

Then and now

TEACHING PLAN | BH_W4 | Thursday 11:00–11:40 | 40 minutes

Outcome: Use two dated records to spot change and continuity.

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

Use BH_W4.pptx and BH_W4_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

The shop is in A; the cafe is in B. That is a change. The library is in both. That is continuity.

13–17 min | Choose

Which statement is supported by both records? Pupils choose before discussion.

17–20 min | Check

Both dated records include a library. Neither records opinions. 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

Tell me one change. Show the clue. Receive one pupil request and agree who will take one realistic next action.

Watch for: Do not infer what people felt from a building or a date. Optional approved local photographs extend the exact photo-comparison outcome.

Worked answers and teaching notes

STAFF COPY | BH_W4 | Show after a first attempt

First decision

A — Both dated records include a library. Neither records opinions.

Task 1

Put the two dates in time order.

1980, then 2026.

Task 2

Find one change and one thing that stayed.

Change: shop became cafe. Stayed: library or bus stop.

Task 3

Can the records tell us whether everyone liked the change? Explain or point.

No. They describe places, not everyone's opinions.

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

BUILD Weekly Autumn SOW: Humanities C49

CONSTRUCTED TEACHING RECORDS: fictional Oak Street; dates are for comparing before and after.

Handle it with respect

TEACHING PLAN | BR_W4 | Tuesday 13:30–14:10 | 40 minutes

Outcome: Choose a respectful action using the object card.

Prepare: Use the supplied text cards; optionally draw the two objects on the board. No real religious artefact, flame or handling box is required.

Use BR_W4.pptx and BR_W4_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

The photograph may be handled because O2 permits it. I keep the fragile lamp on its stand because O1 says look only.

13–17 min | Choose

The object label is missing. What is the best next step? Pupils choose before discussion.

17–20 min | Check

O4 says to ask instead of assuming permission. 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

Finish: Respect means I will ____ before touching an unfamiliar object. Receive one pupil request and agree who will take one realistic next action.

Watch for: Respect does not require sharing a belief. Do not claim that every sacred object needs gloves or has one identical handling rule.

Worked answers and teaching notes

STAFF COPY | BR_W4 | Show after a first attempt

First decision

B — O4 says to ask instead of assuming permission.

Task 1

Sort: lift the fragile lamp / keep the photograph flat / ask when unsure into follow / change.

Change lifting the lamp; follow keeping the photograph flat and asking.

Task 2

Write or point to the four checks in O3 in order.

Ask; read; follow; return.

Task 3

Explain why two items about the same festival have different handling instructions.

The fragile lamp and paper photograph are different objects. The label supplies the specific instruction.

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

BUILD Weekly Autumn SOW: RE C63

CONSTRUCTED CLASSROOM DISPLAY — fictional museum cards; these are practice instructions, not universal rules for every faith.

<https://www.hinduamerican.org/festival-diwali/>