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 history  Children write a balanced argument  Was the Treaty of Versailles fair? | The key aspects of the Treaty including:  Reparations  Disarmament  Loss of territory  Exclusion from League of Nations  Demilitarisation of Rhineland  Article 231 ‘ War Guilt Clause | Communication  Was World War 2 Inevitable?  Children use all learning to answer the enquiry question. | Historical enquiry  analyse and record a range of primary sources  Create 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 difference  How 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/understanding  Children 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 history  Children write up their answer to the lesson question using evidence to support their views | Are the Achievements of the Ancient Greeks Overrated?  Communication  Children use all knowledge acquired through current topic to answer the research question  They 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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