

Revised Entry Level 1–3

Entry Level

History

Unit 5

A British Society in the Past

UNIT 5: A British Society in the Past

Entry Level 1

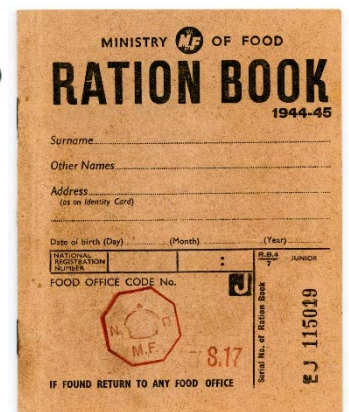
Learning Outcome 1: Demonstrate knowledge of the key features of a British society in the past

Assessment criteria 1.1: Identify **one** key feature of the chosen society.

Learner could select a photo showing life during World War Two, e.g. evacuation, air raid shelter, etc. (This can be done verbally or by pointing to the photographs.)

Task 1

Resource Sheet



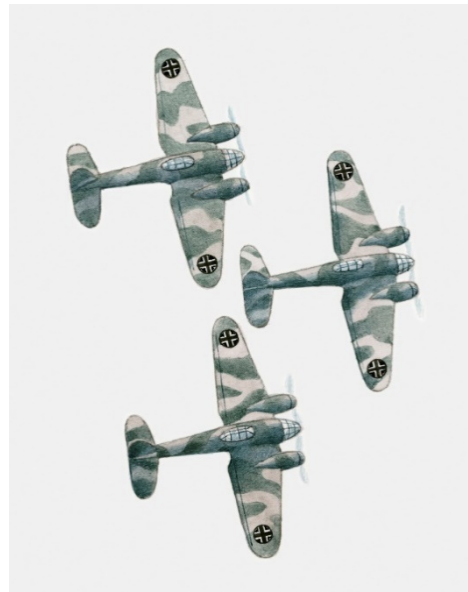
UNIT 5: A British Society in the Past

Entry Level 2

Learning Outcome 1: Demonstrate knowledge of the key features of a British society in the past

Assessment criteria 1.1: Identify **two** key features of the chosen society.

Learning Outcome 1: Resource Sheet



Look at the photos on your source sheet which show some features of life in Britain during World War Two.

Correctly label the photographs describing what they show about life during World War Two.

1. _____

2. _____

3. _____

4. _____

5. _____

UNIT 5: A British Society in the Past

Entry Level 3

Learning Outcome 1: Demonstrate knowledge of the key features of a British society in the past

Assessment criteria 1.1: Describe some key features from the chosen society.

Task 1

Look at the photos on your source sheet which show some features of life in Britain during World War Two.

Choose **two** photographs from the Source Sheet and give a **description** of what is shown in each one.

1. _____

2. _____

UNIT 5: A British Society in the Past

Entry Level 1

Learning Outcome 2: Demonstrate knowledge of similarities and differences between the chosen society and society today

Assessment criteria 2.1: Identify **one** similarity between the chosen society and their own society.

Task 1

Learners could look at film footage, photos, etc. showing life in Britain during World War Two and life in Britain today.

The class could discuss similarities, e.g. children still attended school, people still had to obey laws, etc.

1. _____

Assessment criteria 2.2: Identify **one** difference between the chosen society and their own society.

The class could discuss differences:

Rationing – meant that people could not eat the amount and variety of food that we can nowadays.

Communication – whistles, rattles and sirens warned people of attack – nowadays we have mobile telephones, internet, email, television, etc.

News – people relied on word of mouth, newspapers and radio broadcasts and heard little of the actual war. Nowadays, journalists broadcast live on television from war zones, etc.

A good resource is the '**How We Used To Live**' TV series which follows a British family from the beginning to the end of World War Two.

Task 1

UNIT 5: A British Society in the Past

Entry Level 2

Learning Outcome 2: Demonstrate knowledge of similarities and differences between the chosen society and society today

Assessment criteria 2.1: Identify **two** ways in which everyday life in the chosen society is similar to life today.

(Learners could look at film footage, photos, etc. showing life in Britain during World War Two. The class could discuss similarities, e.g. children still attended school, people still had to obey laws, etc.)

Task 1

Identify **two** ways in which everyday life in your chosen topic is similar to life today.

1. _____

2. _____

Assessment criteria 2.2: Identify **two** ways in which everyday life in the chosen society is different to life today.

Task 2

The class could discuss differences:

Rationing – meant that people could not eat the amount and variety of food that we can nowadays.

Communication – whistles, rattles and sirens warned people of attack – nowadays we have mobile telephones, internet, email, television, etc.

News – people relied on word of mouth, newspapers and radio broadcasts and heard little of the actual war. Nowadays, journalists broadcast live on television from war zones, etc.

A good resource is the '**How We Used To Live**' TV series which follows a British family from the beginning to the end of World War Two.

1. _____

2. _____

UNIT 5: A British Society in the Past

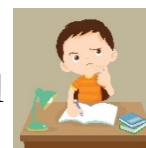
Entry Level 2

Learners could look at sources showing life now and then, e.g. school, communications etc. and complete a worksheet in which they identify **two** similarities and **two** differences. Example provided – more able candidates may not need letter prompts or a word-bank.

Task 3

School – World War Two and Now

Despite the fact that there was a war on, c _ _ _ _ _ still had to attend s _ _ _ _ _ – this is the same as today.



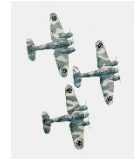
Another similarity is the fact that many children had to wear a u _ _ _ _ _ and they still had to do h _ _ _ _ _ !



However, unlike you, they would find it difficult to buy new c _ _ _ _ _ due to the fact that everything was r _ _ _ _ _ .

