

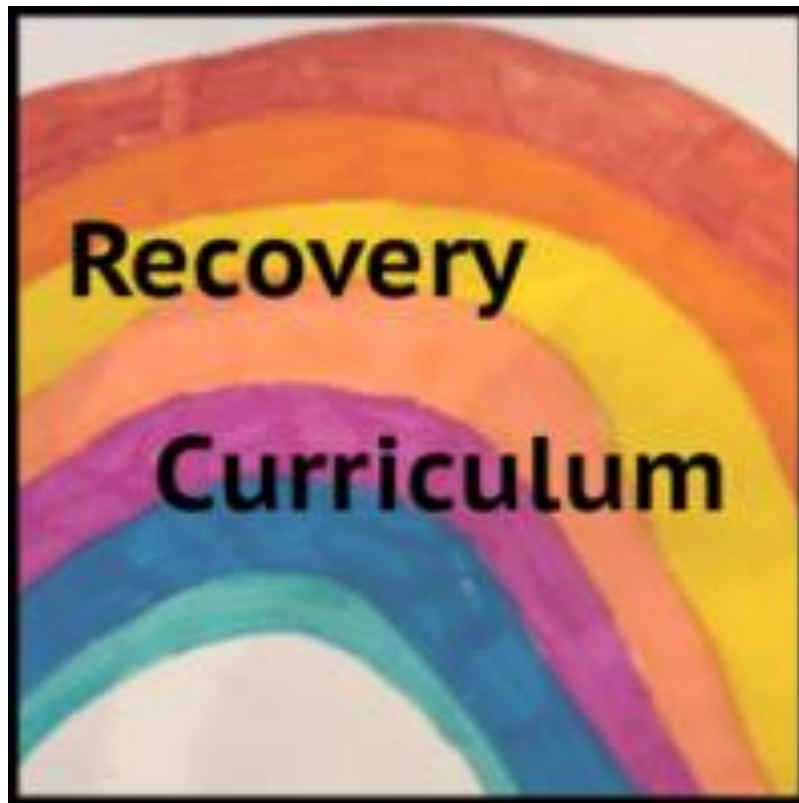
RECOVERY CURRICULUM

Subject: History

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Subject:	History	Teacher:	Ben Hart
Year:	7,8,9,10,11	Class:	(ALL KS3 and KS4)
Unit title:	'Statue Study' - Why do people have statues?		
Duration:	4 weeks (KS3), 2 weeks (KS4)		
Intent			
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?			
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.			
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?			
To engage with the issues relating to public statues and some of the individuals who are potentially controversial. Students should be able to understand why statues of these people exist and the context around them in order to come to a reasoned, informed judgement on individual cases.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
We're engaging with a challenging topic area that requires students to be brave in facing controversial topics with an open mind and a willingness to engage with different opinions before reaching a conclusion. We'll also be ambitious in looking at a variety of different figures from a range of backgrounds.			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
<ul style="list-style-type: none">Why do we have statues?Historical origin/attitudes of statues (such as in Ancient Greece and similar).Study of individuals who have statues (such as Winston Churchill, Cecil Rhodes and more)		Not in any specific way. However, we're going to address specific skills that have been missed during lockdown, such as source skills, evaluation, explanation and so on.	

