weekly - Autumn, Humanities C49. Humanities-only lesson. LAUNCH's separate RE outcome is not claimed within 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. Provide a millimetre ruler.

| 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 by date.

Scale | equal years, equal gaps.

Criterion | a judgement rule.

Significance | importance for a question.

## Model and guided practice

Model: SEQUENCE Dates fix the order of the cards. SIGNIFICANCE A question and evidence shape the ranking.

Together: On a 100 mm century line, 1948 is at 48 mm. Where would 1963 go? How big is the gap from 1948 to 1963?

## Hinge decision

Which statement is correct? A. A blank gap proves nothing happened. B. A blank gap means no selected card is shown. Choose and explain.

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

An adult can prepare a 100 mm decade scale using the instructions on pupil page 2. Start with three cards, then add the others with a ruler and 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

Name a second enquiry question and defend a changed top-three ranking without moving dates.

## 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. Order T1 1918, T2 1928, T3 1948, T4 1963, T5 1965, T6 1973. At 1 mm/year: 18,28,48,63,65,73 mm from 1900. Gaps between selected events: 10,20,15,2,8 years.
2. Guided: 1963 at 63 mm; gap from 1948 is 15 mm/years. Hinge B.
3. Rights/participation: defensible choices include T1/T2 voting extensions, T4 employment access, T5 protection and limits. Migration: T3 arrival plus relevant arguments about T4/T5/T6. No single correct ranking; insist on a question-specific reason.
4. T1/T2 show an important contrast: conditional women's suffrage in 1918, equal age terms in 1928.

## Watch for these errors

- 1918 did not give every adult woman the vote; age and property conditions mattered.
- A gap in selected evidence is not evidence of inactivity.
- Chronological position does not make an event more significant.
- The 1965 Act had limits; avoid saying racism ended.

## 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.