

TEACHER GUIDE / ANSWERS SEPARATE

An account with evidence

Autumn 1 · Week 6 · 40 minutes

Write a structured account with sourced evidence, explanation, links and a qualified judgement.

Prepare and teach

Tuesday 10:10-10:50. LAUNCH Weekly - Autumn, Humanities C51. 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

Thesis | overall answer.

Explain | connect detail to claim.

Link | return to the question.

Qualify | state the limits.

Model and guided practice

Model: CLAIM + EVIDENCE B describes removal of an employment colour bar. EXPLAIN + LINK That widened access to these jobs, a specific fairer outcome.

Together: Sort six evidence statements under three points. Choose what supports contribution, campaigning or law. Explain one choice before writing.

Hinge decision

Which conclusion is justified? A. The 1965 law ended all racism. B. Some protections changed; important gaps remained. Choose and support it with R.

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

Use one paragraph with a point, chosen detail and an orally explained link; record support.

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

Write three paragraphs and evaluate the strength of one source for your 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. Sort: 1/2 contribution or recorded arrivals; 3/4 collective action; 5/6 law/limits. Accept justified alternative use.
2. Model: The Bristol campaign led to a specific fairer employment outcome. Source B describes a collective boycott and the company's ending of its colour bar. That altered eligibility for bus-crew jobs. It supports a claim of change in this company, not equality across all employers.
3. Second model: Source R shows legal protection in some public places in 1965, but employment and major housing areas remained uncovered. The legal change mattered while its limits prevent a claim that everyone's daily treatment became fair.
4. Conclusion model: These examples show meaningful but incomplete change. W illustrates migration; B and R show that fair treatment also involved collective action and legislation. The bank cannot measure every person's experience. Hinge B.

Watch for these errors

- Do not present teaching summaries as direct witness quotations. Paraphrase with a source letter.
- A before/after sequence does not prove one event alone caused the next.
- The 1965 law cannot be used as evidence that every employer changed recruitment.

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.