

Write and check an account

TEACHING PLAN | GH_W7 | Friday 10:10–10:50 | 40 minutes

Outcome: Write an evidence-based account and evaluate its source.

Prepare: Print the matching pupil sheets. Provide pencils and coloured pencils; pointing or adult scribing is available.

Use GH_W7.pptx and GH_W7_Pupil_Sheets.pdf. The same labelled source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

Today's question: How did people challenge unfair treatment in Britain? Use a claim, two evidence details and a conclusion. Keep the source's limits visible.

13–17 min | Choose

What should a source evaluation include? Pupils choose before discussion.

17–20 min | Check

Usefulness depends on the question and the content/provenance. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Keep the first attempt; name the next improvement. Receive one pupil request and agree who will take one realistic next action.

Watch for: This is a classroom assessment, not an awarding-body test or automatic UAS/PEQ sign-off.

Worked answers and teaching notes

STAFF COPY | GH_W7 | Show after a first attempt

First decision

A — Usefulness depends on the question and the content/provenance.

Task 1

Write an account answering the question with two facts.

Accept a clear account using the 1963 campaign and/or 1965 Act, with accurate links.

Task 2

Evaluate the card: useful for ___ because ___; it cannot tell me ___.

Useful for key events/dates; cannot provide all participants' voices or explain every cause.

Task 3

Check one sentence and record one improvement after your first attempt.

Accept a specific change: add evidence, correct a date, qualify an overclaim or improve a link.

Access and evidence

Accept speech, pointing, drawing or the pupil's own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

GROW Weekly Autumn SOW: Humanities C52

SECONDARY TEACHING SUMMARY: The National Archives and UK Parliament.

<https://www.nationalarchives.gov.uk/education/resources/bound-for-britain/source-3/>

<https://www.parliament.uk/about/living-heritage/evolutionofparliament/2015-parliament-in-the-making/get-involved/2015-banners-exhibition/alinah-azadeh/1965-race-relations-act-gallery/>

Remembrance: report with care

TEACHING PLAN | GR_W7 | Thursday 09:30–10:10 | 40 minutes

Outcome: Use sources to explain remembrance, peace and freedom of choice.

Prepare: Print the cards and response page. Warn briefly that the topic includes remembrance; keep it non-graphic and offer quiet written work.

Use GR_W7.pptx and GR_W7_Pupil_Sheets.pdf. The same labelled source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

R1 connects remembrance with hope for peace. U1 concerns peace and non-violence; that gives a shared theme with a different focus.

13–17 min | Choose

Which conclusion respects both the evidence and choice? Pupils choose before discussion.

17–20 min | Check

R2 explicitly permits choice; R1/U1 support the peace comparison. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Choose a source line. Explain one way to report its meaning without judging another person. Receive one pupil request and agree who will take one realistic next action.

Watch for: No compulsory silence, poppy wearing, bereavement account or family military-history disclosure. Offer a neutral source-analysis response.

Worked answers and teaching notes

STAFF COPY | GR_W7 | Show after a first attempt

First decision

C — R2 explicitly permits choice; R1/U1 support the peace comparison.

Task 1

Write a one-sentence report of R1 and a one-sentence report of U1.

R1: the poppy remembers service/sacrifice and hope for peace. U1: the Day of Peace promotes peace/non-violence.

Task 2

Identify one shared aim and one difference in focus.

Shared aim: peace. Difference: R1 focuses on remembrance; U1 on a wider day for peace/non-violence.

Task 3

Repair “Not wearing a poppy proves disrespect.” Use R2.

The source says wearing one is a personal choice, so that conclusion is unsupported.

Access and evidence

Accept speech, pointing, drawing or the pupil’s own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

GROW Weekly Autumn SOW: RE C66

CLASSROOM FACT CARDS — paraphrases of the Royal British Legion and United Nations. A themed reflection, not an assertion that the lesson date is an observance.

<https://www.britishlegion.org.uk/get-involved/remembrance/the-poppy>

<https://www.britishlegion.org.uk/get-involved/remembrance>

<https://www.un.org/en/observances/international-day-peace>