UNIT 3 · YEAR 7 ACADEMIC ENGLISH · TEACHER OVERVIEW

Evidence & the Past

Big question: How do we know what really happened?

THE FINAL ASSESSMENT

A 220–260 word written answer to one "How far…?" (To what extent…?) question, using four unseen Krakatoa sources. One source is less relevant.

Written only · **15 min** explore the sources and fill in the planning grid (not marked) · **35 min** independent writing · **10 min** check, change, count

FIVE CRITERIA (WHAT "SECURE" LOOKS LIKE)

C1	**Understand the sources**	Say clearly and correctly what the sources say or show.
C2	**Evidence**	Use useful details from more than one source, clearly explained.
C3	**Careful inferences**	Show what a source shows and what it suggests, without claiming too much.
C4	**Compare the sources**	Show clearly which sources support, partly support or challenge the view.
C5	**Judgement**	Give a clear, careful "How far?" answer, based on the strongest evidence.

HOW THE UNIT IS BUILT

PART 1 · L1–3 **Read the sources**	What a source can and cannot tell us, observation or inference, how context changes meaning.
PART 2 · L4–8 **Compare and judge**	Compare two accounts, judge usefulness, follow a historian's reasoning, compare maps and photos, corroborate or contradict.
PART 3 · L9–12 **Write the answer**	Evidence paragraph, the whole answer and judgement, assessment, feedforward.

Planning rule: not every lesson rehearses the final answer. Lessons 1–7 build source skills, with a new context each lesson. Lessons 8–10 bring them together in the "How far…?" format, using Titanic.

VOCABULARY AT A GLANCE

38 words from the Vocabulary book, taught in Lessons 1–10 (see the recycling map)

12 words used in four or more later lessons

Lessons 7, 11 and 12 teach no new words. They recycle. The Lesson 10 volcano words are topic words (Tier 3) for the assessment.

UNIT 3 · TEACHER OVERVIEW

Lesson by lesson

What each lesson teaches, which vocabulary it introduces, and which earlier words it brings back.

Lesson	Content objective	Language objective	New words	Earlier words in the materials	Criteria	Evidence of success
L1 Source detectives	Find out what different sources can and cannot tell us.	Understand and use key words about sources.	**source · evidence · feature · specific · primary source · secondary source · limitation**	—	C1 ● C2 ○	Learner can say what a source directly shows and what it cannot tell us.
L2 See it or think it?	Find out what the Pompeii sources show and what they suggest.	Use “infer”, “indicate” and “interpretation” to talk about sources.	**observation · infer / inference · indicate · support · interpretation**	evidence · source · primary source · secondary source	C1 ○ C2 ● C3 ●	Learner can point to evidence for an inference and does not treat an inference as a fact.
L3 What does it mean?	Use a timeline and background information to explain what a source may mean.	Use time words (before, after) and careful words (may, might) to explain a source’s context.	**context · interpret · sequence · chronology**	source · interpretation · evidence · primary source · secondary source · observation	C1 ● C3 ●	Learner can explain one specific way the context changes or limits an interpretation.
L4 Two accounts	Compare two accounts of a shipwreck: where they agree, where they differ, and what each one leaves out.	Use ‘both’, ‘however’, ‘whereas’ and ‘in contrast’ to compare two accounts.	**account · compare / comparison · contrast · perspective / viewpoint · emphasise · leave out**	source · context · specific · infer / inference · support · evidence	C1 ○ C4 ●	Learner compares the two accounts point by point, rather than summarising each one separately.
L5 The Black Ships	Explain why a Japanese and an American source about the Black Ships are useful for different things.	Use ‘useful for + -ing’, ‘limited because + reason’ and ‘may’ for careful claims.	**purpose · audience · useful for / limited · analyse / analysis · evaluate / evaluation · biased · persuade**	source · infer / inference · context · perspective / viewpoint · evidence · compare / comparison	C1 ● C3 ○ C5 ○	Learner can link a source’s purpose or audience to one specific strength and one limitation.
L6 The ship in the sand	Identify the evidence, reasoning and uncertainty in a historian’s explanation of Sutton Hoo.	Report a historian’s reasoning: ‘The historian says… because…’	**conclude / conclusion · reason**	evidence · support · source · infer / inference	C2 ● C3 ● C5 ○	Learner can say what the historian concludes and which evidence and reasoning lead to it.
L7 The city in the forest	Compare Angkor in the past and today, and find what the sources do not show.	Compare sources: ‘Both… while / whereas… This suggests…, but the sources do not show…’	—	source · compare / comparison · support · feature · evidence · interpretation	C1 ○ C3 ○ C4 ●	Learner can combine a map or photo with a written source and does not assume that a change shows its cause.

