Learner Evidence



East Renfrewshire Council: Education Department Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

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School Code	
Practitioner Code	Y16
Curriculum Area(s)	Health and Wellbeing, Social Studies and Literacy
Level	Second Level
Stage(s)	P7
Specific subject (if applicable)	Food (Rationing WW2)

Experiences and Outcomes:

Through exploration and discussion, I can understand that food preferences can be influenced by factors such as food sources, finance, culture and religion.

HWB 2-34a

<u>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</u>

SOC 2-04a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

Creating Texts

LIT 2-09a

Learning Intentions:

To explain that food preferences and availability can be influenced by factors such as food sources and finance.

To compare and contrast a society in the past with my own

To contribute to a discussion based on similarities and differences.

To share information, experiences and opinions.

To identify issues raised in a discussion and summarise main points and findings.

Success Criteria: Created by the pupils

I can explain how finances and food sources affected rationing in WW2.

I can describe the food that was rationed in WW2.

I can explain that certain foods were rationed due to finance and a difficulty importing food from other countries.

I can discuss similarities and differences between WW2 and now, focussing on rationing. I can compare my life to someone's life in WW2.

I can use evidence from primary and secondary sources to help my argument.

I can identify issues raised, summarise main points or findings and draw conclusions when listening and talking.

I can share information and opinions when listening to and talking with others in a discussion.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson One

To explain that food preferences and availability can be influenced by factors such as food sources and finance.

- 1. Think Pair Share children to discuss, devise and agree on shared SC.
- 2. Discussion Activity One During mixed ability group work children will be encouraged to think about why food was rationed and how they would feel if they were in that situation, comparing to our lives.
- 3. Video clip. Introduce Rationing explaining reasons for.
- 4. Create timeline of rationing during WW2 (evidence 1).

Lesson Two

To explain that food preferences and availability can be influenced by factors such as food sources and finance.

- 1. PowerPoint Shops during the War Years. Explore items that were rationed and those that were not. Explore food available then and compare to food now.
- 2. http://cookit.e2bn.org/historycookbook/20-97-world-war-2-Food-facts.html War Cook Book
 - 3. Introduce idea of food sources, importing/exporting and financial constraints.
 - 4. Matching Activity show where certain foods come from, food journeys.
 - 5. Discussion Activity Two how do certain foods get to our country, encourage children to explain why certain foods were then rationed (based on imports/exports).

Lesson Three

To compare and contrast a society in the past with my own

- 1. Explore sample menus and then create a meal using rations that were available during WW2 then create a typical family meal at home today. (evidence 2)
- 2. Visit to the school kitchen to make vegetable broth and curried carrots soup using basic rations available in WW2.
- 3. Discussion Activity Three Compare and contrast meal plans.

Lesson Four

To explain that food preferences and availability can be influenced by factors such as food sources and finance.

To compare and contrast a society in the past with my own

To contribute to a discussion based on similarities and differences.

To share information, experiences and opinions.

To identify issues raised in a discussion and summarise main points and findings.

 Discussion Activity Four – Final comparison of food availability, preferences and sources during WW2 and modern day (Use Blooms Taxonomy Question Fans to encourage questioning and higher order thinking skills). Record conclusions from discussion on preferred diagram -Venn diagram, table, mind map, poster etc. (evidence 3 and 4)

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Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say

Discussion Activity Four – Final comparison of food availability, preferences and sources during WW2 and modern day. **(evidence 3)**

Write

Create timeline of rationing during WW2. (evidence 1)

Menu – WW2 and present day. (evidence 2)

Discussion Activity Four - Record conclusions from discussion on chosen diagram.

(evidence 4)

Did the learner successfully attain the outcomes? YES/NO

However aspects may need to be revisited or used in another context to show depth of learning. Link to future learning – Fair Trade and Brazil.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Lesson 1- Written comment in jotter linked to LI and SC. Pupil also self-assessed orally and identified next steps in learning.

Lesson 3 – Written comment in jotter linked to LI and SC. Next steps identified by teacher and discussed with pupil.

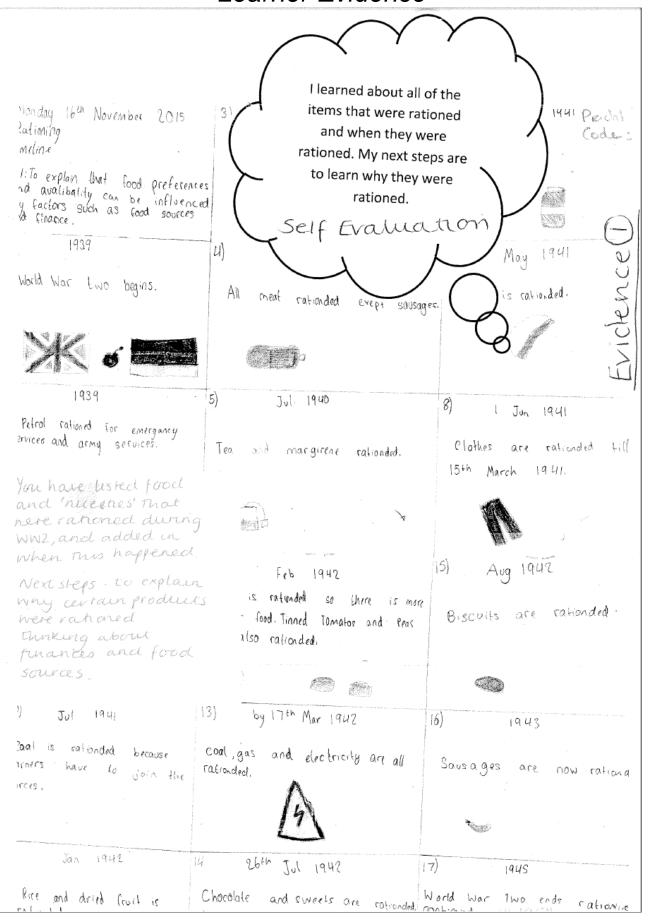
Lesson 4 – Written comment in jotter linked to LI and SC. Next steps identified by teacher and discussed with pupil. Discussion task self-assessed by pupil and discussion between teacher and pupil on progress and next steps. Pupil then used discussion to write an e-portfolio post.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