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- That statues have historical context as ways of remembering, 'glorifying' and emphasising the legacy of certain figures based on their lives, values or achievements.
- That whenever a statue is erected there is a reason for it based on the values of the people decided to raise the statue, such as agreeing with a person's message.
- That values change and attitudes, rightly, develop as time goes on. So, for example, what once was a good reason to remember a person might no longer be so as values change.
- That Robert Peel was the Home Secretary, Prime Minister and MP for Tamworth, which is why he has statues and things named after him in the area. Also, that he is generally regarded as a positive figure, although some view him as a political mercenary.
- That Winston Churchill was the wartime Prime Minister, affording him great recognition and admiration. Also, that he can be seen as controversial due to statements he made (such as those about India) and his earlier conduct, such as his time as First Lord of the Admiralty in WWI.
- That Nelson Mandela is remembered as a figure of reconciliation and peace for his work in post-apartheid South Africa. Also, that his earlier life was characterised by violence (albeit against a racist government) and that he reformed his ways in later life.
- That Cecil Rhodes is a controversial figure. His promotion of the British Empire made him rich and helped with racial segregation in South Africa, Zambia and Zimbabwe. However, that he also has a legacy of promoting education (through the Rhodes scholarship) and that much of the land he left in his will goes to positive purposes now, such as conservation and education.
- That Mahatma Gandhi is well regarded as a peaceful protestor against violence and racism. Also, that Gandhi has his critics, particularly over his time in and comments about South Africa, but that these things don't 'cancel each other out'.
- That Millicent Fawcett laid the groundwork for potentially more 'famous' protestors for women's rights through her long-running, peaceful campaigning. Also, that she is often less well remembered than the more aggressive Suffragettes (e.g. Emmeline Pankhurst), but was arguably more important as the founder of the Suffragists.
- That judging people in the past by modern standards is difficult, and must include an element of historical context around what those people thought and felt at the time they lived.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills? As a department we discussed what content was missed with students not being in school. We also looked at and considered where gaps in skills would be as a result of that same missed content. When students return to school, the first couple of lessons will be a chance to see how well students have engaged with their work and to reintroduce them to the study of History.	Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance? We have chosen to focus on the skills missed and to address them through this recovery work that we’ll do. Although some content has been missed, it was determined that none of it was particularly essential.
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Diversity and Empathy: Gaining insight into the perspectives of other cultures and religions, particularly with varied viewpoints on the selected historical figures. Cause and Consequence: Understanding of what made key historical events happen and where viewpoints and ideas came from. Interpretations: Looking at different sources to consider issues of bias and reliability.	Filling in the gaps in skills to help students study History moving forwards. The aim of picking a range of historical figures to talk about and discuss is to engage students with controversial, debatable points of view that will hopefully encourage them to re-engage with historical study.
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
There will be many opportunities for working together and discussion throughout this recovery topic.	Lots of opportunities will be given to reflect, ask questions and discuss.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?

Through a focus on skills-based rather than content-based work. We will start with lots of scaffolding and support and by the end of the topic be encouraging students to be more independent and to challenge themselves more.	Through regular opportunities for discussion and questioning.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
We are working with an emotive subject and controversial content, so there are lots of opportunities for students to discuss opinions and the context around them.	Many opportunities for students to look at different sources together, and to discuss in groups and as a class.

Delivery							
1	Number of lessons in cycle: 9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Reading headlines on different statues and what happened to them: Summarising what they say and/or how the reader might feel.	What	Historical attitudes to statues	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand the origin and cultural context of statues	
					How	Students can explain why we create statues and what they reflect about the societies that create them	
	Number of lessons in cycle: 9	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Historical origins of statues, such as their use in Ancient Greece and Rome.		Answering questions about why these cultures used statues and how we might use them today	Looking at specific examples of statues to judge why the Ancient Greeks or Romans might have wanted them.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students to explain whether or not selected statues from the Ancient world would be erected today.		Checking that students have understood the basic historical origins and context of statues.	Vote on the outcomes for the different Ancient statues.		

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	Recapping the content from the previous lesson, looking at the reasons why statues exist.	What	Robert Peel's life and legacy in Tamworth and the UK
2	9	Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To explain Robert Peel's importance to the area and viewpoints about him
					How	Students will write an epitaph that could accompany Peel's statue in Tamworth town centre
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		The Life of Robert Peel and his legacy, such as the founding of the Police, the origins of the Conservative Party and more.		Assess how different people (from different time periods) would view Peel's legacy.	Considering whether different statements are appropriate to describe opinions about Peel.	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
		Creating a description/epitaph that could go on the Peel statue in Tamworth.		Reading through student comments about the Peel statue.	Students to read and comment on the descriptions of others.	
		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	Recapping the origin of statues and some information about Robert Peel.	What	The life and complicated legacy of Winston Churchill, including his controversial statements and WWI record set against his WW2 leadership.
3	9	Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To contextualise the public discourse around the statues of Winston Churchill to understand that there are different opinions about him.
					How	Students will evaluate different opinions of Churchill to consider how accurate they feel they are.
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	

		Using sources (including from Churchill's own writing) to see the origin of different ideas and opinions about Churchill.	Judging whether each source that has been looked at gives a broadly 'positive' or 'negative' view of Churchill.	Asking students to explain why particular opinions of Churchill might exist.			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)		
		Students will explain both positive and negative interpretations of Churchill's life.	Discussion as a class about why different opinions of Churchill exist.	Students to read some interpretations on Churchill and 'score' based on how far they agree with them.			
4	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Recapping the lives of Peel and Churchill and the views people have of them.	What	The life and legacy of Nelson Mandela, including the fact that in his early life he was a terrorist but turned away from this towards peace and reconciliation.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand and explain that even well regarded figures often have controversies, and that these stories are vitally important to present them as 'real' people.	
					How	Students will explain why it matters to tell the whole story around even very positive figures.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		The life of Nelson Mandela, right from his early days through to his later life as a figure of reconciliation as the President of South Africa.		Explaining the life story of Nelson Mandela in order.	Weighing up different views of Mandela to explain why he is seen as such as positive figure in spite of his earlier mistakes.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students to then explain why the good in Mandela's life effectively outweighs the bad by explaining how he turned around his views and actions.		Discussing the lessons of Mandela's life and actions.	Looking back at what students consider the main 'takeaways' from Mandela's life.		

