

The Miriam Hyman Memorial Trust

Miriam's Vision: A Response to the 2005 London Bombings

History

What happened *after* the 2005 London bombings?

Guidance for “Miriam’s Vision” and the History module

The aim of the MHMT in producing “Miriam’s Vision: A Response to the 2005 London Bombings” is to contribute towards minimising the incidence and scale of violent terrorism as part of a vision of a safer, more inclusive society.

There is no other educational resource that uses the events of 7/7 as a starting point to develop life skills through rational and critical thinking, understanding diversity through experiential learning, and exploring democratic process as a non-violent alternative for dealing with conflict and adversity.

History is one of six component modules that are inter-related but not interdependent. Please see the following documents for more information.

- Miriam's Vision Pilot Invitation
- Miriam's Vision outline for pilot schools

This module is in draft form, ready for piloting. As with any set of session plans, feel free to adapt as you go along, but please stick to the overall shape and focus of the module as far as possible. This will enable us to adjust according to your feedback.

At the end of the module there are questionnaires for you and your students. If you wish, please also feel free to type comments or suggestions directly into relevant parts of the plans, **highlight them in red** and return them electronically. **This feedback will help us to refine the plans and resources before national launch, so it is *extremely* valuable and we appreciate your contribution!**

“Miriam’s Vision” History guidance

For ease of reference, we will often refer to the 2005 London bombings as “7/7”.

There are many possible approaches to teaching about 7/7 in the history classroom. We have deliberately avoided a focus on causation for a number of reasons, but this may well come up in the classroom. Feedback on this (together with any suggestions about how to respond) would be welcomed. We also considered a focus on evidence (‘how do we know

about 7/7?' or 'what do we know about 7/7?') but we felt this didn't focus on the personal dimension sufficiently.

We have therefore chosen to focus on the *consequences* of 7/7 which fits well with the overall aims of the education programme. This focus includes a range of different kinds of consequences: short-term and long-term, direct and indirect, personal and impersonal.

'Consequence' as a historical concept is rarely focused on without its partner, 'cause', but there is no good reason not to. 'Change' and 'significance' might also be helpful concepts here but in each case the relatively short amount of time since 2005 makes it difficult to draw conclusions. We suggest that you handle 'consequence' just as you would handle 'cause' i.e. encourage the students to categorise and link different consequences together just as you would encourage the students to categorise, link and prioritise causes.

Where possible, we have provided resources that are not dependent on internet access. Bespoke "Miriam's Vision" resources include two video packages and a range of others. They are referred to in the plans and will be accessible to you on the school's Shared drive. You will need IWB.

There is a vast range of relevant sources online and the links given in these plans can easily be replaced with others if you find ones you prefer (please make a note of them), or experience difficulty accessing them (although we have tried to use relatively reliable sites such as the BBC).

The plans are guides only. They do not include timings for example, as we know you will wish to adapt and select according to the needs of your class. We have assumed sessions of about an hour – any less and you will certainly need to modify the plans or extend the enquiry to more than six sessions. We have not included suggestions about differentiation but could do so when the module is refined. Feedback on this, as with everything, would be much appreciated!

"What happened *after* the 2005 London bombings?" is the overall enquiry question that you will need to refer to frequently, but there are also subtitles for the individual sessions.

Finally, you will need to be aware of possible sensitivities around this topic. Some students may have been directly or indirectly affected themselves and there are potential religious sensitivities. We will need to provide guidance on this in the final plans in due course. We are also very interested in your view about whether or not we should include reference to conspiracy theories which are rife on the internet.

Thank you for your participation.

“Miriam’s Vision” History module outline

Task	Focus	Activity
Session 1	What happened on 7 th July 2005 (“7/7”)?	What do students know about 7/7? Find out about Miriam Hyman Start to record consequences of 7/7
Session 2	Personal consequences (1): Who was affected by 7/7?	Summarise who was involved in 7/7 Expand list of consequences
Session 3	Personal consequences (2): Can negative events have positive consequences?	How one family has responded to 7/7 Expand list of consequences
Session 4	What were the wider consequences of 7/7?	Who was “to blame”? Expand list of consequences
Session 5	Analysing the consequences of 7/7	Categorise and sort consequences
Session 6	What happened after the London bombings? Can we apply Miriam’s story to our own lives?	Guided freeform plenary making reference to themes and objectives of the module and the resource

Session One

Focus

What happened on 7th July, 2005 (“7/7”)?

