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|  | Year Group: 6 | | | | | |  |
|  | Overview: | | | | | |  |
|  | * **Enquiry Question**: Was World War 2 Inevitable? | | | | | |  |
|  | * Power and Society * Religion * Achievements | | | | | |  |
| **Depth enquiry questions** | Was the Treaty of Versaille Fair? | What was life like in Nazi Germany? | How did Anti-Semitism rise in Germany in the 1930s? | Did everyone agree with the behaviour of the Nazi Party? | What role did the policy of appeasement play in causing WW2? | How did people in Britain feel about entering the War? | Was World War 2 Inevitable? |
| **Disciplinary knowledge** | Chronological knowledge/understanding  Interpretations of history  Historical enquiry  Significance | Similarity and difference  Interpretations of history | Cause and Consequence  Similarity and difference | Interpretations of history  Continuity and  change | Cause and consequence  Significance | Interpretations  Similarity and difference  Significant event | Communication |
| **Possible lesson activities** | Talk through 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   Children write a balanced argument, concluding with their view answering the lesson question.  Discuss different views across the class – why might our views differ?  Did we all include the same aspects of the Treaty? Why not? (carefully selecting to create bias) | Discuss the aspects of life in Nazi Germany – look at schooling, Hitler Youth etc. Compare with Britain at that time and/or today.  Children compare their class timetable (and/or a timetable from Britain in the 30s) with a school timetable from Germany at that time. Pay close attention to eugenics lessons…  Another task could include comparing Hitler Youth with Scouts/Guides. Children could look at a testimonial of a member of Hitler Youth and compare by interviewing a member of the class who attends Scouts/Guides. | Source Analysis: Show Anti-Sematic propaganda from Germany in the 1930s. (You can find these on Oak National Academy) Analyse together as a class.  Link back to previous learning on Protestant and Catholic rivalries from Monmouth Rebellion which was a cause of battle.  Link back to Christian and Pagan struggles during the Anglo Saxon era.  Why might people with different religious beliefs and practises come to conflict?  (Fear, lack of understanding, propaganda , power) | Read together accounts of Hugh Greene, Daily Telegraph and US Ambassador to Germany written in the aftermath of Kristallnacht. Discuss the differing presentations of events. Discuss limitations of the sources bias etc. Children write short paragraphs analysing the sources. | Discuss the role that the policy played in the War (there is a lesson on ‘Oak National Academy’)  Children could write a letter to Neville Chamberlain advising him on what issues the appeasement could cause/the impact it could have on the future. | Collect a range of sources from newspaper articles to diary entries if available.  Create a radio broadcast explaining the start of the war and why it started.  Children present their findings paying particular attention to whether people at the time felt that Britain needed to enter the war – did they feel it was inevitable? Or did the feel it could it could have been avoided?  Assess knowledge in sticky facts areas. | Children use all learning to answer the enquiry question.  Final discussion.  How was it a turning point in British History? Compare to The Great Fire of London, Battle of Hastings and Monmouth Rebellion to build on previous learning.  How would life have been had the result of the war been different? Consider the changes that took place when William the Conqueror came to power. What changes would have occurred?  Assess disciplinary skills. |

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|  | Year Group: 6 | | | | | | |
|  | Overview: | | | | | | |
|  | * **Enquiry Question**: How Cruel Were the Victorians? | | | | | | |
|  | * Crime and Punishment * Power and Society * Religion * Achievements | | | | | | |
| **Depth enquiry questions** | How harsh was crime and punishment? | Did all Victorians think the same way about crime and punishment? | What was life like for children in the workhouse? | What did people think of the new poor law? | What was housing like for Victorian people? | Were the Victorians charitable? | How cruel were the Victorians? |
| **Disciplinary knowledge** | Chronological knowledge/understanding  Interpretations of history  Historical enquiry | Similarity and difference  Interpretations of history  Significance | Cause and Consequence  Similarity and difference  Interpretations of history | Similarity and difference  Interpretations of history    Chronological knowledge/understanding  Significance | Continuity and  change  Similarity and difference | Historical  enquiry -  Using evidence /  Communicating  ideas  Interpretations  of history  Significance | Historical  enquiry -  Using evidence /  Communicating  ideas  Interpretations  of history |
| **Possible lesson activities** | There is a lesson available through the National Archives called ‘Four Days Hard Labour’. It is worth try to book this session.  Children analyse and record a range of primary sources including photos and prison records to learn about Crime and Punishment in the Victorian period, comparing the severity of the crime to the severity of the punishment.  Compare to punishment of accused in Great Fire of London, Monmouth rebels, Anglo Saxon and Viking punishments, Roman, Egyptian and Mayan punishments.  Create a mind map of punishments through time to aid comparison  Had punishment evolved to become more fair in the Victorian era? | In the previous lesson the children have developed an understanding of how harsh punishments were in the Victorian period. In this lesson they learn that there were charities and significant figures who were petitioning for reforms within the system.  