

ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC
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HISTORY

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Teaching Character Through Subjects – History Suite 1 Key Information

Teacher	Miss Lisa Cohen	School	The Blue Coat School Oldham
Overview			
Curriculum Area	History		
Subject Focus	<p>Events of the First World War and the impact on soldiers</p> <p>This could easily be adapted for any KS3-4 year groups as it fits both the KS3 NC and GCSE specification content for different exam boards</p>		
Identified Key Character Qualities	<p>Resilience – Performance (primary quality)</p> <p>Respect - Moral</p> <p>Community spirit – Civil</p>		
Character Focus	<p>Qualities are embedded within the lessons and during different parts of the 5 lessons the qualities are explicitly discussed (especially resilience) Students will see a build-up of the qualities as the soldiers would see a build up during the war. Students will also focus on qualities when completing a variety of objective led tasks over the course of the 5 lessons with the evidence coming through discussion of experiences and specific writing activities e.g. the letter in lesson 5. Furthermore, whilst at the start the students will be introduced to key qualities, the idea is that they will then recognise and identify these themselves over the rest of the 5 lessons.</p>		
Differentiation	<p>Differentiation has been considered at every level in every lesson, either through activities created or ideas given in the lesson plans.</p>		
Adaptability	<p>These lessons are quite easily adaptable. In most cases it will be assumed that teachers will spend longer than 5 lessons on the delivery of the key content/skills and qualities. If History assessments or GCSE questions are built into these lessons, teachers will need to generate and apply their own mark scheme according to the KS3 levels of attainment that the department uses, or the GCSE exam board the department uses.</p>		
Affect on School Priorities	<p>I have definitely seen the class grow in terms of maturity during these lessons and they show more skills or empathy. The lesson content and the key questions selected mean that students find discussion and forming their own opinions easier and with more confidence. Students can also see how the key qualities in particular that were demonstrated through the lessons can easily be applied to their own lives and everyday situations including current news stories.</p>		
Things That Worked Well	<p>The topic learnt itself really well to developing a range of assessments linked to History at both KS3 and KS4. It also</p>		

	<p>brought the subject more to life, and the different range of activities and discussions meant that it appealed to the full range of abilities within the classroom. In terms of character, the fact that students were learning about true events and other people's lives meant that they bought into it and committed to it a lot more and made it more relevant to them. Students asked a range of questions throughout and were really enthusiastic to complete their own wider reading around the topic.</p>
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Things That Might Be Improved	<p>The key criticism is that there was so much room to develop different aspects, especially linked to the curriculum assessment, it would be much better to spend 2 lessons or some of the individual lesson focus rather than 1, or in some case 3 lessons where assessment was appropriate and necessary. It was therefore felt that the 5 lesson was quite restrictive, and sometimes the character education was at risk of taking a back seat to curriculum assessment.</p>
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Lessons	
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Subject Focus	<p>Lesson One: Trench warfare Lesson Objective: To investigate trench conditions on the Western front during World War One Lesson outcomes: Outcome 1: To describe trench conditions Outcome 2: To analyse the different virtues a soldier would need to cope in the trenches and why</p> <p>Lesson Two: The Gallipoli Campaign Lesson Objective: To investigate the Gallipoli Campaign of 1915 Lesson outcomes: Outcome 1: To know and understand the reasons for Gallipoli campaign Outcome 2: To explain and assess why the Gallipoli campaign failed</p> <p>Lesson Three: Battle of the Somme Lesson Objective: To investigate the Gallipoli Campaign of 1915 Lesson outcomes: Outcome 1: To know and understand the reasons for Gallipoli campaign Outcome 2: To explain and assess why the Gallipoli campaign failed</p> <p>Lesson Four: Shellshock and desertion Lesson Objective: To investigate the impact of shell shock and desertion in the Great War Lesson outcomes: Outcome 1: To RECALL experiences of the Great War Outcome 2: To DESCRIBE the effects of shell shock on soldiers Outcome 3: To ANALYSE whether the soldiers deserved to be punished for desertion</p> <p>Lesson Five: The letter Lesson Objective: To explore the different experiences of the First World War Lesson outcomes: Outcome 1: To describe the different experiences during World War One</p>
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	<p>Outcome 2: To demonstrate knowledge and understandings of values that the soldiers had to demonstrate</p>
<p>Character Focus</p>	<p>Lesson One: Resilience Community spirit Respect</p> <p>Lesson Two: Resilience Community spirit Respect</p> <p>Lesson Three: Resilience Community spirit Respect</p> <p>Lesson Four: Resilience</p> <p>Lesson Five: Resilience</p>
<p>Lesson Activities</p>	<p>Lesson One:</p> <ul style="list-style-type: none"> • Telegram starter – students to get the shock factor and to understand that families were given very little detail and the death of a soldier with no way of finding out. It’s crucial here to get across that students will then go on the journey that Private Jimmy Smith went on to find out what happened to him. • Trench carousel – to learn about trench conditions whilst also considering a range of open ended questions to bring out and discuss the experiences of the soldiers as well as a result the key qualities they had to demonstrate. Through the group sharing activity students will have demonstrated the idea of community spirit – sharing ideas and opinions/working together <p>Lesson Two:</p> <ul style="list-style-type: none"> • Gallipoli campaign sources – students have to analyse the sources in order to understand what happened at Gallipoli and why the campaign failed • Storyboard/character activity encourages an explicit focus on the key qualities that soldiers like Private Jimmy Smith had to display

