

A place in the group

TEACHING PLAN | BH_W7 | Thursday 11:00–11:40 | 40 minutes

Outcome: Explain how a group can help someone belong.

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

Use BH_W7.pptx and BH_W7_Pupil_Sheets.pdf. The same numbered 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

Choosing a job gives the new member a way to join. Watching first is also an allowed choice.

13–17 min | Choose

Which action helps a new member belong? Pupils choose before discussion.

17–20 min | Check

A choice gives a safe way to take part without pressure. 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

One action that helps someone belong. Receive one pupil request and agree who will take one realistic next action.

Watch for: A pupil may use the fictional team. Do not require family, attendance or personal friendship information.

Worked answers and teaching notes

STAFF COPY | BH_W7 | Show after a first attempt

First decision

B — A choice gives a safe way to take part without pressure.

Task 1

Name the group and one thing it does.

River Team; looks after a garden.

Task 2

Match two actions to belonging: offers a choice; thanks a contribution.

Both can show belonging; accept a clear explanation.

Task 3

Create a group page: name, shared purpose, one welcome action. Use the fictional group or a chosen example.

Accept a name, purpose and reasonable welcome action; no private details needed.

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 C52

CONSTRUCTED TEACHING SOURCE: fictional classroom example, not an archival original.

An object and its meaning

TEACHING PLAN | BR_W7 | Tuesday 13:30–14:10 | 40 minutes

Outcome: Describe an object and explain a meaning using its card.

Prepare: Print the fictional cards. No objects from home or special handling box are needed; allow a drawing or adult-read label.

Use BR_W7.pptx and BR_W7_Pupil_Sheets.pdf. The same numbered 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

I choose S1. I can describe its blue cloth, white wave and stitching. Its card links it with a river-cleaning project; I do not need to invent a personal story.

13–17 min | Choose

What can we learn from an unlabelled object's appearance alone? Pupils choose before discussion.

17–20 min | Check

S4 separates observation from an interpretation that needs evidence. 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

What is one thing a label tells us that appearance might not? Receive one pupil request and agree who will take one realistic next action.

Watch for: An object can matter without being expensive. Sharing personal belongings, family experiences or beliefs is optional, never the assessment requirement.

Worked answers and teaching notes

STAFF COPY | BR_W7 | Show after a first attempt

First decision

B — S4 separates observation from an interpretation that needs evidence.

Task 1

Choose S1, S2 or S3. Record three visible features from its description.

S1: blue, fabric, white wave/two stitched lines. S2: small, red, paper/yellow paper flame. S3: round, cardboard, green tree.

Task 2

Add the meaning stated on its card and the card number.

Use the chosen card's project, exhibition or reading-group meaning.

Task 3

Prepare a two-sentence museum label. Share it aloud, in writing or with an adult.

Example: "This blue fabric badge has a white wave. S1 says it marks a shared river-cleaning project."

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 C66

CONSTRUCTED CLASSROOM OBJECT CARDS — all people and objects below are fictional. Pupils may use these cards rather than personal belongings.