

Why was it significant?

TEACHING PLAN | GH_W5 | Friday 10:10–10:50 | 40 minutes

Outcome: Judge significance using a reason and evidence.

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

Use GH_W5.pptx and GH_W5_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

A campaign can matter because it challenges a barrier affecting people. I still need evidence of what changed and who was affected. Fame alone is not enough.

13–17 min | Choose

Which reason explains historical significance? Pupils choose before discussion.

17–20 min | Check

It explains an impact, rather than popularity. 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

It mattered because _____. The evidence is _____. Receive one pupil request and agree who will take one realistic next action.

Watch for: The 1965 Act did not end racism or ban all discrimination in every area. Significance needs a specific criterion.

Worked answers and teaching notes

STAFF COPY | GH_W5 | Show after a first attempt

First decision

B — It explains an impact, rather than popularity.

Task 1

Choose a person or event from the evidence card.

Accept 1963 campaign/Paul Stephenson/1965 Act.

Task 2

Explain why it mattered using one labelled detail.

Example: The campaign mattered because it challenged racial discrimination; B supports this.

Task 3

State what further evidence would strengthen your judgement.

An account of the outcome, people affected, later change or another relevant source.

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 C50

SECONDARY TEACHING SUMMARY: 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/>

Christmas: belief and symbol

TEACHING PLAN | GR_W5 | Thursday 09:30–10:10 | 40 minutes

Outcome: Explain how a Christmas symbol links to Christian belief.

Prepare: Print the four lines and response page. Use a paper candle diagram only; a nativity model, video or celebration activity is unnecessary.

Use GR_W5.pptx and GR_W5_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

C1 gives the belief being remembered: Jesus' birth. C3 links a visible candle with a Christian description of Jesus.

13–17 min | Choose

Which statement best separates object from meaning? Pupils choose before discussion.

17–20 min | Check

C3–C4 link the symbol to a source without assigning a belief to everyone. 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 a Christmas belief and the line that supports it. Receive one pupil request and agree who will take one realistic next action.

Watch for: Do not treat all Christmas customs as religious, or ask pupils to describe their own celebrations. These cards are not four Gospel accounts.

Worked answers and teaching notes

STAFF COPY | GR_W5 | Show after a first attempt

First decision

B — C3–C4 link the symbol to a source without assigning a belief to everyone.

Task 1

Match birth / gift / light to C1, C2 or C3.

Birth C1; gift C2; light C3.

Task 2

Write two linked sentences: what is celebrated, and what the candle can represent.

Christians celebrate Jesus' birth; in this worship source a candle accompanies Jesus as light of the world.

Task 3

Explain why a shop-window candle alone cannot establish somebody's belief.

The same object can be used in different settings; we need the context or an explanation.

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 C64

CLASSROOM FACT CARDS — paraphrases of Church of England teaching and worship. These are teaching summaries, not quotations or a complete nativity story.

<https://www.churchofengland.org/faith-life/what-we-believe/advent-and-christmas/advent-and-christmas-theme-gift-christmas>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/churches-year/times-and-seasons-0>