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LAUNCH Humanities

Weeks 3–7 · 2026–27

Britain in the Twentieth Century

Archive evaluation, chronology, significance, structured writing and source assessment.

Five lessons, each planned for 40 minutes. This pack follows the original school sequence represented in the uploads and online lesson pages. Weeks 1–2 provide retrieval; the pack starts at Week 3.

Week	Lesson	Main evidence
3	What can a source show?	Evaluate a digital archive source by distinguishing creator, custodian, document date, usefulness and limits.
4	A timeline with a reason	Build a proportionally spaced twentieth-century timeline and justify a significance ranking for a named question.
5	People, action and impact	Rank contributions using a stated criterion, defend with evidence, and acknowledge a different reasonable judgement.
6	An account with evidence	Write a structured account with sourced evidence, explanation, links and a qualified judgement.
7	Source-based assessment	Produce a sourced judgement and diagnose four weaknesses in a model answer using explicit criteria.

Use the files

Each Week folder contains an editable PowerPoint, slide PDF, pupil Word/PDF booklet and teacher Word/PDF guide. Present the deck, print the pupil booklet and keep the answers separate. Larger sources and handwriting space sit in the pupil sheets.

Tuesday 10:10-10:50. Humanities-only lesson. LAUNCH's separate RE outcome is not claimed within this pack.

DELIVERY AND ASSESSMENT

Keep the learning coherent

The 40-minute routine

Retrieve an idea; clarify a few words; inspect evidence; watch a model; try a shared example; make a hinge decision; respond independently; compare reasons; reflect and choose a next step. Timing and answers are in each teacher guide. Assessment weeks reserve longer independent response periods.

Printing and preparation

- Print pupil sheets at A4 actual size. The enlarged original passenger list is at the end of this guide; provide the accessible transcription or summary alongside it.
- The decks are offline resources. No sign-in, live website, QR code or video is required for the core task.
- During LAUNCH Week 7, give pages 1–2 first, then release pages 3–4. Keep both versions of the response.
- Read any sensitive historical vocabulary neutrally. Explain discriminatory policy without asking pupils to role-play victim or perpetrator.

Keep a small evidence trail

Pupil / date	First response + support	Reason / revision / next step

When feedback changes teaching

Ask what would make the next task clearer. Record a specific change, such as reading source labels aloud or providing two response cards. At the next lesson, tell pupils which change followed their feedback. Belonging is unconditional; pupils do not need to prove their worth through attendance or contribution.

SOURCE ROUTE / ORIGINAL ONLINE SEQUENCE

Where the lessons came from

The online hub includes more than one Humanities route. These packs use the original BUILD World About Me, GROW Black British History and LAUNCH twentieth-century sequence that matches the uploaded planning. They do not silently substitute the separate migration route.

Week 3 · What can a source show?

https://madebymatt.uk/Lessons/Humanities_Teesside/LAUNCH_W1-W8_2026-27/LAUNCH_HUM_W3_Evaluating_A_Digital_Archive_Source.html

Week 4 · A timeline with a reason

https://madebymatt.uk/Lessons/Humanities_Teesside/LAUNCH_W1-W8_2026-27/LAUNCH_HUM_W4_A_Timeline_Of_Twentieth_Century_Britain.html

Week 5 · People, action and impact

https://madebymatt.uk/Lessons/Humanities_Teesside/LAUNCH_W1-W8_2026-27/LAUNCH_HUM_W5_Who_Shaped_Britain.html

Week 6 · An account with evidence

https://madebymatt.uk/Lessons/Humanities_Teesside/LAUNCH_W1-W8_2026-27/LAUNCH_HUM_W6_A_Structured_Account_From_Evidence.html

Week 7 · Source-based assessment

https://madebymatt.uk/Lessons/Humanities_Teesside/LAUNCH_W1-W8_2026-27/LAUNCH_HUM_W7_Source_Based_Assessment.html

Uploaded material used

Built from the school's original Autumn 1 planning and the matching online lesson pages; sources and image credits are listed below.

Scope and adaptation

The visual layout follows the earlier Made by Matt Science pack. The contents are Humanities-specific. Fictional teaching scenarios are labelled; historical summaries are distinguished from primary records. Week 7 consolidates the online sequence where the upload ends at Week 6.

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References and image credits

W | A journey recorded, 1948

<https://www.nationalarchives.gov.uk/education/resources/commonwealth-migration-since-1945/passenger-list-from-windrush/>

B | A collective campaign, 1963

<https://heritagecalling.com/2023/04/20/the-story-of-the-bristol-bus-boycott/>

R | A law with limits, 1965

<https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/collections1/race-relations-act-1965/race-relations-act-1965/>

Britain and the European Economic Community

<https://www.parliament.uk/about/living-heritage/evolutionofparliament/legislativescrutiny/parliament-and-europe/overview/britain-and-eec-to-single-european-act/>

Women and the vote: 1918 and 1928

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/>

O | Olaudah Equiano, 1789

<https://www.londonmuseum.org.uk/collections/london-stories/olaudah-equiano-writer-abolitionist/>

M | Mary Seacole, 1855

<https://www.english-heritage.org.uk/visit/blue-plaques/mary-seacole/>

J | John Blanke, 1511

<https://www.nationalarchives.gov.uk/explore-the-collection/stories/john-blanke/>

Passenger-list image

The National Archives, BT 26/1237: M.V. Empire Windrush passenger list, June 1948. The archive image is reproduced for source study. Its modern webpage and storage date are distinct from the historical document date. The two-row extract follows the archive transcript.

Passenger list, June 1948 · The National Archives · BT 26/1237. Use alongside the accessible record sheet and summary W. Read occupations as recorded details, not proof of motives or later work.

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