

Plan an account

TEACHING PLAN | GH_W6 | Friday 10:10–10:50 | 40 minutes

Outcome: Select and organise relevant evidence before writing.

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

Use GH_W6.pptx and GH_W6_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

Question: How did people challenge unfair treatment in Britain? Choose B and C for the campaign; D helps show later legal change. A needs an explained link.

13–17 min | Choose

Which plan best answers the question? Pupils choose before discussion.

17–20 min | Check

Selection and explanation make the answer relevant. 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

Which detail did you choose, and why? Receive one pupil request and agree who will take one realistic next action.

Watch for: A list is not an explanation. Do not turn a sequence into a claim that one event was the sole cause.

Worked answers and teaching notes

STAFF COPY | GH_W6 | Show after a first attempt

First decision

B — Selection and explanation make the answer relevant.

Task 1

Write one sentence answering the question.

Accept people organised campaigns and pressed for change.

Task 2

Choose two evidence details and explain how each helps.

B/C: collective protest against discrimination. D: legal response in 1965; do not claim the boycott was the only cause.

Task 3

Plan an ending that answers the question again.

A reasoned answer using the selected evidence, with no claim that all unfairness ended.

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 C51

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/>

Compare festivals of light

TEACHING PLAN | GR_W6 | Thursday 09:30–10:10 | 40 minutes

Outcome: Write one supported similarity and one supported difference.

Prepare: Print the two main source cards and comparison grid. Keep previous weeks' references available for David; no internet required to answer.

Use GR_W6.pptx and GR_W6_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

Both accounts give light a religious meaning (D1/H1). Their explanations differ: Diwali's stated theme and Hanukkah's remembered oil story.

13–17 min | Choose

Which comparison is supported? Pupils choose before discussion.

17–20 min | Check

It identifies a similarity while retaining the sources' different meanings. 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 a difference without a ranking word such as better or worse. Receive one pupil request and agree who will take one realistic next action.

Watch for: A respectful comparison can name real differences. Respect does not require claiming every tradition is the same.

Worked answers and teaching notes

STAFF COPY | GR_W6 | Show after a first attempt

First decision

A — It identifies a similarity while retaining the sources' different meanings.

Task 1

Complete two rows: festival / source's meaning / supporting line.

Diwali: good/knowledge overcoming evil/ignorance, D1. Hanukkah: the oil miracle, H1.

Task 2

Write one "Both..." sentence and one "Whereas..." sentence.

Both link light with meaning. Diwali's card emphasises good/knowledge, whereas Hanukkah's recalls the oil story.

Task 3

Repair "All festivals of light are identical." Use evidence from both cards.

Both use light, but D1 and H1 give different explanations; similarity is not identity.

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 C65

CLASSROOM COMPARISON CARDS — concise paraphrases of Hindu American Foundation and Chabad.org; retain each source's identity.

<https://www.hinduamerican.org/blog/why-stop-with-diwali-the-hindu-month-of-kartik-is-all-about-the-light/>

https://www.chabad.org/library/article_cdo/aid/329373/jewish/Eight-Lights-Eight-Lessons.htm