

An account with evidence

TEACHING PLAN | LH_W6 | Tuesday 10:10–10:50 | 40 minutes

Outcome: Write a connected account and explain a viewpoint on peace.

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

Use LH_W6.pptx and LH_W6_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

Question: How did people challenge unfair treatment in Britain? Use a claim, selected evidence and explanation. Qualify claims that go beyond the sources.

13–17 min | Choose

Which ending is defensible? Pupils choose before discussion.

17–20 min | Check

It fits the evidence and avoids total or single-cause claims. 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

Which claim is strongest, and what supports it? Receive one pupil request and agree who will take one realistic next action.

Watch for: Remembering is not the same as celebrating conflict. No personal bereavement disclosure is required.

Worked answers and teaching notes

STAFF COPY | LH_W6 | Show after a first attempt

First decision

B — It fits the evidence and avoids total or single-cause claims.

Task 1

Write two connected paragraphs answering the question.

Accept campaign and legal change with dates and explained links.

Task 2

Add a source judgement: usefulness and limitation.

The summaries identify key events; need more primary voices and outcome evidence.

Task 3

Using A1 and B1, suggest two different reasons for peaceful action. Use R1 to explain why this does not require identical remembrance practices.

A1 offers a religious reason through Jesus' teaching; B1 offers a non-religious reason through people's experiences and effects on wellbeing. R1 makes poppy wearing a choice. These sources do not establish how every member of a group observes remembrance.

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 C51; RE C205

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.britishlegion.org.uk/get-involved/remembrance/the-poppy>

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

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

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.