



Revised Entry Level 1–3  
**Entry Level**

**History**

**Unit 1**

A Society Outside Britain in the Past



## Entry Level History

### Unit 1: A Society Outside Britain in the Past

#### Background information

The topic chosen to exemplify **Unit 1: *A Society Outside Britain in the Past*** is Nazi Germany. Teachers can choose an alternative area to study, for example, the American West. The tasks that follow develop offer suggestions or frameworks that teachers can adapt to reflect their existing resource bank, teaching style and the individual needs of students.

## Task Sheet

### Entry Level History

#### Unit 1: A Society Outside Britain in the Past

**Learning Outcome Entry Level 1:** Demonstrate knowledge of the key features of a society outside Britain in the past

#### Resource Sheet: Nazi Germany

Provide students with a copy of the Resource Sheet containing images of the Hitler Youth and the SA (Brownshirts) alongside general images showing life in Nazi Germany.

#### Task 1

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

Learners are given time to look carefully at the different pictures on the Resource Sheet.

Learners circle **one** image on the Resource Sheet to show a group or organisation from Nazi Germany. This activity could also be completed orally.

#### Task 2

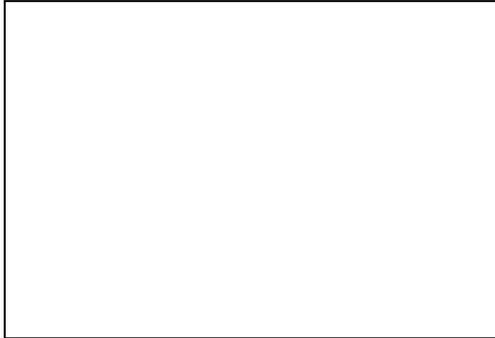
**Assessment Criteria 1.2:** Identify **one** key person connected with the chosen society.

Learners are given time to look carefully at the different pictures on the Resource Sheet. Learners circle **one** person on the Resource Sheet connected to Nazi Germany. This activity could also be completed orally.

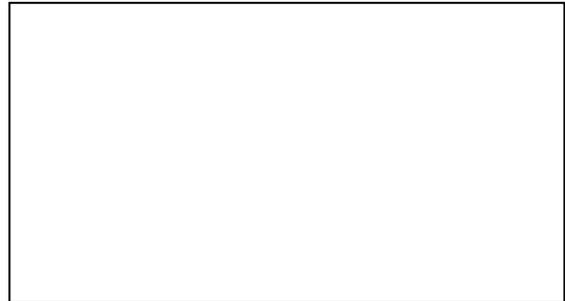
## Entry Level 1: Resource Sheet Nazi Germany

Insert images showing the Hitler Youth, the SA and life in Nazi Germany, including Crystal Night and the burning of the Reichstag.

1.



2.



3.



4.



5.



6.



7.



8.



## Entry Level History

**Learning Outcome Entry Level 2:** Demonstrate knowledge of the key features of a society outside Britain in the past

### Resource Sheet: Nazi Germany

Provide students with a copy of the Resource Sheet containing images of the Hitler Youth and the SA (Brownshirts) alongside general images showing life in Nazi Germany.

### Task 1

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

Learners are given time to look carefully at the different pictures on the Resource Sheet.

Learners circle **two** images on the Resource Sheet showing groups or organisations from Nazi Germany. This activity could also be completed orally.

## Task 2

**Assessment Criteria 1.1:** Identify **two** important events from the chosen society.

Learners identify **two** events from a set of photographs showing several important events in Nazi Germany. These may include, for example, Crystal Night, the Olympic Games, Night of the Long Knives, Reichstag Fire, Nuremberg Rally.

Alternatively, learners could match a photograph of an event to a brief description of the event.

## Entry Level 2

### Task 3

**Assessment Criteria 1.3:** Identify **two** key people connected with the chosen society and show why they were important.

Learners complete *Who am I?* worksheet to identify key people in Nazi Germany and match with the correct photograph.

