

**Standing up against fascism - the spirit of “the Glamour Boys”**

| **Session summary** | **Pupil context** |
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| Drawing from Chris Bryant MP’s book [Glamour Boys The Secret Story of the Rebels who Fought for Britain to Defeat Hitler](https://www.bloomsbury.com/uk/the-glamour-boys-9781526601711/), this session will introduce pupils to a group of MPs who led the calls to end appeasement. Influenced by their own LGBT+ or queer identities, these MPs were among the first to grasp the brutality of Nazi Germany and faced tremendous backlash as a result.Produced for LGBT+ History Month. | KS4 pupils with a basic understanding of LGBT+ identities and the causes of World War 2 |
| **Session aims** | **Resources needed** | **Link to English curriculum** |
| * Discover who the men named “the Glamour Boys” were and what they did
* Reflect on how their actions are relevant to the world today
 | * Presentation
* Question prompts (in presentation)
* Sources for analysis
 | “Pupils should develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience” |
| **Link to Welsh curriculum** | **Link to Scottish curriculum** | **Link to NI curriculum** |
| “Pupils should be given opportunities to recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one” | “I can explain how thedifferent beliefs that people have, including beliefs which are independent of religion,relate to their moral viewpoints and how thisleads them to respond tomoral issues” | “Pupils should have opportunities to investigate the past and its impact on our world today through an understanding of different perspectives and interpretation” |
| **Preparation ahead of the session** |
| * You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library.
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| **Timing** | **Activity** | **Suggestions for differentiation** |
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| **0-10** | **Who were “the Glamour Boys”?*** Display the information about what was happening in the unnamed country (actually Weimar-era Germany) on the board. Ask pupils what they would do, were they the Prime Minister of our country.Bullet point text
* Reveal the real context behind the scenario and read the slides explaining who Neville Chamberlain was and why he decided to follow a policy of appeasement.
* After defining appeasement, you can ask the group how they feel about it. Remember to make sure the pupils take into account that they are looking at it through a modern gaze.
 | Reduce the number of things happening in a nearby country, selecting ones you feel the students can relate to. Give concrete examples and/or change the examples to reflect a relatable setting, i.e. school. |
| **10-11** | * Introduce the learning objectives and lesson title
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| **11-20** | * Present or ask pupils to read the information about the significant individuals in a presentational manner, covering who "the Glamour Boys" were and their motivations for opposing appeasement
* Show the linked video of Chris Bryant MP discussing "the Glamour Boys" and why they matter
* At the end of this section, you can ask pupils to write down short answers from the question prompts in the presentation to ensure they’ve understood.
 | Don’t show Chris Bryant’s video. |
| **20-45** | **Why did "the Glamour Boys" stand up against appeasement?*** Give pupils primary and secondary sources to examine, in order try and understand "the Glamour Boys" motivations:

Additionally, you can ask:* What significant events were happening at the time?
* What are the sources telling us people were worried about?
* What matters most to people in these sources?
* Discuss the pupils’ understanding of the sources - can they summarise what the writer is saying?
* Use the **Connect, Extend, Challenge** method - after providing the time to review the source, ask your pupils to think how this source **connects** with what they’ve learned already. Following on from this, ask them in what ways this **extends** or broadens their understanding of why "the Glamour Boys" did what they did, of appeasement or the situation in Germany. Lastly, **challenge** them to think about if it’s changed their understanding of the topic or raised any new questions you can try to tackle.
 | Use plain English versions of the sources. |
| **45-60** | **Capturing their spirit*** To conclude the session, show the pupils the pictures. Asking them to draw their own ideas from it:
* What can we learn?
* How does someone’s identity or experiences motivate them to be a better ally?
* Reflect on their own lives and actions through this lens, ask them to share what they’ve done and how it relates
* Round off by showing the plaques to the deceased Glamour Boys in the House of Commons
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