

The Life and Legacy of Sir Winston Churchill

Reflections, Echoes and Responses

Guidance Notes and Lesson Plan

Lesson Objectives:

- To reflect on the key issues of the historical enquiry into Churchill and British History
- To identify common thematic links between past and present Britain
- To identify and respond to issues that are meaningful to individual students

Introduction

Sir Winston Churchill's legacy is broad and complicated, as are the debates and discussions related to his life's work and Britain's history during his life. The prior lessons have brought into focus just some of the key events of Britain's history during Churchill's life and given students an opportunity to analyse and evaluate them in their historical context. This lesson aims to review what has been learned about Britain's past, then connect these themes to present issues in the United Kingdom and create a piece of work that students can take ownership of which demonstrates their historical knowledge and understanding alongside their contemporary knowledge, interpretations and beliefs.

By connecting the past to the present students will be encouraged to consider how themes of human behaviour persist over time, and that even as the world changes such themes continue to provide challenges for society. In making these reflections, it is hoped that students will recognise their agency in society and use the final task to express their beliefs, using historical and contemporary evidence to substantiate an interpretation of past and present Britain.

Key Information

This lesson is designed for students aged 12 and above. It is devised for History classes.

Timings are suggested on the basis of a one hour lesson, and may need adapting based on circumstances.

The lesson is designed to follow the previous five lessons of the scheme of work 'How did Churchill Shape Modern Britain' and uses historical events and themes as a basis for the evaluation and analysis in the lesson.

Resources:

- Lesson plan
- Lesson PowerPoint
 - containing printable handouts:
 - Slide 4 – A5 – 1 per student
 - Slide 6 – A4 – 1 per student
 - Slides 9-17 – one set to be put around the classroom
 - Slide 20 – A5 – 1 per student
- Accompanying [Film](#)

Lesson Plan

Starter: Reflections and Echoes (10 minutes)

Introduce the lesson using the Title on Slide 1.

(Slide 2) Invite students to watch the following [film](#) (Slide 3) and add notes to their handout (Slide 4) showing which historical events they can identify and the contemporary issues highlighted.

Having watched the film, hold a brief discussion to allow students to share and summarise the main points they identify (you may wish to add notes to the board). Explain that students will review the historical learning they have done in previous lessons, then consider contemporary issues which reflect the historical themes, before focussing on one issue that means something to them to create a piece of work showing their knowledge, understanding and personal perspective.

Activity: Reflections: How *did* Churchill shape modern Britain? (15 minutes)

Distribute the Reflections and Echoes handout (Slide 6) and introduce this activity by explaining that students will first review their historical learning.

For each question on the board, give students 2 minutes to discuss and check their work for information to summarise how Churchill shaped modern Britain for each theme. (They should only fill in the boxes in the Reflections on the past column at this point) Bring students together (either after each question or after all three) to share their summaries with specific examples. You may wish to add a response to the board to build corporate notes.

Activity: Echoes of the past in the present (20 minutes)

Start this activity by asking students what similarities and differences can they see between the Britain Churchill lived in and the Britain of today? (Slide 7) This is an open question, which could yield a broad range of responses or very few. This question is designed to encourage free thinking so, do draw in as many responses as you can, but do not feel the need to push if students are unwilling.

Having held the open discussion, point out that there are cards around the room (slides 9-17) which each discuss a case study of contemporary importance that links to the historical themes they have looked at. Use the questions and instructions on Slide 8 to direct students to spend a few minutes moving around the room, reading the cards and adding notes to the 'Echoes in the present' column of their handout. Take class feedback and add summaries to the board.

Now give students time to reflect and decide which of the three themes is most significant to them. They should think about this individually but may benefit from discussion time with their partner/group, before writing their own response and reason into the final box on their handout.

Activity/homework set-up: Responses (15 minutes)

Introduce this activity by explaining that it will give students an opportunity to reflect on their historical learning and its contemporary relevance by producing a piece of work for a present day audience. They will have creative freedom to produce a piece of work which reflects not just their interest in the topic, but their personality – if they enjoy writing, they can produce an essay, write a letter, or news article. If they are 'arty' then they can produce an exhibition or work of their own art. If they are more technically minded they can design a social media campaign (do not allow students to post anything they produce on personal accounts or without the school's consent).

Using the previous activity as a basis, give students a few minutes to consider and discuss the questions on Slide 18. You may wish to do this through a think | pair | share or a simple class discussion, to help draw out different ideas and common threads of thinking.

Then, using Slide 19 and the handout (Slide 20) go through the task that students will complete independently. You may wish to allow students together to complete the task if they have common ideas and would benefit from working collaboratively.

Ensure that students understand the success criteria for the task:

- Overarching title: How did Churchill shape modern Britain?
 - Students should focus their work on a specific theme, but the overarching title will be the same for all.
 - Students can write their own sub-title for their specific project.
- Make sure you include specific details from your learning in lessons.
 - Students should be identifying specific historical examples to substantiate their analysis and evaluations.
- Use a range of sources of information.
 - Encourage students to use different types of sources, from personal stories to images, to internet sources and articles.
 - They should be encouraged to do their own research as well as using materials from within the prior lessons.
- Analyse and compare the history to the present as well as describing it.
 - Students should give an interpretive view on the past and the present through their work. This is not merely a history assessment, rather a reflective piece of work rooted in contemporary Britain and using the past to help analyse themes.

Having outlined the nature of the task, give students time to consider which type of task from the menu of options they will complete. You may want to set this task as homework with a final due date, and a 'proposal' due date if you wish to give students a little more time to consider their options and plan a project.