

Two enquiries, clear evidence

LH_W7 | Tuesday 10:10–10:50 | Name: _____

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

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 response respects the evidence?

A. Everyone in a group thinks alike. / B. A stated value can guide an action; people within groups differ. / C. Identity tells us all someone's beliefs.

My choice and reason:

Your evidence

LH_W7 | Use the source on page 1

Question: How did people challenge unfair treatment in Britain?

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

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

One change, question or next step:

Beliefs and values: source card

LH_W7 | Use for task 3

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

A1. In a Christian Christmas source, Jesus' birth is described as a gift from God.

B1. In a humanist source, meaning can be developed through this life and concern for others.

F1. Fictional claim to evaluate: "Two volunteers help at the same project, so their beliefs must be identical."

My RE response

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