Key message

7/7 was a significant event with a heavy loss of life and widespread injuries. It was the first time that British citizens targeted their compatriots on their own soil without warning and completely randomly. Those killed were people like you and me. **Introduce Miriam Hyman.**

Objectives

- Students will understand what happened on 7/7 and appreciate why it was catastrophic
- Students will begin to consider the consequences of 7/7

Outcomes

- Students will produce a summary of what they already know about 7/7
- Students will find out who Miriam Hyman was
- Students will start to record the consequences of 7/7 in their books

Resources

- MV History Resource 1.1 Summary 7th July 2005 London bombings
- MV History Resource 1.2 Presentation
- Miriam’s Story video package Parts 1 and 2
- Blank sheets of A3 paper
- Interactive White Board IWB
- Student access to internet (optional)
- Exercise books / somewhere to record consequences over the module

Plan

NB There is a lot to pack into this session. You’ll need to keep it moving!

Starter

Do not tell the students what the session / module is about at this stage if possible, nor share the title / objectives etc. We want to find out how much students can infer from the slides as an intriguing way into the topic.

Show **MV History Resource 1.1 Presentation Slide 2: Memorial in Hyde Park.**

What is it? What is a memorial? Who does it commemorate? **Slides 3 and 4** provide more clues if necessary. Establish that it commemorates the victims of 7/7 but be vague.

Phase 1

Hand out **blank pieces of A3 paper**. In pairs / small groups, students write '7/7 London Bombings' in the middle and write as much as they know around it.

Hand out copies of **Resource 1.2 What happened on 7/7?** and ask students to compare it with their sheet.

Plenary 1

Class discussion: What didn't they know? Does the summary sheet miss out anything important? This is the point at which to ensure that they have a reasonable understanding of what happened.

To back up the summary sheet and subsequent discussion, you can choose a number of options to show at this stage selected from **Resource 1.2 Presentation, Slides 5-12:**

Images relating to 7/7

BBC map / timeline

News clips

Short documentary

Phase 2

Focus on those who were killed on 7/7. Fifty-two died (plus the four bombers). Use the **BBC or Guardian links on Slide 13** to display the photographs of the victims. This is an interactive page so if the students have **access to computers** in the session they could find out more about some of the victims themselves, or you could do this as a class using the **IWB**. Note that the victims were generally young (in their twenties and thirties) and on their way to work, which is, of course, why the bombers chose that time – in order to maximise loss of life, injury, terror and commercial losses through the disruption of commercial life.

Find Miriam Hyman (on the number 30 Bus, Tavistock Square) amongst the victims and explain that Miriam's story will form an important part of the module.

Play video 'Miriam's Story' Part 1: Who was Miriam Hyman?

Play video 'Miriam's Story' part 2: What happened to Miriam on 7th July 2005?

(Each clip is 2 minutes.)

Brief discussion: Why was Miriam on the bus? Where had she been going? What do we know about Miriam – her life, the things she liked, her talents, her strong family ties and firm friendships, her art work and her values, such as inclusiveness? Explain that we will return to Miriam in future sessions.

[There are inaccuracies in most, if not all reportage, from Miriam's age to her job and so on. In discussing what we know about Miriam from the media you may wish to bring up the reliability of sources.]

Plenary 2: Conclusion

Reveal the main enquiry question: What happened after the 2005 London bombings? Hold a brief discussion about the meaning of "consequences". Based on

today's session, what were the consequences of 7/7? Each pupil will need a **place to record consequences** at the end of each session; the back of their books might be a good place or on a clean double page at the front.

Try to end the session by emphasising the fact that innocent people like them died that day, to emphasise why this matters. There is a powerful clip via YouTube (**Slide 13**) that shows pictures of the fifty-two victims in turn in silence. This is towards the end of an ITV news clip about the one year anniversary of the bombings. Fast forward to 5.38 minutes. It's a bit fuzzy but very poignant and ends with Miriam. Check how it looks on your board before showing it! It lasts about one minute.

Homework?

If you feel it is appropriate, students could ask parents / relatives / neighbours what they remember about 7/7 (note-taking optional).

Session Two

Focus

Personal consequences (1): Who was affected by 7/7?

Key message

There was a wide range of people involved in the bombings beyond the 52 victims – the injured, eye-witnesses, doctors, police etc – and each was profoundly affected by the experience.