## Who am I?

Read the statements below and work out the name of each person described and match with the correct photograph:

1. I was leader of the Nazi Party in Germany and in 1933 I became Führer.

I am \_\_\_\_\_ Photograph \_\_\_\_\_

2. I was in charge of the SA and a friend of Hitler.

I am \_\_\_\_\_ Photograph \_\_\_\_\_

3. I was in charge of the SS and the Gestapo.

I am \_\_\_\_\_ Photograph \_\_\_\_\_

4. I was Deputy Führer and was head of the Luftwaffe.

I am \_\_\_\_\_ Photograph \_\_\_\_\_

5. I was in charge of Propaganda in Nazi Germany.

I am \_\_\_\_\_ Photograph \_\_\_\_\_

## Who am I?

**A**

Insert a  
photo of  
Joseph  
Goebbels



**B**

Insert a  
photo of  
Heinrich  
Himmler



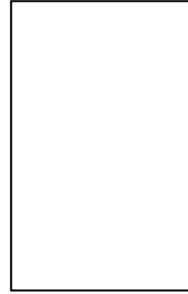
**C**

Insert a  
photo of  
Ernst  
Röhm



**D**

Insert a  
photo of  
Adolf  
Hitler



**E**

Insert a  
photo of  
Herman  
Göring



## Entry Level History

### Unit 1: A Society Outside Britain in the Past

**Learning Outcome Entry Level 3:** Demonstrate knowledge of the key features of a society outside Britain in the past

#### Task 1

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

Learners create a PowerPoint or factsheet describing some key features of life in Nazi Germany, for example, the Hitler Youth, Reichstag Fire, the SA or the SS, role of women.

#### Task 2

**Assessment Criteria 1.2:** Identify **two** important events from the chosen society.

### Events Worksheet

#### Event 1

Insert a photo of a synagogue in flames in Germany in the 1930s

**A**

Insert a photo of a shop with broken windows after Crystal Night

**B**

1. Name the event shown in the photographs on page 9:

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2. Look at the photographs again. Name **two** types of buildings that were damaged.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. Give **one** reason why you think the Nazis chose to destroy these buildings.

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4. Write a paragraph to explain what happened on this night.

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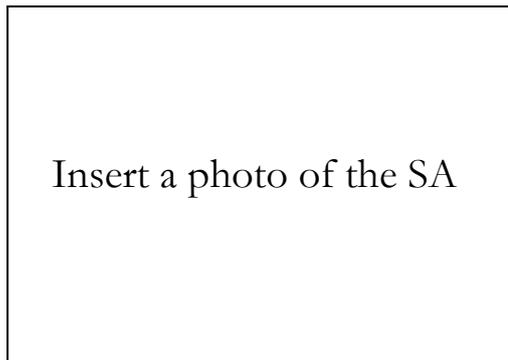
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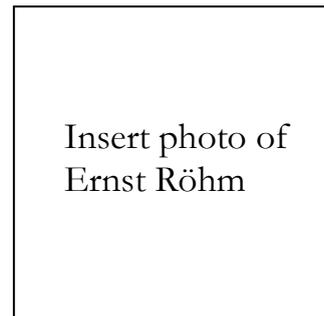
## Events Worksheet

### Event 2

#### The Night of 30 June 1934



**PHOTO A**



**PHOTO B**

Photograph B is a picture of Ernst Röhm

What was Röhm's job in Nazi Germany?

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Photograph A is a picture of the SA

What was the job of the SA in Hitler's Germany?

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30 June 1934 has become known as the 'Night of the Long Knives'

Write a paragraph to explain what happened on this night.

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Why do you think this event was given the name – 'Night of the Long Knives'?

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Give **one** reason why Hitler wanted to get rid of Röhm.

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## Entry Level 3

**Learning Outcome:** Demonstrate knowledge of the key features of a society outside Britain in the past

**Assessment Criteria 1.3:** Identify key people connected with the chosen society and explain why they were important.

### Task 1

Learner could complete the worksheet WHO AM I? (see page 9)

### Task 2

Learner could pick **two** of the key people and prepare **one** fact on each explaining why they were important.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# UNIT 1

## Entry Level 3

**Learning Outcome2:** Demonstrate knowledge of similarities and differences between the chosen society and their own society

**Assessment Criteria 2.1:** Describe **two** similarities between the chosen society and their own society.

**Assessment Criteria 2.2:** Describe **two** similarities between the chosen society and their own society.

**Assessment Criteria 2.3:** Give **two** reasons for each of the two differences.

### Task 1

Learner could look through newspapers and magazines from today and cut out some articles which would **not** have been allowed in Hitler's Germany because they are criticising the Prime Minister, the government or the army.

Make a poster showing these articles.

### Task 2

Look at the photos of the Reichstag in 1934 and House of Commons today.

