

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Where the Vikings raiders, traders or something else?	When and where did the Vikings come to Britain?	1	To explain when and why the Vikings came to Britain.	I can give reasons why the Viking invaded Britain. I can create a timeline using a scale represent the time period. I can catagories and sequence events relating to the Vikings and Anglo-Saxons	I can explain how different causes of Viking invasions are linked. I can prioritise the most important reasons and justify my choices. I can use a timeline accurately to show overlapping events and explain patterns over time. I can use historical vocabulary (e.g. invasion, settlement, kingdom) correctly.
	were the Vikings, Raiders, traiders or something else?	2	To evaluate ideas about the Vikings using sources.	I can identify Viking Stereotypes. I can make inferences from sources. I can explain why there are different ideas about the Vikings.	I can use evidence from different sources to support my ideas about Vikings. I can explain why Viking stereotypes exist and whether they are accurate. I can compare different interpretations of Vikings and explain why they differ. I can make a balanced judgement about what Vikings were like.
	Where did the Vikings go and how did they get there?	3	To investigate the importance of Viking trading roots.	I can name Viking trading routes. I can identify which items are exchanged. I can explain why trade routes were important to the Vikings. I can represent the challenges of trading on a board game.	I can explain why trade was important to Viking life and expansion. I can analyse how geography affected Viking trade routes. I can explain the challenges of trade and how Vikings overcame them. I can apply my understanding to create a realistic and thoughtful representation (e.g. board game).
	Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?	4	To compare different versions of Viking sagas.	I can identify similarities and differences between sagas. I can suggest why there are different versions of the same event. I can create a Saga to show my interpretation of the event.	I can compare different versions of sagas and explain how they change over time. I can explain how stories can reflect beliefs and values of Viking society. I can evaluate how reliable sagas are as historical evidence. I can create a saga that reflects historical understanding as well as creativity.

	What were the impacts of the Viking raids and settlements on Local Communities in Britain?	5	To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	I can name some Viking settlements. I can analyse primary sources. I can explain the impact of Viking invasions and settlements.	I can explain both positive and negative impacts of Viking raids and settlements. I can use evidence from sources to support my conclusions. I can explain how Viking settlements changed local communities over time. I can make a balanced judgement about the overall impact of the Vikings.
	What were the Vikings' achievements and how did they impact the world?	6	To evaluate achievements of the Vikings.	I can identify significant achievements of the Vikings. I can explain why Viking achievements were important. I can present my understandings of Viking achievements,	I can explain why certain Viking achievements were important at the time. I can link Viking achievements to their lasting impact on Britain or the wider world. I can choose the most significant achievements and justify my reasoning. I can present my ideas clearly using evidence.
<u>How have the Ancient Greeks influenced our lives?</u>	Who were the ancient Greeks and when did they live?	1	To be able to explain where and when the ancient Greeks lived.	I can describe the physical features of Greece. I can sequence the key periods of Ancient Greece. I can compare Ancient Greece to other periods on a timeline.	I can explain how geography influenced Greek civilisation. I can compare Ancient Greece with other civilisations on a timeline. I can identify patterns and changes across different periods. I can explain why Ancient Greece developed in the way it did.
	Who lived on Mount Olympus?	2	To be able to identify ancient Greek beliefs by exploring their gods and goddesses.	I can explore a primary source to make deductions. I can use secondary sources to research a Greek god or goddess. I can explain the importance of gods and goddesses to the ancient Greeks.	I can use evidence from sources to explain what Greeks believed. I can explain how gods and goddesses influenced daily life. I can compare Greek beliefs with other belief systems. I can explain why mythology was important to the Greeks.
	How was Ancient Greece governed?	3	To be able to use a range of secondary sources to identify similarities and differences between Athens and Sparta.	I can explain how the city-states developed. I can identify similarities and differences between Athens and Sparta.	I can explain why Athens and Sparta developed differently. I can compare their governments, lifestyles, and values in detail. I can use evidence to support my comparisons. I can explain which system was more effective and justify my opinion.
	Did the ancient Greeks give us democracy?	4	To be able to recognise how Athenian democracy worked by participating in a debate.	I can identify the different types of democracy. I can compare democracy in ancient Athens and modern Britain. I can explain how Athenian democracy worked.	I can explain how Athenian democracy worked and who was included/excluded. I can compare ancient democracy with modern democracy in Britain. I can explain the strengths and weaknesses of Athenian democracy. I can use evidence in discussion or debate to support my views.