In wartime, each child had to bring something to school that you do not buy today – a g _ _ m _ _ . They also had to practise getting into the air r _ _ _ s _ _ _ _ _ quickly in case of an air attack.

Children living in the war years lived with a lot of worry and
f _ _ _ , which children nowadays do not have to live with.



If they had been e _ _ _ _ _ _ _ _ _ _ then they may have had to live
away from h _ _ _ . They may have worried about their father
who was away fighting in the a _ _ _ . They may have been afraid
of being caught in an a _ _ raid.

homework	uniform	gas mask	raid shelter	air	
evacuated	rationed	clothes	school	army	fear
home		children			

UNIT 5: A British Society in the Past

Entry Level 3

Learning Outcome 2: Demonstrate knowledge of similarities and differences between the chosen society and society today

Assessment criteria 2.1: Describe **two** similarities between the chosen society and life today.

(Learners could look at film footage, photos, etc. showing life in Britain during World War Two. The class could discuss similarities, e.g. children still attended school, people still had to obey laws, etc.)

Task 1

Assessment criteria 2.2: Explain **two** ways that people's lives in the chosen society were different to peoples' lives today.

Task 2

The class could discuss differences:

Rationing – meant that people could not eat the amount and variety of food that we can nowadays.

Communication – whistles, rattles and sirens warned people of attack nowadays we have mobile telephones, internet, email, television, etc.

News – people relied on word of mouth, newspapers and radio broadcasts and heard little of the actual war. Nowadays, journalist broadcast live on television from war zones, etc.

A good resource is the '**How We Used To Live**' TV series which follows a British family from the beginning to the end of World War Two.

Entry Level 3 learners could produce a short PowerPoint presentation in which they describe **two** similarities and explain **two** ways in which peoples' lives were different to today.

UNIT 5: A British Society in the Past

Entry Level 1

Learning Outcome 3: Identify and use historical sources to find out about the chosen society in the past

Assessment criteria 3.1: Identify a source which tell us about the chosen society.

Learners examine the sources provided on page 17.

Learner can identify **one** source – this can be done verbally or by pointing.

Learner can answer the questions (orally or written):

Task 1

Learners examine the sources on page 17 (LO3 Source Sheet) and answer the questions which follow:

1. Which source shows that food was short during World War Two?

2. What did people do with this book?

Assessment Criteria 3.2: Select and present information from **one** historical source.

Task 1

1. Circle any source which shows life in Britain during World War Two?

2. Which sources are from Britain today?

3. Which source shows a poster?

UNIT 5: A British Society in the Past

Entry Level 2

Learning Outcome 3: Identify and use historical sources to find out about the chosen society in the past

Assessment criteria 3.1: Identify **three** sources which tell us about the chosen society.

Task 1

Identify **three** sources which tell us about the chosen society.

1. _____

2. _____

3. _____

Learning Outcome 3: Source Sheet

1

Insert a photo of Donald Trump

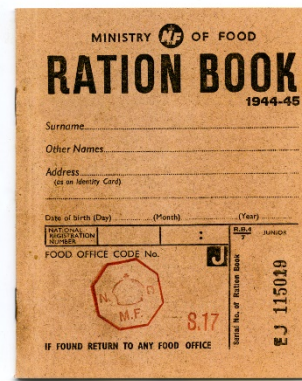
2

Insert a photo of evacuees in UK during World War Two

3

Insert a cover of a book about World War Two

4



5

Insert a newspaper front page from the UK of life during World War Two

6



7



8

Insert any poster from the UK in World War Two

Assessment criteria 3.2: Select information from **two** or more sources from the chosen society.

Task 2

Learners examine the sources on page 17 (LO3 source sheet) and answer the questions which follow:

1. Which sources show life in Britain during World War Two?

2. Which sources are from Britain today?

3. Which source shows a poster?

4. Look at Source 2?

(a) What is the name used to describe these children?

(b) Where were they going?

(c) Why were they going there?

5. Look at Source 6

- (a) What is the poster referring to?

- (b) Why was this necessary during World War Two?

UNIT 5: A British Society in the Past

Entry Level 3

Learning Outcome 3: Identify and use historical sources to find out about the chosen society in the past

Assessment criteria 3.1: Identify **three** sources which tell us about the chosen society.

Task 1

Choose 3 sources which tell you about your chosen society.

1. _____

2. _____

3. _____

Assessment criteria 3.2: Select information from three historical sources to make simple observations about the chosen society.

Task 2

Use the sources on page 17 to answer the questions which follow:

1. Which sources show life in Britain during World War Two?

2. Which sources are from Britain today?

3. What **type** is each source (e.g. photograph)?

4. Look at Source 2?

- (a) What is the name used to describe these children?

- (b) Where were they going?

- (c) Why were they going there?

- (d) Name **two** things which each child had to have with them?

5. Look at Source 6?

- (a) What is the poster referring to?

- (b) Why was this necessary during World War Two?

6. Look at Source 7?

(a) What is the headline about?

(b) When did this happen?

(c) In what other way might a person living in 1939 have heard this news?

(d) How might we hear news like this nowadays?

Learning Outcome 3: Source Sheet

1

Insert a photo of Donald Trump

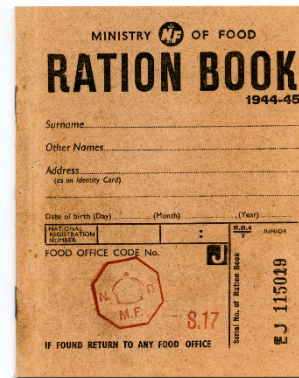
2

Insert a photo of evacuees in UK during World War Two

3

Insert a cover of a book about World War Two

4



5



6

Insert any poster from the UK in World War Two

7

Insert a newspaper front page from the UK of life during World War Two

8

