

# REMOTE LEARNING MODULE

Subject: History

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Subject:	History	Teacher (if applicable):	All		
Year:	KS3	Ability/Class (if applicable):	-		
Module title:	Historical Stories of Interesting People				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input checked="" type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	Other: (Extendable as long as needed)

## 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 module?

The intention is to expose students to a wide range of historical figures from a variety of backgrounds and circumstances. This will improve their cultural capital, and hopefully build their interest in learning more about different people, times and cultures.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

To know the basic stories of some people selected from throughout history that we have considered to be interesting in some way. In some cases, there's a wider message involved in their story, but in others it's just for the interest and the knowing of the story itself.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

By picking a range of people from different backgrounds and circumstances, we're encouraging students to engage with things from outside their own immediate experience, requiring them to be brave in doing so. The scope of people we'll choose from will be ambitious, in that the longer this work is required the bigger range of people we will get to talk about.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

- Who the selected people were.
- What they did in their lives and/or why we are talking about them.
- What possible lessons or messages their experiences can give to us, such as how to treat others.

The range of people we pick can come from a variety of time periods, including some that cover elements of world history and local history that are identified elements on the National Curriculum.

Powerful Knowledge - what powerful knowledge is included in this module? 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?

- To know that Wesley Autrey saved the life of a stranger on the subway.
- To know that Wesley was very unassuming and felt his action were nothing special.
- To know that Witold Pilecki was a Polish soldier who fought against the Nazis in WW2.
- To know that Witold served in the Polish resistance once Poland was defeated.
- To know that Witold went into Auschwitz and survived for 2 years gathering information.
- To know that Witold only received proper recognition for his bravery in 1990.
- To know that Ernest Shackleton was an Antarctic explorer.
- To know that Shackleton took part in numerous Antarctic expeditions.
- To know that Shackleton's third expedition was shipwrecked before reaching the continent.
- To know that some of the crew subsequently took a lifeboat across the Southern Atlantic to reach a whaling station and contact rescue.
- To know that Harriet Tubman was born a slave but escaped.
- To know what the 'Underground Railroad' was and how it helped slaves to escape.
- To know that Tubman went back and helped others, including members of her family, to escape.
- To know that Tubman's attitude was uncompromising towards anyone that jeopardised her attempts to free slaves.
- To know that Harriet took part in the US Civil War as a member of the Union, including leading a military operation herself.
- To know that Samuel Pepys wrote a diary between 1660-1669.
- To know that Pepys wrote about several key events, such as the Great Fire of London and the Plague.
- To know that Pepys is seen as a valuable historical source.
- To know that Pepys, as a source, has problems, such as his fascination with certain topics (such as young women!).

## Implementation

### KEY CONCEPTS

**Key Concepts** – what are the key concepts being taught?

**Progression** – how will studying these key concepts support progression to the next academic year, or key stage?

**Diversity and Empathy:** Gaining insight into the perspectives of other cultures and religions, particularly with varied viewpoints on the selected historical figures.

**Chronology:** Understanding where these people fit into the 'bigger picture' of history will be important, given that we're looking at them one-by-one rather than in any kind of period or depth study.

The kinds of questions that will be asked and activities that we will do will be focused around the skills needed in History, especially for progression to KS4 and GCSE.

We won't be using GCSE style-questions, but rather will draw out the ideas and skills required to develop them through this work.

<b>Interpretations:</b> Looking at different sources to consider issues of bias and reliability.		
<b>LEARNING</b>		
<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?		<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
The factual elements of the story of these people. Their life and experiences can be explained, including the context of where they come from and what was happening in the world at the time. It will be particularly important to attach this to prior knowledge that students might have, such as which world events these individuals were involved in.		The activities that students will actually do. Up front, we can deliver the content around the person and their life and then can send students away to work on activities themselves. These will be based on resources we'll provide.
<b>ENGAGEMENT</b>		
<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?		<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
All the work can be prepared in advance and be ready for printing in a pack for any student that needs it.		By setting work through MS Teams, we will be able to see who is and isn't engaging with the work. Our first step will be to contact the student themselves to check in and address any issues they might have had and offer support. If this fails, we will use Edulink to contact parents and reiterate the concern/offers of help.
<b>FEEDBACK</b>		
<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?		<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
Long answer questions asking students to express their ideas and opinions on the people they have learned about, such as: <ul style="list-style-type: none"> <li>Who do you think was the most interesting, and why?</li> <li>Who do you think was the most inspiring, and why?</li> </ul>		<b>2 Weeks</b> Collect task 4 from the Witold Pilecki lesson, summarising his achievements and why he is seen as having been so brave.
		<b>4 Weeks</b> Collect task 4 from the Samuel Pepys lesson, explaining whether or not Samuel's attitude towards his diary

<ul style="list-style-type: none"> <li>Which person do you think was the most significant in history? Why?</li> </ul>		(writing it in code etc.) changes its usefulness as a historical source.
	<b>6 Weeks</b>	-
	<b>8 Weeks</b>	-
	<b>Other</b>	Continue to identify relevant tasks as needed.