	<p>Lesson Three:</p> <ul style="list-style-type: none"> • Source analysis of different views about the Battle of the Somme to understand the experiences of the soldiers during the first day – Britain’s biggest military defeat to date. The impact is also that students will understand the role of different factors that caused the first day to fail. • Discussion linking Private Jimmy Smith to the Battle of the Somme – this is intended to have an explicit focus on key qualities <p>Lesson Four:</p> <ul style="list-style-type: none"> • Letter from Richard Blundell – this is intended to develop student’s curiosity and apply what they already know to this new information • Discussion on shell shock and desertion – linked to the key qualities and what different types of soldiers may have gone through during the war • Analysing soldier’s experiences to understand how they came to be court martialled and punished for desertion/cowardice • Interpretation exercise – this is more optional – to focus on explaining and analysing different interpretations in different contexts • Newspaper article – to find out what happened to Private Jimmy Smith <p>Lesson Five:</p> <ul style="list-style-type: none"> • Letter writing – this will enable students to show their knowledge and understanding of soldier’s experiences as well as demonstrate an understanding of the key qualities that both soldiers involved would have had to demonstrate during the war
<p>Notes on Differentiation and Adaptability</p>	<p>Lesson One: Starter:</p> <ul style="list-style-type: none"> • Through questioning • Could put 5 W’s on a sheet for very weak students to make a quick start • High ability could be made to create a question using Blooms taxonomy thinking skills <p>Main:</p> <ul style="list-style-type: none"> • You could model one of the trench stations for lower sets/mixed ability • Through the setting of groups for the trench station activity • A range of different questions could be asked – lower taxonomy questions for lower ability • The information can be increased or decreased or students could just focus on 1 or 2 of the stations and then feedback in groups <p>Lesson Two: Starter:</p> <ul style="list-style-type: none"> • Through questioning

- Could have some headings or images on the board to act as prompts for students to remember trench conditions or get them to use their sheets from last lesson

Main:

- Rather than students find out the reasons for the campaign themselves, they could be given the reasons and students use the source packs to find and discuss more detail about each reason
- Students could be given one reason to focus on rather than all of them
- Rather than the source pack – students can read an information sheet on reasons for the campaign – you could challenge students to read it and find out evidence to suggest it wasn't just launched to defeat the Turks
- Lead learners could be prepped on the prior to the lesson and could support the students in their group
- Peer/self-assessment of the reasons for failure using history department levels
- Writing frame could be taken away or be more structured to support less able students

Lesson Three:

Starter:

- Through questioning
- Could have some headings or images on the board to act as prompts for students to remember Gallipoli or get them to use their sheets from last lesson

Main:

- When reading the letter, select students that will benefit from reading aloud
- Get high ability students to interpret parts of the letter
- Coppard's recollection: Get some students to find evidence of it being a disaster, and other students to find evidence of why it was a disaster
- Somme sources – high ability students could also select where the strength of the evidence lies – they might need to look at the provenance of the sources to help them with this
- Weaker students might not look at all of the sources or might focus on one particular reason for failure

Lesson Four:

Starter:

- High order thinking questions for the more able based on answers from the original starter questions

Main:

- Students who struggle with literacy could perhaps just read the first part of the sheet on shell shock and desertion
- Task 3:
 - Weaker students may just look at one soldier or this activity could be done in pairs for support
 - Bold parts of the text could be taken away for higher ability students
- Task 4:
 - Students might only look at one or two different interpretations rather than all five
 - Higher ability students could explain why the different people would have or in some cases, need to have these views

High ability students could carry out some further research on other soldiers shot at dawn

	<p>Lesson Five:</p> <p>Starter</p> <ul style="list-style-type: none"> • Key vocab could be put upon the board. Or it can be done as a snowball activity so students can add into other student's work as well as gain support <p>Main</p> <ul style="list-style-type: none"> • This could be done as a diary entry or even videoed for each stage of the letter. Students could be given a choice of activities • Some students may be given a planning sheet or a writing frame <p>Plenary</p> <ul style="list-style-type: none"> • Teacher could direct students to particular questions or this can be done in small groups
<p>Other Points Worth Noting</p>	<p>All clearly identified on the lesson plan.</p> <p>Room organisation is important in particular for the trench carousel activity in lesson one</p>