

# A timeline with a reason

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TEACHING PLAN | LH\_W4 | Tuesday 10:10–10:50 | 40 minutes

Outcome: Order events and explain a change while comparing shared values.

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

Use LH\_W4.pptx and LH\_W4\_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

Put events in chronological order; add a reason each event matters. A gap between our selected events does not prove that nothing happened.

## 13–17 min | Choose

What does a gap between our selected dates prove? Pupils choose before discussion.

## 17–20 min | Check

A selected timeline is incomplete; gaps are not evidence of no change. 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

One event, one reason, one limit of this timeline. Receive one pupil request and agree who will take one realistic next action.

Watch for: Time gaps do not prove continuity. Shared values do not mean identical beliefs.

# Worked answers and teaching notes

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STAFF COPY | LH\_W4 | Show after a first attempt

## First decision

B — A selected timeline is incomplete; gaps are not evidence of no change.

## Task 1

Order 1948, 1963 and 1965; add a description to each.

1948 Windrush; 1963 Bristol campaign; 1965 Race Relations Act.

## Task 2

Choose one change and justify its place on the timeline.

Accept supported campaign/legal change; avoid claiming all racism ended.

## Task 3

Write one shared value and explain how each source could support the fictional event's aim.

Peace is a defensible shared aim in this application. A1 can guide a Christian through Jesus' teaching; B1 can guide a humanist through concern for experiences and consequences. Do not claim the sources prove every believer attends the Day of Peace.

## 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

LAUNCH Weekly Autumn SOW: Humanities C49; RE C203

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-involved1/2015-banners-exhibition/alinah-azadeh/1965-race-relations-act-gallery/>

<https://www.biblegateway.com/passage/?search=Matthew+5:9&version=KJV>

<https://humanists.uk/humanism-explained/>

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

Integrated cover choice: this one period carries Humanities and RE outcomes. Tasks 1–2 principally address Humanities; task 3 explicitly addresses RE. In the independent stage, reserve 8 minutes for Humanities tasks 1–2 and 4 minutes for the RE task, then improve both during the following 5 minutes. Read the RE source board within the source-reading stage or at the start of its task. This is a cover-planning decision, not a new school timetable ruling.