**Delivery** (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	Introduction explaining who Wesley Autrey is, what he did and why we're looking at his story.	What	The actions of Wesley Autrey is saving a man's life on the subway and then his subsequent attitude towards his fame.
		Blended (live in classroom and remote as study)		Why	To see that a normal man did something extraordinary, and that humility is worthy of praise in and of itself.
				How	Students will explain what they feel is the lesson of Wesley's actions and his attitude.
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Reading the story of Wesley Autrey and using it to answer some comprehension questions.	Checking what possible reasons might be considered valid for why Wesley's actions were considered impressive.	Read further information and use that to answer other questions on Wesley's attitude and subsequent reactions.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Students explain what they think about Wesley's attitude and what lessons they think can be taken from it.	N/A	N/A	
				Synchronous (live)	
				Asynchronous (remote)	
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2		Remote (live on MS Teams and remote as study)	Introduction explaining who Witold Pilecki was and what he did in terms of going into Auschwitz and gathering information there.	What	The life of Witold Pilecki, particularly as regards his actions in WW2.
		Blended (live in classroom and remote as study)			

					Why	To learn about an exceptionally brave individual, whose legacy was long suppressed.	
					How	Students will summarise Witold's actions and why he is considered brave.	
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)
	Reading information on Witold Pilecki and his actions. Using this information to create a timeline of Witold's actions in WW2.		Explaining why Witold did what he did.		Debating feelings about Witold was treated after the war was over.		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Students write a few sentences summarising the key points of Witold's actions and why he is seen as having been so brave.		Evaluating the summary that students complete to see if they have covered the key points.		Submitting the summary and giving feedback on it.		
3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Introduction on Shackleton and the heroic age of Antarctic exploration.		What	Shackleton's explorations, particularly the third Antarctic journey.	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	To learn about this age of exploration, but also about how Shackleton prioritised the wellbeing of his crew over his ambitions to explore Antarctica.	
					How	Students will explain what makes the expedition, where everyone returned alive (a first for the Antarctic) an impressive achievement.	
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)
	Students read the advert for Shackleton's third expedition and explain why this might make people want to join.		Students explain why, in context, they believed that Shackleton wanted to return to the Antarctic again.		Reading a timeline of Shackleton's expedition and using it to create a timeline of the key events of the expedition.		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro

		Students will explain what makes the expedition, where everyone returned alive (a first for the Antarctic) an impressive achievement.	N/A	N/A				
4	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Introduction to Harriet Tubman, including her escape from a life of slavery and subsequent actions on the Underground Railroad.	What	The Underground Railroad and its role in emancipating slaves, as well as Harriet Tubman's life story.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To know that slaves did resist and work hard to end slavery in a variety of ways.		
			How		Students will consider why they think Harriet went and rescued so many others.			
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
			Reading information on Harriet Tubman and her escape from slavery thanks to the Underground Railway. Using this to answer some comprehension questions.		N/A		Using information to write a diary entry from Harriet's perspective, taking into account her escape and various factors in play at the time.	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
		Students will explain why they think Harriet went back and saved many others, including both people she did know and those that she didn't.		N/A		N/A		
5	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Introduction to Samuel Pepys and how his diary is a historical source on key events of the 1660s.	What	Samuel Pepys and his diary, particularly focused on his reporting of the plague.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To analyse a historical source to see both the usefulness and the problems of it.		
			How		Students will consider how useful Samuel Pepys' diary is as a source, taking into account certain problems it has.			
		4) New Material		5) Check for Understanding		6) Prepare for Practice		

Synchronous (live)

Asynchronous (remote)

Synchronous

		(previous learning/ new material)	(questioning/checking)	(model/ scaffold)	Asynchronous (remote)	
		Students will read a 'missing words' passage about Samuel's backstory and fill in the blanks to get a basic understanding of who he was.	Students will evaluate some passages of Pepys' diary to see what it says and what it might tell a historian.	Students will explain what problems they think there might be using a diary such as this as a historical source.		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		Students will consider whether the fact that the diary was written in code, and focused on certain elements more than others (e.g. Pepys' affairs) makes it a better or worse historical source.	Evaluating the answer students give to whether or not the diary remains a useful historical source despite its problems.	Submitting the answer about how useful a historical source the diary is.		
6	1) Lesson Type (remote or blended)	Remote (live on MS Teams and remote as study)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Blended (live in classroom and remote as study)		What	The life of Hannibal Barca, especially in terms of how he took on the Romans and beat them many times.	
				Why	To see that the Romans didn't always have it their own way, and that even people from ancient times have been used as an example for people into the modern day.	
		How	Students will consider what quotes of Hannibal say about him and whether those views are fair.			
	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)
		Filling in the gaps in a passage telling Hannibal's basic life story to provide more of an introduction for students.		Students explain how people would feel at different identified stages of the Battle of Cannae.	Students look at quotes from a Roman historian (Livy).	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Students evaluate the quotes from Livy to consider whether they are fair and what they tell them about Hannibal.	N/A	N/A			