St George’s Sticky Facts and Disciplinary Skills Assessment Sheet 

Year 6 – History Curriculum – The Victorians, WWII and Ancient Greeks

1 – WT 2 – ARE 3 - GDS

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|  Name  | Interpretations of historyChildren write a balanced argumentWas the Treaty of Versailles fair?  | The key aspects of the Treaty including:ReparationsDisarmament Loss of territory Exclusion from League of NationsDemilitarisation of RhinelandArticle 231 ‘ War Guilt Clause | CommunicationWas World War 2 Inevitable?Children use all learning to answer the enquiry question.  | Historical enquiryanalyse and record a range of primary sourcesCreate a mind map of punishments through time to aid comparison | Punishments were harsh in the Victorian period | Not all Victorians agreed with the work houses | Similarity and differenceHow do housing differences in the Victorian era compare to differences in Anglo Saxon, Viking, Egyptian, Mayan and Roman eras? Ask children to refer back to previous learning in discussion. |
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| Name  | Chronological knowledge/understandingChildren create at a timeline independently which includes all areas of history that they have covered at St George’s. |  City States | Was Alexander great?Interpretations of historyChildren write up their answer to the lesson question using evidence to support their views | Are the Achievements of the Ancient Greeks Overrated?CommunicationChildren use all knowledge acquired through current topic to answer the research questionThey must find opportunity in their writing to compare to the achievements of other civilisations and eras studied(Romans, Egyptians, Mayans, Stone / Iron Age Man, Victorians, Anglo Saxons, Vikings).   |  |  |  |
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