

**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.

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

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

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.

1. 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**)

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

<p>Monday 16th November 2015 Rationing outline</p>	3)	<p>I learned about all of the items that were rationed and when they were rationed. My next steps are to learn why they were rationed.</p> <p>Self Evaluation</p>	<p>1941 Ration Code:</p>
<p>1: To explain that food preferences and availability can be influenced by factors such as food sources and finance.</p>	4)	<p>All meat rationed except sausages.</p>	<p>May 1941 is rationed.</p>
<p>1939 World War Two begins.</p> 	5)	<p>Jul 1940 Tea and margarine rationed.</p> 	<p>8) 1 Jun 1941 Clothes are rationed till 15th March 1941.</p> 
<p>1939 Petrol rationed for emergency services and army services.</p> <p>You have listed food and 'necessities' that were rationed during WW2, and added in when this happened.</p> <p>Next steps - to explain why certain products were rationed thinking about finances and food sources.</p>	5)	<p>Feb 1942 is rationed so there is more food. Tinned Tomatoes and Peas also rationed.</p> 	<p>15) Aug 1942 Biscuits are rationed.</p> 
<p>9) Jul 1941 Coal is rationed because miners have to join the queues.</p>	13)	<p>by 17th Mar 1942 coal, gas and electricity are all rationed.</p> 	<p>16) 1943 Sausages are now rationed.</p> 
<p>Jan 1942 Rice and dried fruit is</p>	14)	<p>26th Jul 1942 Chocolate and sweets are rationed.</p>	<p>17) 1945 World War Two ends rationing</p>

Evidence 1

Practitioner Moderation Template

Learner Evidence

Success Criteria	Self	Peer Evaluation
I can explain how finances and food sources affected rationing in WW2.		I didn't speak as the good since as much as I should have.
I can describe the food that was rationed in WW2.		I can describe the food 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 difficulty importing food.
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 of similarities and differences.
I can use evidence from primary and secondary sources to help my argument.		I didn't really use Primary and secondary sources.
I can identify issues raised, summarise main points or findings and draw conclusions when listening and talking.		I can identify lots of issues
I can share information and opinions when listening to and talking with others in a discussion.		I listened to lots of others opinions.
Next Steps Build on others opinions more		

You have compared your life to someone in WW2 focussing on food. You have thought carefully about what rations were available and have written down ingredients, showing that you know that food was not pre-packaged, as it can be now.

Next steps - show what allocation of rations would be used up in each meal or how expensive the meals would be to create.

In the circles provided, write down everything that you ate yesterday. Using the ration allowance decide what meals you would have had in the 1940s and compare them. Remember not to use up the whole week's allowance at once!

Breakfast
Apple & Cinnamon porridge with milk & flavoured tea (Green tea)
a breakfast bar.

Lunch
Potato scones
potato
flour
salt
milk powder
Milk lard

Dinner
Macaroni cheese with sparkling water.

Evidence ②

We went to the school kitchen to peel vegetables to make our soup and stew. We looked carefully at the rations that would have been available in WW2 to create our meals. I learned that they used as little rations as possible so they did not waste food but also so they got all the nutrients that they needed.

Evidence ③

Breakfast
porridge
tea and 1/2 sugar

Lunch
a ham and lettuce roll with an orange and orange juice.

Dinner
1/2 a lb of beef, beet and vegetables
shopbaks with as much as drink
fruit as you can

Then

Now

Meals during the rationing in WW2 were much healthier than some of the meal people eat today. Kids' today snack on sweets and fizzy drinks during the day. During WW2 they couldn't do this and just had to eat whatever was put down to them. Meals had to be cooked from ingredients as you couldn't buy ready-made meals.

Evidence ③

WW2 Rationing.

Edit

Published on November 20, 2015 in Health and Wellbeing, Literacy and English and Social Studies. 0 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 they 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, summarising the main points of the Learning Intention. We had to think about what our learning would look like.

Evidence ③

Evidence of Pupil Voice.

adelyn

Evidence (L)

WW2

- Everyone would have the same rations.
- Even if you were poorer you would have to still pay.
- Even if you were richer you would get the same as everyone.
- They wouldn't have a lot of different foods because it was in different countries and it couldn't be shipped over.
- The meals in those days were much more healthy.
- You would be hungry all the time but you would get used to it.
- They had to give their extra fuel to the soldiers trucks.
- when they went to school they had no uniform.

Some
keesh and
fish cakes are
still kind of
popular.
Some people
still eat rationed
types of food.
you still get
the oatmeal, plums
and Lard but
they are called
different things
now.

NOW

- Children are more fat because we have fast food places.
- We go to have Mac Donalds and K.F.C to eat.
- We have lots of clothes to wear including uniforms to wear to school.
- We import other foods from countries because it won't get bombed.
- Children eat one thousand two hundred more calories than kids used to eat in the WW2 era.
- We have lots of food combinations and interesting foods.
- We aren't forced to eat food.
- We can go into shops and buy what we want and how much we want.
- We aren't hungry during the day.

You have explained how food sources affected rationing in WW2. You have explained the difficulty in importing food. Your venn diagram clearly shows similarities and differences between then and now, as you compare your life to that of a child in WW2.