

Whose history is included?

TEACHING PLAN | GH_W4 | Friday 10:10–10:50 | 40 minutes

Outcome: Use a named example to explain a contribution to British history.

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

Use GH_W4.pptx and GH_W4_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 B and C: campaigners challenged an unfair employment policy. I name the action and the evidence, rather than only saying someone was famous.

13–17 min | Choose

Which is the strongest evidence-based statement? Pupils choose before discussion.

17–20 min | Check

It names an action and a date supported by the source card. 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

Name the contribution and the supporting detail. Receive one pupil request and agree who will take one realistic next action.

Watch for: Black British history did not begin in 1948. Avoid reducing a collective campaign to one hero.

Worked answers and teaching notes

STAFF COPY | GH_W4 | Show after a first attempt

First decision

B — It names an action and a date supported by the source card.

Task 1

Put A, B and D in date order.

1948, 1963, 1965.

Task 2

Explain one contribution of the Bristol campaigners.

They organised opposition to the discriminatory bus policy; give B or C as evidence.

Task 3

Write one question the summary does not answer.

Accept who else organised, how individuals felt, the campaign's daily events, or another genuine gap.

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 C49

SECONDARY TEACHING SUMMARY: paraphrased from The National Archives and UK Parliament.

<https://www.nationalarchives.gov.uk/education/resources/bound-for-britain/source-3/>

<https://www.parliament.uk/about/living-heritage/evolutionofparliament/2015-parliament-in-the-making/get-involved/2015-banners-exhibition/alinah-azadeh/1965-race-relations-act-gallery/>

Hanukkah: light and story

TEACHING PLAN | GR_W4 | Thursday 09:30–10:10 | 40 minutes

Outcome: Link a Hanukkah lighting practice to its remembered story.

Prepare: Use the printed fact card and a drawn lamp. No lighting ceremony, flame or personal-faith disclosure is required.

Use GR_W4.pptx and GR_W4_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

H3 gives eight festival lights plus one helper. H2 and H4 explain why eight nights matter in the traditional account.

13–17 min | Choose

Why can a hanukkiah have nine light positions during an eight-day festival? Pupils choose before discussion.

17–20 min | Check

H3 distinguishes eight festival lights from the shamash. 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

Explain the difference between the eight lights and the helper. Receive one pupil request and agree who will take one realistic next action.

Watch for: The Temple menorah and the Hanukkah lamp are not interchangeable diagrams. Draw the nine-position hanukkiah required by this card.

Worked answers and teaching notes

STAFF COPY | GR_W4 | Show after a first attempt

First decision

B — H3 distinguishes eight festival lights from the shamash.

Task 1

Draw and label eight festival-light positions plus one separate helper position.

Eight festival positions and a clearly labelled helper; do not count the helper as an extra night.

Task 2

Match story / object / practice to H2, H3 and H4.

Story H2; object H3; practice H4.

Task 3

Explain why adding lights is more than decoration in this source.

The lights recall the traditional miracle of oil lasting eight days (H2/H4).

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 C63

CLASSROOM FACT CARD — paraphrased from Chabad.org. Reported Jewish tradition; the miracle is presented as a belief/story, not a classroom science finding.

https://www.chabad.org/holidays/chanukah/article_cdo/aid/102911/jewish/What-Is-Hanukkah.htm