Objectives

- Students will explore the diverse range of people involved in 7/7
- Students will extract relevant information from a wide range of source material
- Students will consider the usefulness of eye-witness accounts

Outcomes

- Students will complete a summary sheet about those involved in 7/7 and use this to expand their list of consequences
- Students will participate in small- and whole-group discussions about what they have learned

Resources

- MV History Resource 2.1 Presentation
- MV History Resource 2.2 Dr Buckman testimonial
- MV History Resource 2.3 Summary sheet Who was involved in 7/7? One print-out per student
- MV History Resources 2.4, 2.5, 2.6, 2.7 Who was involved in 7/7? (from which you can select the materials for your class for Phase 2 of this session)
- IWB
- Exercise books / the place where students have recorded consequences

Plan

Starter

If students asked friends and family about 7/7 for homework, this is the time to share that – in small groups and / or whole class. They might be able to record further consequences in their book at this stage. Even if this task was not completed, certainly remind them of the overall enquiry question and recap on previous session. Emphasise that fifty-two (plus four bombers) died that day and over 700 were injured (probably a conservative estimate) and an unknown number of people connected to those killed and injured have experienced unrecorded effects. The single slide shows one of the iconic images of the day – a woman with her face badly burned and covered – and how she looks today.

Phase 1

The specific focus for this session is to consider who was affected by 7/7 on the actual day other than the fatalities. Play the film **MV History Resource 2.2 Dr Buckman testimonial** (he helped those injured on the number 30 bus) which is around fifteen minutes. During film, students begin to fill in **MV History Resource 2.3 Summary sheet Who was involved in 7/7?** focusing on:

- Who was involved 7/7 and how?
- How is 7/7 described?

Plenary 1 Discussion of the film

It is worth picking up on two aspects not included on the summary sheet:

- The coincidences that day (bus diverted so the bomb went off outside the BMA on a day when it was unusually full of doctors at meetings; medical director of Lincolnshire and Nottinghamshire Air Ambulance and an expert in disaster management was there; policeman turning up with an armful of drip bags just as they were running out – he saved lives).
- What Dr Buckman has to say about whether this is ‘all about Muslims’. (‘No – several of those who died were Muslims. This isn’t about Muslims; it is about murderers’.) NB More knowledge you can add at this point – note that three out of the four bombers had criminal records, which is fairly typical. Bombers / would-be bombers often tend to be ‘misfits’ – loners, unhappy in their personal lives.

Phase 2

Discuss how useful Dr Buckman’s account is in understanding what happened on 7/7. Useful because he was at the scene of the Tavistock Square bomb site within minutes, he saw the direct consequences of the bomb first-hand, he experienced the chaos etc, he has no reasons not to report it as accurately and as fully as he can. Limited because the Tavistock Square bombing was one of four, he was very absorbed in treating his patients, he was experiencing it as a doctor rather than someone who was injured / an eye witness etc so this is only one perspective.

What other accounts might be useful for comparison and to find out more?

Students use **MV History Resources 2.4-2.7 Info Packs 1-4 Who was involved in 7/7?** to find out more about who was affected and how 7/7 has been described, and record on their **summary sheet**. Note that at this stage there is a lot of information in the packs. You will need to select and distribute as appropriate to the class.

Plenary 2 Conclusion

Whole class discussion about who was involved in 7/7 – possibly one pair / small group identifies type of person affected (eg chefs in a hotel) and another pair / small group has to explain how they were involved (provided improvised equipment eg tabletops as stretchers, talked to the injured to keep them going, looked after the ‘walking wounded’).

How has 7/7 been described? Which phrases were most commonly used? Which were most poignant?

Students to record personal consequences of 7/7 on the list that they started in their **exercise books** in the previous session.

Homework

Students to do an internet search on Gill Hicks, Martine Wright or both. Find out what happened to them on 7/7 and what they have done since. Record search sources and basic points (optional).

Session Three

Focus

Personal consequences (2): Can negative events have positive consequences?

Key message

In the face of the events of 7/7 some people have been able to respond positively, including Miriam Hyman's family.