Were these significant figures religious? How linked was religion to reform?  Revise learning from Year 1 - Christianity was widely practised at this time.  Children research these figures/charities (provide some guidance/avenues to follow)  . | Children use a range of primary sources to get an understanding of what life was like in the workhouses including letters, newspaper reports, example menus/rules.  Ensure the children understand the limitations of the sources. For example, statements collected by wardens are perhaps not accurate as the children may have been coerced) | In this lesson the children look at evidence to suggest that not all Victorians agreed with the work houses. Children analyse primary sources for example ‘The New Poor Law poster, 1837’.  How reliable is this source of information? Link back to lesson on sources and reliability from Year 4 – Monmouth Rebellion topic and the Espresso activity on William Shakespeare portrait. Consider sources of evidence used so far in this topic. What might be questionable about reliability? | Children compare housing across the classes in Victorian times.  Relate back to learning in Year One when children considered what toys children played with and whether there was a contrast between rich and poor children.  The Little Match Girl Strikes Back by Emma Carroll could be used as a secondary source – there are descriptions of Bridie’s house which could be compared to Mr Bryant’s house.  Use the resources on housing from the National Archives:  <https://www.nationalarchives.gov.uk/education/resources/victorian-homes/>  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. | Children research an area of interest that they wish to explore further to help them answer the main enquiry question.  They could follow a new line of enquiry for example ‘Animal Cruelty’ in the Victorian period. Or , if the Victorians religious , why was there cruelty?  Remind children that historians need to explore both sides… | Children use their previous learning to plan and write an essay answering the main enquiry question:  How Cruel were the Victorians?  Assess sticky facts. |

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|  | Year Group: 6 | | | | | |  |
|  | Overview: | | | | | |  |
|  | * **Enquiry Question**: Are the Achievements of the Ancient Greeks Overrated? | | | | | |  |
|  | * Settlements * Power and Society * Religion * Achievements | | | | | |  |
| **Depth enquiry questions** | When did the Ancient Greeks Exist? | Were the Lives of the Ancient Greeks the Same? | What did the Ancient Greeks Achieve? | Was Alexander great? | What was Greek society and culture like? | How much impact did the Ancient Greeks have on the Western World? | Are the Achievements of the Ancient Greeks Overrated? |
| **Disciplinary knowledge** | Chronological knowledge/understanding | Continuity and change  Interpretations of history  Similarity and difference | Significance  Continuity and change  Interpretations of history  Chronological knowledge/understanding | Cause and Consequence  Interpretations of history  Significance | Cause and Consequence  Interpretations of history  Significance  Continuity and change | Significance  Continuity and change  Interpretations of history  Chronological knowledge/understanding | Communication |
| **Possible lesson activities** | Children create at a timeline which includes all areas of history that they have covered at St George’s. Allow them time to question.  Children write up what they notice about the period in relation to other periods. | Children learn about the different City States. There is a good sorting activity on History Rocks where the children show their knowledge of the City States by sorting fictional people into their state based on information given.  Include how is this similar to other systems studied through time? (Mayan settlement or Anglo Saxon Kingdoms as examples). | Talk through, or allow the children time to read about some of the inventions/creations of the Ancient Greeks. Allow them to discuss which they think had the most/least impact then let them put them into a diamond to show which they think had the most/least impact.    This diamond nine task was completed for the Egyptians in Year 3 and also for the Romans so the children should be familiar with it. They may want to compare this diamond with their Year 3 model for the Egyptians at this point. This is a good assessment opportunity for progress across the Key Stage.  Revise (Years 1 and 2) / research what the Victorians invented?  Who invented the most? | There is a reading comprehension on Twinkl that helps the children consider how Alexander would have affected different groups differently. For example the people of Thebes would perhaps have a different view to the Egyptians.  Was he more or less great than Alfred the Great studied during the Anglo Saxon topic? Why?  Children write up their answer to the lesson question using evidence to support their views. | Children research different aspects of society – housing, religion, schooling, gender equality…  These can be compared to previous civilisations / eras studied. | Children research and answer the question.  Democracy, architecture , sport, literature , libraries , modern alphabet, science, zoology.  Brainstorm achievements of all other eras / civilisations studied through the St George’s History Curriculum.  (Romans, Egyptians, Mayans, Stone / Iron Age Man, Victorians, Anglo Saxons, Vikings, Brunel, Rosa Parks, Florence Nightingale as specific individuals in eras). | Children use all knowledge acquired through topic to answer the research question.  They will have completed a similar activity in Year 3 about The Ancient Egyptians which was an assessed piece so this assessed work can be compared with Year 3 to ascertain progress over the Key Stage as a ‘major assessment’  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).    Assess knowledge in sticky facts areas.  Assess disciplinary skills |