

Two enquiries, clear evidence

TEACHING PLAN | LH_W7 | Tuesday 10:10–10:50 | 40 minutes

Outcome: Complete a source judgement and a reasoned belief-and-identity response.

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

Use LH_W7.pptx and LH_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

Section A: How did people challenge unfair treatment in Britain? Section B: How can values shape belonging? Use a stated example, not a guess about someone.

13–17 min | Choose

Which response respects the evidence? Pupils choose before discussion.

17–20 min | Check

A reasoned example does not erase variation within groups. 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 both enquiry responses and one next step. Receive one pupil request and agree who will take one realistic next action.

Watch for: Split the 40 minutes across both outcomes. This is curriculum evidence, not an external qualification result.

Worked answers and teaching notes

STAFF COPY | LH_W7 | Show after a first attempt

First decision

B — A reasoned example does not erase variation within groups.

Task 1

Write a short historical account answering the question with two source details.

Credit an accurate claim, two facts and reasoned links about campaigns or legal change.

Task 2

Evaluate the history card: one use for this question and one limitation.

Useful for key events and dates; limited for participants' voices, every cause and the full impact. Link the judgement to the historical question.

Task 3

Name both sources, give one accurate idea from each, and evaluate F1. Finish with one way a value might influence a voluntary action.

A1 identifies a religious source; B1 a non-religious one. The same action does not establish identical belief. Credit accurate source identification, supported comparison and a clearly signalled inference; do not demand personal-faith disclosure.

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 C52; RE C206

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.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.