Lesson	Content objective	Language objective	New words	Earlier words in the materials	Criteria	Evidence of success
L8 Too fast for the ice?	Decide how far five sources support one view about why Titanic sank.	Compare sources: supports / partly supports / challenges, both, however, corroborates / contradicts.	**corroborate · contradict · challenge · relevant**	source · support · evidence · compare / comparison · reason · contrast	C2 ● C4 ● C5 ○	Learner can justify why a source supports, partly supports or challenges the view, using specific evidence.
L9 From evidence to claim	Turn evidence from one Titanic source into a clear, careful paragraph.	Link a claim, evidence and inference with reference words: It shows that… / This evidence suggests… / This means…	**claim**	source · evidence · support · infer / inference · relevant · challenge	C2 ● C3 ● C4 ○	Learner writes a paragraph where the claim, evidence, inference and level of certainty are easy to follow.
L10 The whole answer	Finish a whole “How far…?” answer about Titanic, and learn the context for Lesson 11: Krakatoa, 1883.	Write a judgement with academic phrases: Overall, … / The strongest evidence is … because …	**structure · judgement**	source · evidence · analyse / analysis · support · conclude / conclusion · context	C2 ○ C4 ○ C5 ●	Learner can explain how a whole answer works and writes a judgement based on the strongest evidence.
L11 Assessment	Answer one “How far…?” question about four Krakatoa sources, on your own.	Write 220–260 words: Opening, two evidence paragraphs and a Judgement.	—	source · support · evidence · challenge · judgement	C1–C5 assessed	The completed answer gives evidence against C1–C5.
L12 Feedforward and improvement	Use the feedback slip to find one strength and one next step.	Use simple reflection language to say what worked and what to improve.	—	—	FF	Learner shows one specific improvement, not only a target.

New words = words from the Vocabulary book first taught in that lesson. Earlier words = words from previous lessons used two or more times in that lesson’s slides and handout. ● main focus ○ supporting.

Vocabulary recycling map

Where each Vocabulary book word is taught and where it appears again in the slides and handouts.

Word	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	Later
source	●											10
evidence	●											10
feature	●											2
specific	●											4
primary source	●											5
secondary source	●											2
limitation	●											3
observation		●										1
infer / inference		●										7
indicate		●										2
support		●										8
interpretation		●										6
context			●									4
interpret			●									1
sequence			●									2
chronology			●									1
account				●								1
compare / comparison				●								7
contrast				●								4
perspective / viewpoint				●								1

Word	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	Later
emphasise				●								1
leave out				●								2
purpose					●							2
audience					●							1
useful for / limited					●							4
analyse / analysis					●							1
evaluate / evaluation					●							2
biased					●							0
persuade					●							0
conclude / conclusion						●						2
reason						●						4
corroborate								●				2
contradict								●				1
challenge								●				3
relevant								●				3
claim									●			2
structure										●		0
judgement										●		1

SUBJECT WORDS IN THE LESSONS (TIER 3)

These come from the lesson contexts and are not in the Vocabulary book. Teach them in context, with the source or photo, as they arise.

ARCHAEOLOGY archaeologist, cast, plaster, tomb, clay, grave, helmet, museum, ruins, lidar

PEOPLE AND POWER emperor, governor, official, monk, fleet, trade

SHIPS AND THE SEA treasure ship, shipwreck, journal, rivet, iceberg, lookout, knots, lifeboat, inquiry

VOLCANOES (L10–11) volcano, erupt / eruption, explosion, ash, tsunami, coast. Taught in L10 for the Krakatoa assessment.

● taught here

used 1–2 times

used 3–6 times

used 7 or more times

Counts come from the on-screen slide text and handouts, not teacher notes or talk. "Later" = number of later lessons that use the word.

Planning notes

How each lesson connects to the final answer, and a few small ways to strengthen the vocabulary recycling.

HOW EACH LESSON CONNECTS TO THE FINAL ANSWER

BUILD THE ANSWER DIRECTLY

These lessons practise the answer head on.

L8 The first full "How far…?" lesson: supports / partly supports / challenges, with a first judgement (C2, C4).

L9 The evidence paragraph: claim, evidence, inference, be careful. The homework writes the Opening and two evidence paragraphs. It is essential for L10.

L10 The closest rehearsal. Learners finish the L9 answer with a Judgement and see the rubric (slide 17). The Krakatoa primer means L11 tests skills, not background knowledge.

SUPPORT THE ANSWER

Essential groundwork, but not a whole answer.

L2 Observation or inference is the core of C3. Keep asking, "What is your evidence?"

L4 Gives the comparison language for C4: both, however, whereas, in contrast.

L5 Usefulness and limitation feed the "be careful" sentence in each paragraph.

L6 The historian's careful words (may have, it is likely) model C3 and C5.

BREADTH LESSONS

These connect to the final task less directly. Keep them, but do not force a full answer.

L1 Source types and what a source cannot tell us. Keep it light and practical.

L3 Context and chronology. Link it forward: in L11, learners must check when each source was made.

L7 Maps and photos as evidence. Link it forward: one L11 source is a drawing.

SMALL WAYS TO STRENGTHEN THE RECYCLING

Words taught once and then quiet in the slides and handouts include observation, chronology, perspective, emphasise, audience, biased, persuade and contradict. None of these suggestions is in the lesson plans yet.

L6 starter	Add purpose, audience and biased to the retrieval match, so L5's words come back once.
L8 evidence board	When groups report back, ask: "What was this source's purpose? Who was the audience?"
L9 Do now	Swap one item for observation or indicate. Both are quiet after L3.
L10 model	Ask learners to find the perspective and the limitation of one source in the model answer.
Vocabulary book	Re-tick the word check table at the end of Lessons 3, 7 and 10, in a new colour each time.
L12	Learners choose three words to keep using in Unit 4 and add them to their word bank.