Objectives

- Students will investigate a range of positive responses to 7/7 amongst the bereaved and survivors
- Students will consider long-term consequences of 7/7 for the first time

Outcomes

- Students will collate information in order to summarise how one family has responded to 7/7
- Students will expand their list of consequences

Resources

- MV History Resource 3.1 Presentation
- Miriam's Story Parts 3 and 4
- If possible, student access to computers would be helpful in this session
- Exercise books or similar

Plan

Starter

If students completed the research homework, what did they find out about Gill Hicks and Martine Wright? What happened to them on 7/7? (Lost both legs.) How have they responded? (Fight for peace, participate in the Paralympics.) How could they have responded? (Bitter, angry, afraid, reclusive etc.) NB If students were not set this as homework, show film about Martine Wright ([hyperlink on Slide 2](#)) as an example of severely injured victims rebuilding their lives positively.

Phase 1

Focus on those who lost friends and family. They have also had to try to rebuild their lives. Start with **MV History Resource 3.1 Presentation Slide 3, 'Six years on'** film on Guardian website in which four people are interviewed, three of whom lost family members (including Esther Hyman talking about her sister, Miriam) and one who was injured and survived. You will need to explain that the film was made in 2011 after the official inquest into those who died (and explain that an inquest is an enquiry into the cause of death).

During the film (it lasts about 14 minutes), ask students to note in **exercise books**:

- What happened in the days immediately after the bombings?
- Do the interviewees blame anyone for what happened?
- What sorts of positive things have happened as a result of 7/7?

Follow with a whole class discussion. You might want to explore the concept of 'blame' – how helpful is it?

Phase 2

Students to answer the question 'How has the Hyman family responded to the events of 7/7?' using a variety of sources.

Return to **Miriam's Story videos Parts 3 and 4**. (You might want to recap briefly on what we know about Miriam, and from what sources.) **Part 4** provides more detail about the Miriam Hyman Children's Eye Care Centre in Odisha mentioned in the Guardian film.

Let them explore the Miriam Hyman Memorial Trust website (**Slide 4**) or if internet access is not available to all students, show them the website via projector / IWB and have copies of key pages from the site to show what the Trust does and how the family has responded to their loss (especially the eye care centre, fundraising and the letter from Miriam's family for the Book of Tributes).

Explain that this module is part of the MHMT's education programme to encourage a greater understanding of how to live together harmoniously and to respond to challenges in a positive way.

Introduce "Memento: Paintings & Pastels by Miriam Hyman" (**Slide 5**). The artwork featured in the banners of the MHMT website is Miriam's. Her use of colour, form, imagination and interpretation brings joy and inspiration to many. It is her direct legacy.

Students to write a paragraph in **exercise books** or similar answering the question, 'How has the Hyman family responded to the events of 7/7?'

Plenary 2 Conclusion

A few students read out their paragraphs. Whole class discussion: What are their thoughts about the response of the Hyman family to their loss? How else could the family have responded? Why do you think they have made these choices?

Finish by adding more consequences to the list in their **exercise books**.

Homework?

You may wish students to research Miriam online. This is where they will undoubtedly encounter conspiracy theories. **Should we tackle this issue in this module?**

Session Four

Focus

What were the wider, less personal consequences of 7/7?

Key message

A number of specific things have changed as a result of 7/7 regarding, for example, emergency procedures and the work of the security services.

Objectives

- Students will understand that 7/7 also led to wider, less personal consequences that have changed specific procedures
- Students will analyse who / what was blamed for the fifty-two deaths on 7/7
- Students will extract information from source material and compare one source with another

Outcomes

- Students will speculate and discuss who / what was blamed based on their previous sessions and own knowledge
- Students will expand their list of consequences

Resources

- MV History Resource 4.1 Dr Buckman Q&A video
- MV History Resource 4.2 Families' recommendations
- MV History Resource 4.3 Coroner's report and recommendations
- MV History Resource 4.4 Presentation
- Exercise books or similar

Plan

Starter

Who or what could be blamed for the fifty-two fatalities on 7/7?

Based on previous sessions, how much have students gleaned about who or what was blamed? Try to draw out their thinking here by redirecting them to previous work or encourage speculation.

- Were the four bombers to blame? (Remember Dr Buckman who described them simply as murderers, regardless of their motivation.)
- Was the religion of Islam to blame? (See **Slide 2** – but the backlash soon died down. Generally people have understood that extremists are not representative of ordinary Muslims and that the Koran does not condone their behaviour.)
- Were the emergency services to blame (for being too slow)? Was MI5 to blame for not preventing 7/7 in the first place? It is unlikely that they will

have picked up criticisms of MI5 from previous sessions. The main criticism related to the poor quality of a photograph used by MI5 which may have prevented identification of one of the bombers by an informant. The BBC link on **Slide 3** enables you to show exactly the problem with the photo. Scroll to the bottom of the webpage and you can look at the original and then the cropped version of the same photograph.