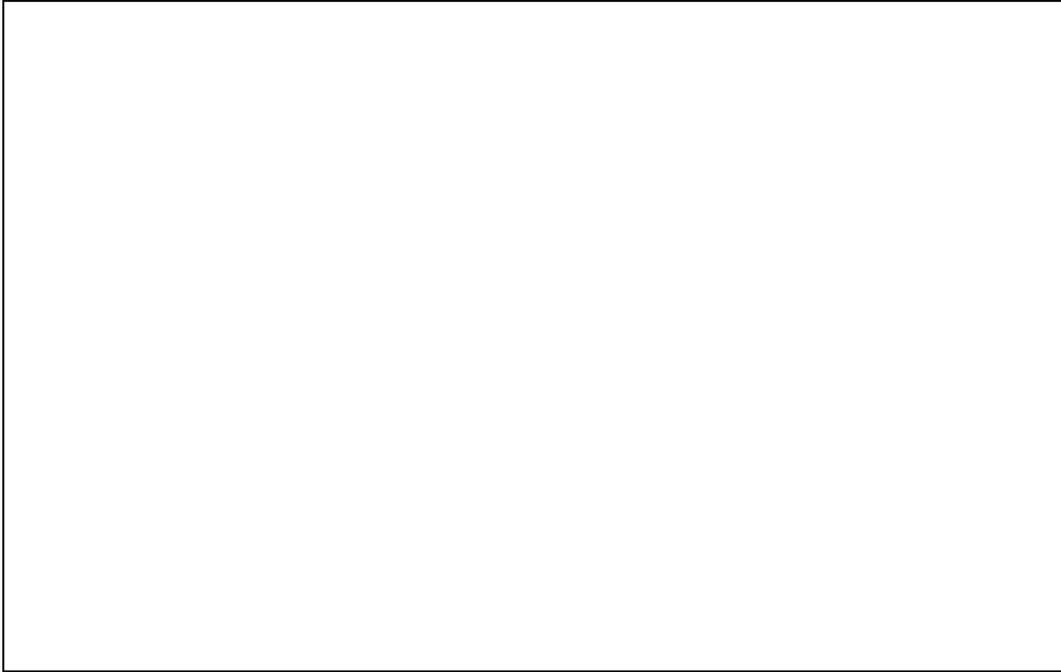
Class discussion on similarities and differences.

Learners complete **True/False** sheet which will guide them towards possible answers when completing the question sheet on page 18.

## Government

### Source A

Insert a photo of the inside of the Reichstag in the 1930s.



### Source B

Insert a photo of the inside of the House of Commons today.



### **Are these statements True or False?**

1. In Germany in 1934 there were lots of parties in the Reichstag.
2. In Germany in 1934 there was only **one** political party allowed – the Nazi Party?
3. In the U.K. parliament there is only **one** political party allowed.
4. In the U.K. parliament lots of political parties are allowed.
5. In Germany in 1934 the newspapers and radio could criticise the Nazi government.
6. Today the newspapers and radio are forbidden from criticising the Prime Minister and the government.
7. Today newspapers and radio are free to criticise the Prime Minister and the government.
8. Today in an election people can vote for whichever party they want.
9. In Germany in 1934 all the other political parties were banned and only the Nazi party was allowed.
10. Today you or I can criticise the U.K. government freely.
11. Today we will be arrested if we criticise the government.
12. In Germany in 1934 you would have been arrested if you criticised Hitler or the Nazi party.
13. In Germany in 1934 you could freely criticise the Nazis.

Look at the photos on page 17.

Name **two** things which are **the same** in the Reichstag of the 1930s and the government in the House of Commons today.

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Name **two** things which are **different** in the Reichstag of the 1930s and the government in the House of Commons today.

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Give **two reasons** for each difference.

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# UNIT 1

## Entry Level 1

**Learning Outcome 3:** Be able to identify and use historical sources to investigate the chosen society outside Britain in the past

**Assessment criteria 3.1:** Identify **two** types of historical sources.

**Assessment criteria 3.2:** Select **one** piece of information from **one** historical source.

## Task 1

Learners are given the source sheet and must identify **two** of the sources.

Learners are given cards with different choices to place under each source.

poster

photograph

newspaper

cartoon

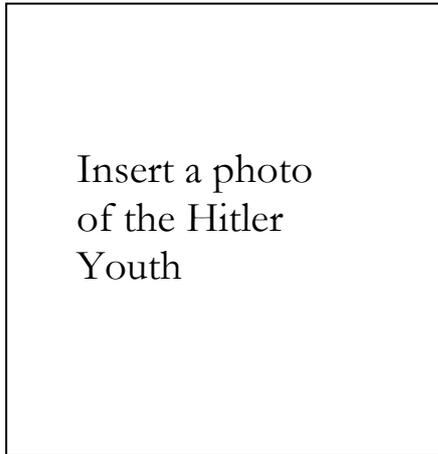
photograph

Each learner can verbally select **one** piece of information and describe it to the teacher.

