

## Humanities – A British Society in the Past – 6225

**(Britain and the Second World War 1939 - 1945)**

<b>Key Stage/Year</b>	Key Stage 3 2023/24
<b>Approximate Number of Lessons and Term</b>	15 sessions across term 1 (Autumn).
<b>Qualification/Exam (if applicable)</b>	WJEC Entry Level Pathway Qualification in Humanities

<b>Consideration of prior learning</b>	This will be considered at the start of the topic with learners identifying their knowledge of World War Two and Humanities at the beginning of the topic.
<b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b>	At the start of the unit learners will do a session in which they outline what they already know about World War Two. This will allow the subject teacher(s) to pitch lesson content and skills appropriately and will allow all staff to support the learners in developing the understanding that they already have and help them to gain new understanding.

<b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b>	Learners' knowledge will be checked throughout the topic with teacher questioning and the marking of learners' work. Learners' knowledge will also be checked at the end of the unit with recap quizzes, to establish the progress in understanding and skills that learners' have made.
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Learning Outcome (linked to assessment objectives – see below).	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Understand what we remember from Humanities last year.	1	Main activity - Learners to engage in group activity in which they share with each other and staff members what they remember from last year. Skills and knowledge that learners learnt last year will link to those learnt this academic year.	
Understand what we already know about World War Two. <b>(AC1.1)</b>	1	Main activity – Learners to engage in group mind map activity in which they share what they think they already know about World War Two.	
Understand how World War Two started. <b>(AC1.1)</b>	1	Recap activity – Learners to verbalise to staff what they can remember from their previous session about World War Two. Main activity – Learners to study a map of Europe from 1933 and to use a video clip to understand how World War Two started.	Opportunity for learners to discuss about the morality of war and whether wars are ever just. <b>SMSC focus – spiritual and social.</b>
Understand how children were evacuated at the start of World War Two. <b>(AC1.1)</b>	1	Recap activity – Learners to look at map of Europe from 1933 as a group and recap their knowledge of how World Two began. Main activity – Learners to gain an understanding of evacuation by looking at some of the aspects that children had. Learners to have a go at creating a version of a gas mask box.	

Understand what different sources Historians use to find out about World War Two. <b>(AC3.1)</b>	1	Recap activity – Learners to do a true or false activity about evacuation. Main activity – Learners to categorise different types of sources about evacuation.	
Understand what evacuation was like for children during World War Two. <b>(AC1.1, AC3.1 &amp; AC3.2)</b>	1	Recap activity – Learners to carry out categorising sources activity to remind them of different source types. Main activity – Learners to study a number of sources about evacuation to gain an understanding of what the process was like for children during World War Two.	Opportunity for learners to debate about the differences between rural and urban people as evacuation highlighted keenly some of these differences. <b>SMSC focus –social and cultural.</b>
Understand what the Blitz was. <b>(AC1.1)</b>	1	Recap activity – Learners to carry out question activity about evacuation. Main activity – Learners to watch a video clip to gain an understanding of what the Blitz was.	
Understand what the Blitz was like for British people. <b>(AC1.1, AC3.1 &amp; AC3.2)</b>	1	Recap activity – Learners to do a true or false activity about the Blitz. Main activity – Learners to study a number of sources about the Blitz to gain an understanding of what the attacks were like for British people during World War Two.	Opportunity for learners to debate about the process and morals of bombing and how it affects a society. <b>SMSC focus – moral and social.</b>
Understand who Winston Churchill was. <b>(AC1.2)</b>	1	Main activity – Learners to create a fact-file about Winston Churchill.	
Understand why Winston Churchill was a significant figure in Britain's war effort. <b>(AC1.2, AC3.1 &amp; AC3.2)</b>	1	Recap activity – Learners to do a true or false activity about Winston Churchill. Main activity – Learners to study a number of sources about Winston Churchill to gain an	

		understanding of how significant a figure he was in Britain's war effort.	
Understand what rationing was and why it was introduced. <b>(AC1.1)</b>	1	Main activity – Learners to look at a number of different foods that were rationed during World War Two and where they come from to understand why rationing was introduced.	
Understand what rationing was like for people during World War Two. <b>(AC1.1, AC3.1 &amp; AC3.2)</b>	1	Recap activity – Learners to do activity in which they state whether they think certain foods were rationed or not. Main activity – Learners to study a number of sources about rationing to gain an understanding of what it was like for British people during World War Two.	
Understand how food rationing in World War Two compares to food availability today. <b>(AC1.1, AC2.1 &amp; AC2.2)</b>	1	Main activity – Learners to compare what foods are like today with foods in 1940s Britain.	Opportunity for learners to find out about the change in British foods between 1940s and today due to cultural changes and changes in the social demographics of Britain. <b>SMSC focus – social and cultural.</b>
Understand how World War Two came to an end. <b>(AC1.1)</b>	1	Recap activity – Learners to recap elements of World War Two that they have learnt about – rationing, evacuation and bombing. Main activity – Learners to watch a video clip and have a group discussion about how World War Two came to an end.	Opportunity for learners to re-discuss about the morality of war and whether wars are ever just. <b>SMSC focus – spiritual and social.</b>

<p>Understand what the end of the war was like for the people of Britain. <b>(AC1.1, AC3.1 &amp; AC3.2)</b></p>	<p>1</p>	<p>Recap activity – Learners to do a true or false activity about the end of World War Two. Main activity – Learners to look at different sources of information detailing what it was like for British people at the end of the war.</p>	
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<p><b>Possible Adaptations for Higher and Lower Achievers</b></p>	<p>Challenge activities to allow all learners to engage in deeper thinking about the topic. Activities will be scaffolded and tailored to the needs of the learners, taking into consideration their starting points and needs.</p>
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## A British Society in the Past – ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Identify features and characteristics connected with a particular British society in the past.		
	<b>AC1.2</b> Identify people from a particular British society in the past.		
LO2	<b>AC2.1</b> Show how people's lives in a particular British society in the past were similar to life today.		
	<b>AC2.2</b> Show how people's lives in a particular British society in the past were different from life today.		
LO3	<b>AC3.1</b> Identify different types of historical sources from a particular British society in the past.		
	<b>AC3.2</b> Select information from historical sources about a particular British society in the past.		

## A British Society in the Past – ENTRY 3

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Outline features and characteristics of a particular British society in the past.		
	<b>AC1.2</b> Outline the importance of certain people in a particular British society in the past.		
LO2	<b>AC2.1</b> Identify similarities between a particular British society in the past and their own times.		
	<b>AC2.2</b> Outline how people's lives in a particular British society in the past were different from life today.		
LO3	<b>AC3.1</b> Categorise different types of historical sources from a particular British society in the past.		
	<b>AC3.2</b> Use historical sources to make observations about a particular British society in the past.		