

People, action and impact

TEACHING PLAN | LH_W5 | Tuesday 10:10–10:50 | 40 minutes

Outcome: Explain historical significance and connect an action to a stated value.

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

Use LH_W5.pptx and LH_W5_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

Paul Stephenson worked with other campaigners in Bristol. A strong explanation links a named action, evidence and an impact; it does not assume private beliefs.

13–17 min | Choose

Which statement avoids an unsupported claim? Pupils choose before discussion.

17–20 min | Check

The card supports their action; it does not establish every belief or every later outcome. 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

Explain an action without inventing a belief. Receive one pupil request and agree who will take one realistic next action.

Watch for: Significance differs from fame. Never infer a person's religion from their name or heritage.

Worked answers and teaching notes

STAFF COPY | LH_W5 | Show after a first attempt

First decision

B — The card supports their action; it does not establish every belief or every later outcome.

Task 1

Explain the significance of the Bristol campaign using two facts.

Accept the 1963 challenge to discriminatory employment and collective organising; link action and barrier.

Task 2

Write a second possible judgement or a limitation.

Need evidence of outcomes/long-term impact; other campaigns and causes also mattered.

Task 3

Write two developed points: source idea → possible action → why the link makes sense. Label possible actions as inferences.

Example: A Christian volunteer could connect receiving a gift with giving welcome; that is an interpretation grounded in A1. A humanist volunteer could connect assistance with improving people's lives, grounded in B1. Other reasoned links are valid; shared action need not mean identical belief.

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 C50; RE C204

SECONDARY TEACHING SUMMARY: UK Parliament; values discussion is a classroom interpretation.

<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/>

<https://www.churchofengland.org/faith-life/what-we-believe/advent-and-christmas/advent-and-christmas-theme-gift-christmas>

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

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.