- Anyone else?

Phase 1: The Inquest

Hand out copies of **MV History Resource 4.1 Coroner's verdict**. What did Lady Justice Hallett conclude about who was to blame? (Unlawful killings by terrorist action. The evidence didn't justify the conclusion that any failings of any organisation or individual caused or contributed to the deaths.)

Hand out copies of **MV History Resource 4.2 Families' recommendations**, made prior to the Inquest. In groups of three, each student reads one section of the recommendations.

Hand out **MV History Resource 4.3 Coroner's recommendations** made at the Inquest. How far do they cover similar ground to the recommendations put forward by the families? (This is really a way to motivate students to read them carefully).

Plenary 1

Establish that all the recommendations made by the Coroner at the inquest were accepted in full.

How satisfied do students think the families might have been? Think back to the Guardian film of four people being interviewed in the last session. They were satisfied on the whole and glad to know as much information as possible. Although some wanted a further public enquiry, others felt this was a waste of public money. (For more on this, see **MV History Resource 4.4 Presentation Slide 4**).

Phase 2

What were the wider, less personal consequences of 7/7? Which recommendations are already being implemented?

Play **MV History Resource 4.5 Dr Buckman Q&A**. Skip to 14.06 minutes in (to the student asking what changes 7/7 has led to). Students to note in **exercise books** the changes Dr Buckman mentions and then refer back to **MV History Resource 4.3 Coroner's recommendations** to cross-reference. Have some of the recommendations already been implemented?

(NB other recommendations have been implemented too and this is an ongoing process. One change that Dr Buckman does not mention is the London Ambulance Service's change in triage procedures in these types of circumstances. Triage is assessment of the severity of an injury to decide how urgently treatment is needed. Note that this change was a direct result of Miriam's and Philip Duckworth's experiences.)

Plenary 2 (conclusion)

Students to add to the consequences list in their exercise books.

Session Five

Focus

Analysing the consequences of 7/7

Key message

The consequences of 7/7 were (and continue to be) diverse and complex. The job of the historian is to analyse what we know in order to make some tentative judgements.

Objectives

- Students will analyse and categorise different types of consequences
- Students will make judgements about the relevance of a consequence for answering different questions
- Students will distinguish between big points (headings) and little points (supporting details)

Outcomes

- Students will sort the cards in different ways and record their decisions
- Students will select and possibly begin their final task for the enquiry

Resources

- The students' consequences lists
- MV History Resource 5.1 Consequence cards printed on A4 card. You may prefer to have students write out their own cards on the blank sheet provided based on the consequences they have been recording during the enquiry. If you wish to use them, the cards here are meant as a starting point.
- Summary of consequences cards
- Final task choices

Plan

Starter

Return to the enquiry question.

Phase 1

Hand out packs of consequence cards to pairs of students. The packs include some blank cards. Students read each card and decide if it covers any of the consequences on their list. If it doesn't they need to mark this on their list. The blank cards are for consequences on their lists that are not on the starter cards.

Plenary 1

Pairs join with other pairs to compare their extra cards. Do they wish to add new ones at this stage?

Phase 2

Students work in small groups to devise different ways to categorise and sort the cards. How much guidance you provide here will depend on the group. You may want the students to come up with their own categories, but the cards could be organised according to, for example:

- Negative / positive consequences
- Long-term / short-term consequences
- Personal / impersonal consequences
- Direct / indirect consequences
- Big points / little points (The big points might be headings such as 'Changes in emergency services', 'Eye witnesses' etc.)

Cards can then be physically organised in different ways, according to the different categories. For example: On opposite corners of pieces of sugar paper, the students write one category, eg 'Negative' in one corner, 'Positive' in the other. Students take turns at placing the cards according to how closely related they are. Groups can exchange the sugar paper category sheets to sort the cards in different ways.

You can also try asking very specific questions and asking them to decide which cards would be relevant in the answer. For example: 'What happened after the 2005 London bombings?' can include everything. But what about 'Did anything good come out of 7/7?' or 'How did 7/7 change people's lives?' or 'What happened in the immediate aftermath of the London bombings?' and so on. This helps them to realise that information becomes more or less important depending on what is being asked.

You will need to find a way for students to record some of their sorting activities. They should record some of the headings they identify as this will help them in their final task. One of the resources provided is **MV History Resource 5.1 Consequence cards** with space for them to write down the extra cards. Distributed as a printed sheet, it could be their reference for the final task.

