

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Why did the Romans invade Britain?	Why did the Romans leave sunny Italy to invade Britain?	1	To understand the motivations behind the invasions and attempted invasions.	Pupils understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines. Pupils understand at least 2 main reasons, eg: raw materials such as corn, iron and cattle.	Pupils understand how the Romans were successful at invading e.g. close access to water ways, defences around Rome etc.
	What was life like in Roman Britain?	2	To understand what the Romanisation of Britain looked like.	Pupils are able to see what the most significant changes would have been e.g emergence of towns and villas in countryside.	Pupils understand that society was diverse and that the poor lived very differently.
	What was life like in the Roman army?	3	To understand the spread of the invasion by AD42 and the power of the army.	Pupils are able to see why the Roman army was so powerful including organisation, conditions, pay etc.	Pupils to know the difference between legionaries and auxiliaries.
	Who were the Gladiators?	4	To understand the motivations behind becoming a Gladiator.	Pupils understand the range of entertainments that Romans had in society - amphitheatres, baths and forum.	Pupils to consider reasons why individuals would choose to become a Gladiator.
	Who was Boudica and how did she stand up to the Romans?	5	To understand the British resistance that the Romans encountered.	Pupils understand why the Celts would have been apprehensive about taking on the Roman army. Pupils understand personal motivation of Boudica and can link to actions taken by Romans.	Pupils can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.
	What was Hadrian's Wall and why was it important?	6	To understand the significance of Hadrian's Wall in the invasion and conquest of Britain.	Pupils know that Hadrian's Wall marked the boundary of the Roman Empire and was built to keep the Scots out.	Pupils to understand the significance of the hoard discovered at Vindolanda.
Why did the Anglo Saxons invade Britain?	Who were the Anglo Saxons and the Scots?	1	To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	Pupils can explain why the Anglo-Saxons and Scots invaded Britain.	Pupils to evaluate and rank the different reasons for the Anglo-Saxon and Scots invasions of Britain; they could explain how some events can be both a cause and a consequence and provide examples.
	What did Anglo Saxon settlements look like?	2	To identify change and continuity in Iron Age and Anglo-Saxon settlements.	Pupils can name the key features of Anglo-Saxon settlements.	Pupils to explain why some Anglo-Saxon churches were built from stone; pupils could consider how changes to houses and settlements impacted life in Anglo-Saxon Britain.
	What does the Sutton Hoo tell us about Anglo Saxon life?	3	To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	Pupils can use deductions to suggest who was buried at Sutton Hoo.	Pupils to justify their deductions; Pupils to consider what Sutton Hoo suggests about Anglo-Saxon beliefs.

	How did Christianity arrive in Britain?	4	To identify how Christianity spread in Britain in the Anglo-Saxon period.	Pupils can analyse how Anglo-Saxon religious beliefs changed.	Pupils to create and answer their own interview questions when creating their podcast; could be given the choice to present their research in a different form, e.g. drama; could rank the missionaries by considering who had the greatest impact and explain why.
	Was King Alfred really great?	5	To explore bias by evaluating sources about Alfred the Great.	Pupils can decide whether Alfred was a 'great' king.	Pupils to consider how Alfred the Great's childhood affected how he ruled; should provide justification for their bias ranking in the Main event.
	How did the Anglo Saxon rule end?	6	To evaluate how and why Anglo-Saxon rule ended.	Pupils can identify the contenders' claims to the English throne.	Pupils to justify their ranking choices when discussing leadership qualities; they should refer to the evidence when selecting their preferred claimant to the throne.
Famous Bartonians	Who has been given a blue plaque and why?	1	To understand the importance of Blue plaques.	I can generate criteria. I can evaluate from a given list of criteria.	I can explain why blue plaques are important. I can create clear and fair criteria for deciding significance. I can explain why some criteria are more important than others. I can apply criteria carefully when evaluating individuals.
	Which famous people from Barton might be given a blue plaque and why?	2	To use different sources to research people of significance.	I can research named individuals. I can apply agreed criteria to individual's actions. I can evaluate how well others have applied the criteria. I can understand the significance of named individuals on the locality and the wider world.	I can use different sources to find information about people. I can explain why some people are significant locally and beyond. I can apply criteria confidently and explain my decisions. I can evaluate how well others have used the criteria.
	Does Chad Varah deserve his plaque?	3	To evaluate the actions of Chad Varah.	I can refer to specific types of evidence e.g. monument, stained glass window to show that he has been remembered I can critically apply earlier agreed criteria to person unknown to them. I understand the significance of the named person for the locality and the wider world.	I can use a range of evidence to explain why someone is remembered. I can apply criteria independently to a new individual. I can explain the impact of their actions on others. I can justify my judgement clearly.

	Does Ted Lewis deserve his plaque?	4	To evaluate the actions of Ted Lewis.	<p>I can refer to specific types of evidence e.g. monument, stained glass window to show that he has been remembered</p> <p>I can critically apply earlier agreed criteria to person unknown to them.</p> <p>I understand the significance of the named person on the locality and the wider world.</p>	<p>I can compare different types of evidence about a person.</p> <p>I can explain how their achievements made a difference.</p> <p>I can apply criteria consistently and fairly.</p> <p>I can justify my opinion using evidence.</p>
	Which local people should we recommend for a blue plaque?	5	To be able to recommend a blue plaque	<p>I can refer to specific types of evidence e.g. monument, stained glass window to show that a person has been remembered.</p> <p>I can critically apply earlier agreed criteria to person unknown to them.</p> <p>I can identify the significant parts of a person's life showing the difference between description and explanation.</p> <p>I can use my knowledge of persuasive language to make a strong case, backed up with evidence of achievement.</p> <p>I can show my understanding in appropriate ways.</p>	<p>I can select the most important information about a person's life.</p> <p>I can explain the difference between describing and explaining achievements.</p> <p>I can build a strong, evidence-based argument.</p> <p>I can use persuasive language effectively.</p>
	Which local person will we recommend for a blue plaque?	6	I can recommend a final person for a blue plaque	<p>I can identify the significant parts of a person's life showing the difference between description and explanation.</p> <p>I can use my knowledge of persuasive language to make a strong case, backed up with evidence of achievement.</p> <p>I can apply the key criteria for significance with increasing confidence.</p>	<p>I can confidently apply criteria for significance.</p> <p>I can compare different individuals and make a final decision.</p> <p>I can justify my recommendation with clear evidence.</p> <p>I can present my ideas clearly and convincingly.</p>