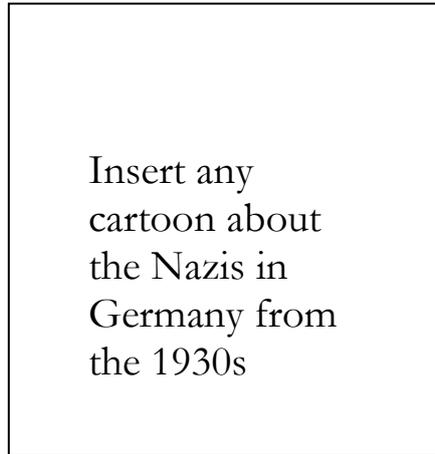
## Task 2

What type of historical source is shown in each picture?

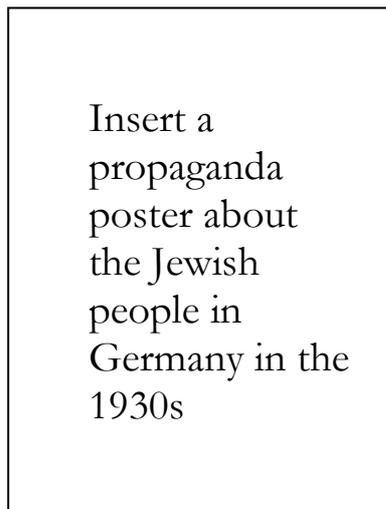
### Source 1



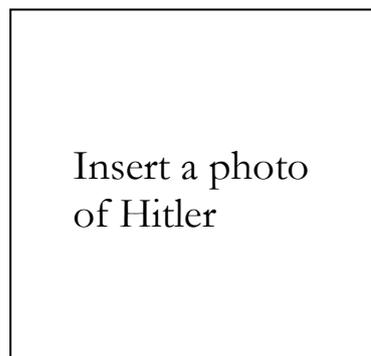
### Source 2



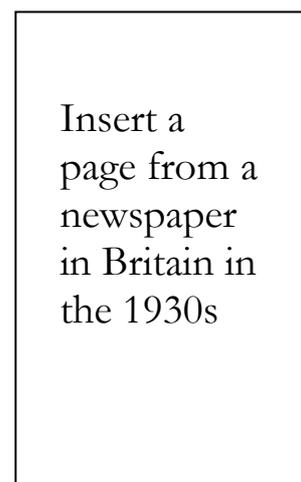
### Source 3



### Source 4



### Source 5



## UNIT 1

### Entry Level 2

**Learning Outcome 3:** Be able to identify and use historical sources to investigate the chosen society outside Britain in the past

**Assessment criteria 3.1:** Identify **three** types of historical sources.

**Assessment criteria 3.2:** Select and present information from **two** types of historical sources.

### Task 1

Learners examine the sources provided on page 21 and complete the question sheet.

1. Which source shows:

Hitler greeting people \_\_\_\_\_

Members of the Hitler Youth \_\_\_\_\_

A Jewish person \_\_\_\_\_

A Nazi rally \_\_\_\_\_

2. Sources 3 and 4 are trying to say bad things about which people?

3. What are sources 3 and 4 trying to make people think about this group of people?

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4. Which sources show children?

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5. Give **two** things that sources 3 and 4 are trying to say about Hitler and children in Germany.

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Insert a photo of Hitler with young people

1

Insert a photo of a poster showing the Hitler Youth

2

Insert a photo showing an anti-Semitic poster

3

Insert a propaganda poster which is anti-Semitic

4

Insert a photo of a Nazi rally

5

## UNIT 1

### Entry Level 3

**Learning Outcome 3:** Be able to identify and use historical sources to investigate the chosen society outside Britain in the past

**Assessment criteria 3.1:** Categorise **three** different types of historical sources.

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

### Task 1

Learners examine the sources provided to answer the questions on the worksheet.

1. Which source shows:

Hitler greeting people? \_\_\_\_\_

Members of the Hitler Youth? \_\_\_\_\_

A Jewish person? \_\_\_\_\_

A Nazi rally? \_\_\_\_\_

2. (a) Which source is propaganda against the Jews? \_\_\_\_\_

(b) What is it trying to make people think about the Jews?

\_\_\_\_\_

3. Which sources involve children?

\_\_\_\_\_

4. Which organisation does the boy in Source 2 belong to?

\_\_\_\_\_

5. What is Source 1 trying to say about Hitler and children in Germany?

\_\_\_\_\_

\_\_\_\_\_

6. Why did the Nazis organise events such as that shown in Source 5? Give three reasons to explain your answer.

\_\_\_\_\_

\_\_\_\_\_