

TEACHER GUIDE / ANSWERS SEPARATE

People, action and impact

Autumn 1 · Week 5 · 40 minutes

Rank contributions using a stated criterion, defend with evidence, and acknowledge a different reasonable judgement.

Prepare and teach

Tuesday 10:10-10:50. LAUNCH Weekly - Autumn, Humanities C50. 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.

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

Criterion | your judging rule.

Reach | who was affected.

Endurance | how long impact lasted.

Concession | a valid point you recognise.

Model and guided practice

Model: A DEFENCE B changed access to bus-crew work. A CONCESSION M offers a different kind of impact: direct care.

Together: Compare O, M, B and R. Rank using difference made. Would national reach produce the same order?

Hinge decision

Which concession improves an argument? A. My choice is best under every possible test. B. Another criterion could put a different card first. Choose and explain which criterion.

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

Rank two cards using one stated criterion and an adult reader; scribe the pupil's reason.

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

Apply a second criterion to all four cards, identify the changed order, and defend a qualified final judgement.

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. All coherent rankings are potentially valid; marks depend on applying the chosen criterion consistently and using the supplied details.
2. Example under change to employment: B leads because it names removal of an employment barrier. R is broader geographically but the 1965 law did not cover employment; that limit matters for this criterion.
3. Example concession: Under national legal reach, R could rise, while under direct care M could lead. O concerns public debate and abolition campaigning; the card does not measure readership or prove sole responsibility for legal abolition.
4. Hinge B only improves the argument if a specific alternative criterion and its effect are explained.

Watch for these errors

- Historical significance is not a ranking of people's worth.
- Collective campaigns must not be credited to one hero alone.
- Do not invent audience sizes, patient totals or precise long-term effects absent from the cards.

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.