

An account with evidence

LH_W6 | Tuesday 10:10–10:50 | Name: _____

I can: Write a connected account and explain a viewpoint on peace.

Point, speak, draw or write. Keep your first answer visible.

Our source

SECONDARY TEACHING SUMMARY: The National Archives and UK Parliament.

- A. In 1948, Empire Windrush brought passengers from the Caribbean to Britain.
- B. In 1963, Bristol campaigners opposed a bus company's racial discrimination.
- C. Paul Stephenson and other organisers helped lead that campaign.
- D. The 1965 Race Relations Act prohibited racial discrimination in some public places.

First decision

Which ending is defensible?

A. All unfairness ended in 1965. / B. Campaigns and legal change challenged some barriers. / C. Only one person acted.

My choice and reason:

Your evidence

LH_W6 | Use the source on page 1

Question: How did people challenge unfair treatment in Britain?

1. Write two connected paragraphs answering the question.

2. Add a source judgement: usefulness and limitation.

One change, question or next step:

Beliefs and values: source card

LH_W6 | Use for task 3

CLASSROOM SOURCE SUMMARIES — paraphrases or explicitly labelled fictional applications; not quotations. Use within the one 40-minute Humanities/RE lesson.

R1. The Royal British Legion links remembrance with hope for peace and says wearing a poppy is a choice.

A1. Matthew 5:9 presents Jesus praising people who make peace.

B1. Humanist ethical thinking can use empathy and experience to consider how actions affect others.

My RE response

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