

David's Humanities & RE pack

Autumn 1 • Weeks 3–7 • Editable PowerPoint and Word • Printable PDFs

Ready for the classroom

1. Extract the complete ZIP and keep each pathway/week folder together in OneDrive. Open the week's David Plan and Answers first.
2. Print the Pupil Sheets PDF. Word is the editable master. All core source cards and tasks are included; no cupboard pack, textbook extract, login or video is required.
3. Open the PowerPoint in Slide Show. Its eight teaching stages total 40 minutes (LAUNCH has an extra source-board slide within the same time); teacher notes carry answers, source references and common misconceptions. Advance to the check slide only after a first response.
4. Use pointing, speaking, drawing or pupil-directed scribing. A pupil may pass or respond privately. Retain the first attempt before a correction.
5. Dates remain Week 3–7 until David matches them to the school calendar. Do not assume dates for the absence.

The actual timetable

- BUILD RE: Tuesday 13:30–14:10. BUILD Humanities: Thursday 11:00–11:40.
- GROW RE: Thursday 09:30–10:10. GROW Humanities: Friday 10:10–10:50.
- LAUNCH Humanities/RE: Tuesday 10:10–10:50. One integrated 40-minute cover plan per week.

LAUNCH keeps both outcomes in its single period. Its source work, timeline, significance and account tasks are paired with authority, shared values, explanation, peace and belief/identity. This is a practical cover route; the full separate website lessons remain alternatives, not extra lessons to fit into the same period.

Sequence and source choices

What David needs to know before teaching

BUILD

Week 3: Places and their jobs / Ruth: find the sign of welcome

Week 4: Then and now / Handle it with respect

Week 5: Same, different, respected / Similar actions, different meanings

Week 6: Build our community map / Small actions that include people

Week 7: A place in the group / An object and its meaning

GROW

Week 3: Why move? What changes? / Diwali: the lamp and its meaning

Week 4: Whose history is included? / Hanukkah: light and story

Week 5: Why was it significant? / Christmas: belief and symbol

Week 6: Plan an account / Compare festivals of light

Week 7: Write and check an account / Remembrance: report with care

LAUNCH

Week 3: What can a source prove?

Week 4: A timeline with a reason

Week 5: People, action and impact

Week 6: An account with evidence

Week 7: Two enquiries, clear evidence

Curriculum evidence

Timetable source: Timetables 2026–2027, recorded in the saved timetable_2026-27.json. BUILD Humanities E8 and RE C12; GROW Humanities F6 and RE E5; LAUNCH combined C6. School SOW weekly Autumn cells: Humanities C48–C52 in all three pathways; BUILD/GROW RE C62–C66; LAUNCH RE C202–C206.

The supplied WAM, GROW Humanities and Humanities KS4 decks/worksheets informed the sequence and teaching vocabulary. This native pack adds self-contained sources, explicit worked answers, accessible response space and timetable-fitting plans. It preserves the source files. RE sources and summaries are attributed in the matching staff pages and slide notes.

Practical notes and honest limits

Keep this page with the cover pack

Local photographs and archive originals

BUILD's original Week 4 outcome specifically mentions photographs. The uploads do not supply local photographs, so the core pack uses labelled fictional dated community records. Add two approved photographs of the same local place for the exact photo-comparison extension. Do not call the supplied records real photographs or evidence about a real street.

LAUNCH Week 3 includes a secondary card describing a real National Archives passenger list, with its source link. The archive image could not be downloaded during preparation. The offline card teaches source usefulness and limits; opening and evaluating the original record is the digital-archive extension. Do not record that extension as completed if pupils used only the summary.

Sensitive subjects and distinctions

Teach racism and migration through the supplied historical examples. Do not ask pupils to role-play racist abuse or disclose personal histories. Belief examples describe particular traditions and allow variation within groups. Do not infer belief from a name or appearance. Remembrance can be discussed without personal bereavement accounts or participation in worship.

Assessment and alternatives

Week 7 tasks are classroom evidence, not an externally validated qualification assessment. Awarding-body and school judgement remains separate. RE may provide a context for PEQ skills, but PEQ does not certify RE knowledge. Keep any required school assessment conditions and access arrangements.

Content corrections

A gap in a selected timeline does not prove that nothing changed. The 1965 Race Relations Act did not end all racism or cover every area of life. Historical significance is not fame. Ruth's story is clearly identified as a simplified retelling, not an archival record or a fabricated witness statement.