Plenary 2 Ongoing

You will want to stop the students periodically to discuss how they have sorted the cards and to introduce a different way of organising them.

Plenary 3 Conclusion / Homework

Students can choose what final task they wish to undertake for homework. They should leave the session knowing what they are going to do and, if there is time, have done some preliminary planning.

Students may come up with their own final task, or you may wish to choose (or give them a choice) from the following:

- An essay answering the enquiry question- What happened *after* the 2005 London bombings?

- A short documentary on the consequences of 7/7, possibly to mark an anniversary. This could draw heavily on the source material they have studied but it must include an **analysis** of the consequences (see mark scheme).
- A piece of artwork and accompanying explanation which seeks to illustrate the range of consequences of 7/7.

Mark scheme for final outcome

NB this is an indicative mark scheme but you will almost certainly want to amend it to fit with your department's current approach to assessment at KS3. In the absence of NC levels, this mark scheme is based on marks out of ten.

1-4 marks

Students understand that there were several consequences of 7/7 but these are undifferentiated (all consequences are deemed to be of the same importance and type) and not linked explicitly to the events of 7/7. Effectively, students are writing a list of consequences with little attempt to analyse them. Their knowledge and understanding of 7/7 and its consequences is fairly basic. Award at the top of the band if their knowledge is accurate and they identify at least three consequences of 7/7.

5-7 marks

Students begin to explain and analyse the range of consequences of 7/7, either in terms of their type (eg personal/impersonal; direct /indirect) or their significance. They are clearer about the relationship between the consequence and the events of 7/7. They support their analysis with examples drawn from the enquiry and their understanding of events is sound. Award at the top of the band if they analyse the consequences in more than two ways and reward those who make use of several examples to support their analysis.

8-10 marks

Students explain and analyse the range of consequences in multiple ways, including by time (long/short term), by type (personal/impersonal) and by relationship to 7/7 (direct/indirect). They will also start to understand how any judgements of significance are dependent on your perspective and the way you view significance: some people would argue that changes to medical procedures are most important because of the extent of impact; others would argue that the inspiration of people like Martine Wright is likely to affect the most people. In both cases, the main criterion is the number of people affected. This is not the only criterion! Award maximum marks to anyone who explores this properly. Any answer in this band will be supported by extensive examples drawn from the enquiry and accurate and sensitive understanding of the events of 7/7 and its consequences.

Session Six

Focus

What happened after the London bombings?
Can we apply Miriam's story to our own lives?

Resources

- MV History Resource 6.1 Student feedback form
- MV History Resource 6.2 Teacher feedback form

Plan

The structure of this session is up to you. You may wish to share some outcomes of Session Five's Homework task with each other. You may want to re-show the four-part "Miriam's Story" video package.

It would be powerful to end the module with a return to the purpose of the "Miriam's Vision" resource. Although there have been positive outcomes to 7/7, it was a painful and avoidable event. Reiterate that "Miriam's Vision: A Response to the 2005 London Bombings" is the Hyman family's way of contributing towards a safer, more inclusive society.

How can these History activities help to do that? (By learning what happened on 7/7 and understanding its far-reaching consequences, by understanding that people have the choice to influence consequences constructively, by applying lessons learned to future personal and wider situations, etc.)

Students can share personal experiences or knowledge of negative events that have had positive consequences, or that could have had more positive consequences, and how. This provides opportunities for students to relate the contents of this module to their personal histories and their own lives. Sharing in (non-friendship) pairs can sometimes have surprisingly personal outcomes, and as a whole class students may inspire each other.

Return to the enquiry question to bring the module to a fitting close, and end with two final questions:

- What do you think has been the most significant consequence of 7/7?
- Has anything inspired you during this module? What? How?

PLEASE ENSURE FIFTEEN MINUTES CONTACT TIME FOR THE STUDENT FEEDBACK QUESTIONNAIRES MV History Resource 6.1 Student feedback form AND ENCOURAGE STUDENTS TO CONSIDER THEIR ANSWERS CAREFULLY. THIS IS ESSENTIAL IN THE PILOTING PHASE OF 'MIRIAM'S VISION'.

PLEASE ALSO COMPLETE THE TEACHER'S QUESTIONNAIRE MV History Resource 6.2 Teacher feedback form and submit them all to



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Thank you