

Why move? What changes?

TEACHING PLAN | GH_W3 | Friday 10:10–10:50 | 40 minutes

Outcome: Distinguish a reason for moving from a consequence.

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

Use GH_W3.pptx and GH_W3_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

Cause: the offered job helps explain why Sam moved. Consequence: the new bus route happens after the move.

13–17 min | Choose

Which is a cause in this case? Pupils choose before discussion.

17–20 min | Check

The job helps explain the move; the other details follow it. 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

A cause explains why. A consequence explains what followed. Receive one pupil request and agree who will take one realistic next action.

Watch for: Order alone does not prove causation. Avoid a single-reason story about all migration.

Worked answers and teaching notes

STAFF COPY | GH_W3 | Show after a first attempt

First decision

C — The job helps explain the move; the other details follow it.

Task 1

Sort job, new bus route, new colleagues and old friends into cause, consequence or continuity.

Cause: offered job. Consequences: new bus route/new colleagues. Continuity: old friends.

Task 2

Write: Sam moved because _____. As a result, _____.

Job; new bus route or colleagues, linked accurately.

Task 3

Give one reason this case cannot explain every person's move.

People move for different or multiple reasons; one fictional case is not evidence of everyone.

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

GROW Weekly Autumn SOW: Humanities C48

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

Diwali: the lamp and its meaning

TEACHING PLAN | GR_W3 | Thursday 09:30–10:10 | 40 minutes

Outcome: Explain a Diwali practice using evidence from a named source.

Prepare: Print the numbered fact card and response page. Draw an unlit diya if useful. No flames, food, video or external cards required.

Use GR_W3.pptx and GR_W3_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

Practice: lighting diyas (D2). Meaning: the source connects the light with knowledge and good (D3).

13–17 min | Choose

Which answer explains rather than only names the object? Pupils choose before discussion.

17–20 min | Check

It gives a source-based meaning; A only describes and C overgeneralises. 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

Give one accurate practice-and-meaning link with a line number. Receive one pupil request and agree who will take one realistic next action.

Watch for: Light is not evidence that every festival tells the same story. Report the named source rather than assigning beliefs to classmates.

Worked answers and teaching notes

STAFF COPY | GR_W3 | Show after a first attempt

First decision

B — It gives a source-based meaning; A only describes and C overgeneralises.

Task 1

Label practice / object / meaning using D1–D3.

Practice: celebrating with light; object: diya; meaning: knowledge/good overcoming ignorance/evil.

Task 2

Write two sentences linking a diya to its meaning. Include a line number.

Example: “Many celebrants use diyas (D2). The source links their light with knowledge overcoming ignorance (D3).”

Task 3

Repair: “A picture proves what every Hindu believes.” Use D4.

A picture can show an object; a source is needed for its meaning, and one source does not represent everybody.

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

GROW Weekly Autumn SOW: RE C62

CLASSROOM FACT CARD — paraphrased from Hindu American Foundation. One introductory Hindu perspective; celebrations and stories vary.

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