See attached e-portfolio post.

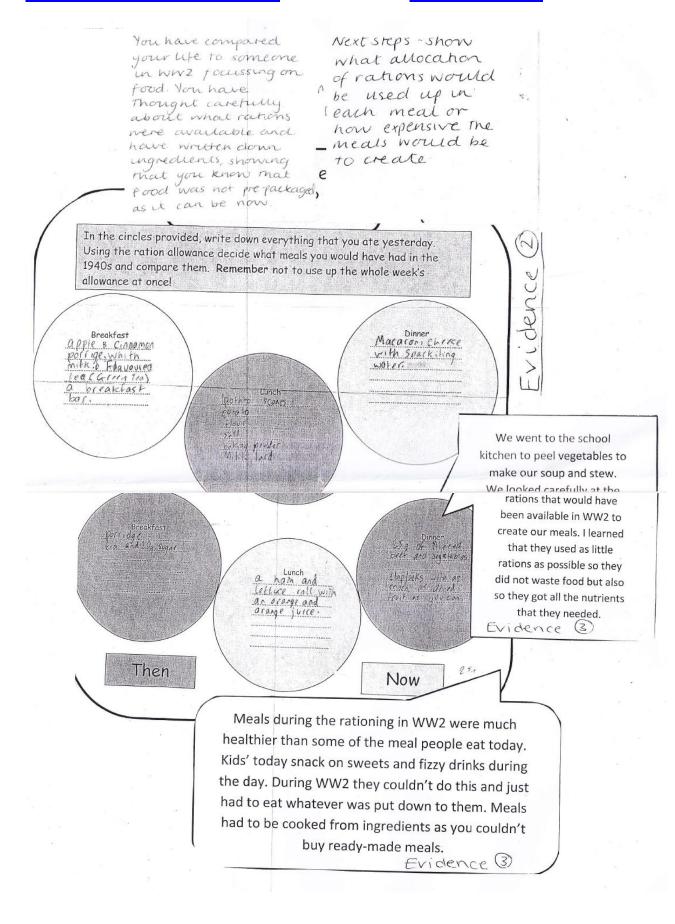
Learner Evidence



Practitioner Moderation Template

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Success Criteria Sel 5	秘訣 Evaluation
can explain how finances and food sources affected rationing in WW2.	I don't speak of the sood sinance as much as I should have.
can describe the food that was rationed in WW2.	I can describe the soud that was rationed
I can explain that certain foods were rationed due to finance and a difficulty importing food from other countries.	I know about the dissiculty importing sood.
I can discuss similarities and differences between WW2 and now, focussing on rationing. I can compare my life to someone's life in WW2.	I discussed alot or similarities
i can use evidence from primary and secondary sources to help my argument	secondara sources.
I can identify issues raised, summarise main points or findings and draw conclusions when listening and talking.	I can identify tots of issue
I can share information and opinions when listening to and talking with others in a discussion.	I distensed to lots or others
Next Steps Bylide on others opinions more	



WW2 Rationing.

Edit

Published on November 20, 2015 in Health and Wellbeing, Literacy and English and Social Studies. O Comments

Tags, health and wellbeing, literacy across learning, social studies.

Food was rationed because axis planes were bombing ships that brought us food from other countries. it was also rationed because every person needed a fair share of food, clothes and fuel. Over the past couple of days we have learnt that children and adults were a lot healthier than we are now because they had limited foods and no sweets/treats. It was also a lot more expensive than it is now because the had to import food which would be better used to win the war. We also learned that meals were much more healthy than today because kids could not snack in between meals and they had to eat what they were given.

On Wednesday we went down to the kitchen to peel vegetables for our rationed stew and soup. We also learned that they used as little rations as possible and made sure they got as much nutrients as possible.

Skills we learned are comparing and contrasting, talking and listening, ICT research, recognising primary and secondary sources, team building, communication and Blooms Taxonomy Higher order thinking which is a set of question starters to help keep a conversation going.

We created our Success Criteria
by working in groups and
discussing different ideas,
the Learning Intention. We had
would look like.

We created our Success Criteria
discussing in groups and
summarising different ideas,
the Learning Intention points of
would look like.

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