5	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Recapping the life of Nelson Mandela and his major influence on the world, especially in South Africa.	What	The life and work of Cecil Rhodes, including why he is remembered, the good work his legacy does as well as how attitudes towards how he lived and gained his wealth have changed.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To see that even when someone has a controversial legacy, they are capable of doing good.	
					How	Students will explain how the legacy of Cecil Rhodes (e.g. scholarships) is separate from his own lifetime and actions.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		The life and views of Cecil Rhodes, such as his imperialism and exploitation of Southern Africa.		Students to explain why Cecil Rhodes statues are generally unpopular and criticised.	Students to explain why Cecil Rhodes can be criticised but his legacy also have some positive effects.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students to write an explanation that emphasises elements of Rhodes' life that we would criticise and also recognises the positives his legacy creates.		Discussing why, despite his good work, Cecil Rhodes is still generally regarded poorly by modern standards.	Reviewing what students wrote in their evaluating of the legacy of Cecil Rhodes.		
	6	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
			Classroom (whole sequence completed)	X	Recapping the competing legacies of Nelson Mandela and Cecil Rhodes.	What	Learning about the life of George Washington and how he is remembered for his role in the USA's independence, but was also a slave owner and held attitudes we wouldn't agree with today.
Blended (live and remote as independent study)			<input type="checkbox"/>	Why		To see that people can be remembered for good things done at the time whilst also being open to criticism by present day standards.	

					How	Students will compare how a person is viewed in their own time to how they would be viewed through a modern lens.		
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
	Learning about George Washington's life, his role in the American Revolution and how he fit the values of his day in regards to things like slave ownership.		Comparing the values at the time to those we have today, such as views on race, gender etc.		Students to decide whether different opinions and statements are a modern or contextual view of Washington.			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
	Students to then use information on modern values vs, those in Washington's time to write their own versions of how things he said and did might be viewed.		Checking student statements are broadly 'correct'.		Checking student statements against a pre-prepared list of appropriate responses.			
7	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Recapping the legacies of Nelson Mandela and the origins of historical statues.	What	The life and ;legacy of Gandhi, including his peaceful protest but also some of his controversy, especially around his time in South Africa.		
		Blended (live and remote as independent study)			Why	To reinforce the idea that even widely praised figures are rarely perfect and that the wider context is important.		
					How	Students will write a balanced viewpoint of Gandhi that addresses both sides of his legacy.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Gandhi's life story and the major events of his life, such as his hunger strike and march to the sea.		Summarise or 'rate' the key events of Gandhi's life.		Students to explain why someone might argue that a particular event in Gandhi's life was an important one.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro

		Students to choose for themselves an event they consider most important in Gandhi's life/legacy and explain why.	Checking that students have given clear reasons for their answers.	Seeing that students have Gandhi's life story accurate and in chronological order.	
8	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed)	X	Recapping the lives of Gandhi and Winston Churchill.	What Learning about the work of Millicent Fawcett and how she is often less remembered than her later, more aggressive suffragette counterparts.
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why To see that just because someone is more famous (e.g. the Pankhursts) doesn't mean they're necessarily more important.
					How Students will explain how without Millicent Fawcett women might not have got the right to vote.
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Millicent's work in the women's suffrage movement, including the difference between her work and that of the suffragettes.	Students sort actions into whether they are 'suffragist' or 'suffragette'.	Work through an exemplar paragraph explaining why the work of the suffragettes was important in the women's suffrage campaign.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students write their own paragraph about why the work of Millicent Fawcett and the Suffragists was important in the campaign.	Checking that proper PEE structure is used for the paragraph.	Students peer assess against a set of criteria.	
9	9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed)	X	Recapping the work of Millicent Fawcett and the life of George Washington.	What Summing up our key takeaways from our work on historical figures and statues.
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why To contextualise why understanding the stories of the individuals matters, and what lessons can be taken forward.

				How	Students will summarise their 'key takeaways' from this topic.
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Explaining the concept of a 'moral to the story'.	Ask students to summarise simple messages from simple stories, such as Aesop's fables or similar.	Students will see what someone might consider to be an important lesson/summary of statues and discuss whether they agree or disagree (and why).	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students will summarise their 'key takeaways' from this topic.	Give deep feedback on student responses to 'key takeaways' task.	Ask students to independently create an argument for a figure they feel could/should have a statue and why.	