	How do the ancient Greek philosophers influence us today?	5	To be able to use research to explore the significance of the ancient Greek philosophers.	I can explain what 'philosophy' is. I can participate in philosophical discussions. I can explain the significance of the ancient Greek philosophers.	I can explain how Greek philosophers influenced thinking and ideas. I can ask and respond to deeper philosophical questions. I can explain why their ideas are still important today. I can support my ideas with examples.
	What is the legacy of the ancient Greeks?	6	To be able to evaluate the legacy of the ancient Greek civilisation.	I can identify the Greek letters that appear in the modern alphabet. I can identify Greek legacies and explain their impact. I can select the most significant legacies and explain my reasoning.	I can explain how Greek ideas still influence life today. I can evaluate which Greek achievements are most significant. I can justify my choices using clear reasoning. I can make links between different areas (e.g. maths, language, government).
How did the Maya civilisation compare to the Anglo-Saxons?	Who were the Maya and when did they live?	1	To be able to recognise when and where the ancient Maya lived.	I can describe the features of the Maya civilisation. I can sequence key periods on a timeline. I can identify other events that happened at the same time as the ancient Maya civilisation.	I can explain how the Maya civilisation developed over time. I can compare the Maya timeline with other civilisations. I can identify similarities and differences with societies I have studied. I can explain why the Maya civilisation is important.
	How did the Maya settle in the rainforest?	2	To be able to evaluate the challenges of settling in the rainforest.	I can identify the key features of the rainforest. I can explain the Maya's challenges when settling in the rainforest. I can suggest ideas for how the Maya settled in the rainforest.	I can explain how the Maya adapted to the challenges of the rainforest. I can evaluate how successful their solutions were. I can link geography to how people lived. I can suggest and justify alternative solutions.
	What similarities and differences existed between Maya and Anglo-Saxon homes?	3	To be able to compare and contrast Anglo-Saxon and Maya houses.	I can name the key features of Maya homes. I can recall the features of an Anglo-Saxon house. I can identify the similarities and differences between Anglo-Saxon and Maya homes.	I can explain how environment influenced the design of homes. I can compare Maya and Anglo-Saxon homes in detail. I can explain reasons for similarities and differences. I can use evidence to support my comparisons.
	What did the Maya believe?	4	To be able to explain the importance of Maya gods and goddesses.	I can explain the Maya creation story. I can identify the characteristics of important Maya gods and goddesses. I can compare Maya and Anglo-Saxon beliefs.	I can explain how beliefs influenced Maya daily life and decisions. I can compare Maya and Anglo-Saxon beliefs with clear reasoning. I can explain similarities and differences using evidence. I can explain why religion was important in both societies.
	What do archaeological remains tell us about Maya cities?	5	To be able to design a map of a Maya city.	I can make deductions about cities from archaeological evidence. I can identify the key features of Maya cities. I can create a plan for a Maya city, including the main features.	I can use archaeological evidence to make detailed deductions. I can explain how historians use evidence to reconstruct the past. I can justify the features included in my city design. I can evaluate how accurate my reconstruction is.
	The decline of the Maya cities: man-made or natural disaster?	6	To be able to evaluate the reasons for the decline of the Maya cities.	I can explain the potential reasons for the decline of the Maya cities. I can evaluate the reasons for the decline of the Maya cities. I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.	I can explain different theories about the decline of the Maya. I can evaluate which reasons are most convincing. I can compare this with changes in Anglo-Saxon Britain. I can use evidence to support a clear conclusion.