

| Skills | Working towards | Expected | Above standard |
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| Can I place events from the Viking period on a timeline? | I can place two or three events on a timeline. I can use vocabulary such as before and after to order them? | I can order a timeline showing significant events and places. I can use terms such BC/AD/century/decade to explain dates. | I can date events on my timeline in the correct order using terms BC/AD/century/decade appropriately. |
| Can I identify where the Vikings come from and why they made their journey? Can I make links between the Viking period and the present by identifying geographical names in the local area? | I can locate the countries that the Vikings came from on a world map. I can offer verbal reasons for their invasions. I can find places on a regional map that end with <i>By</i> and <i>Thorpe</i> . | I can locate and place the countries that the Vikings came from on a blank world map and record reasons for their invasions with link to trade. I can use texts to investigate place names that originate from the Viking period including those ending in <i>By</i> and <i>Thorpe</i> . | I can locate and place the countries that the Vikings came from on a blank world map and explain reasons for their invasions (links to Lindisfarne/trade and their irreverence to the Christian church) I can understand what local place names mean with reference to the local Viking period. |
| Can I interpret the past by using secondary sources to make links with the local area? | I can retell the story of Havelok the Dane and Grim in a series of pictures. I can use secondary research to talk about what the Vikings were like. | I can create a story book explaining how the story of Grim shows how Grimsby was named, I can debate the myth of Grim and state my own opinion. | I can describe what the Vikings were like from my knowledge of the story of Grim and other secondary sources. I can explain why events happened and the effect this had upon Grimsby. |
| Can I understand that history can present people as stereotypes? Can I offer reasons why the Vikings were classed as excellent sailors. | I can research the structure of Viking longboats using secondary sources and images to label and identify different parts. I can work in a team to build a replica Viking ship. | I can identify and draw the structure of a Viking long boat labelling the different sections. I can use my research to help me design and build a replica Viking longboat. | I can state reasons as to why the Vikings were excellent sailors, making links to their navigational skills and tools used. I can evaluate the process of building a Viking longboat. |
| Can I pose historical questions about the Grimsby crest? | I can discuss the symbols used on the Grimsby crest. I can create my own crest with symbols. | I can ask appropriate questions to develop my understanding of symbols on a crest. I can use my knowledge to develop my own ideas for a crest. | I can explain the meanings behind the symbols used for the local crest and their relevance. I can use my knowledge to develop my own ideas for a crest. |
| Can I research the Viking Gods? Can I retell a Viking myth? | I can research some of the Gods that the Vikings prayed to. I can verbally retell a Viking myth. | I can name some of the Viking Gods and give reasons for why they were worshipped. I can write my own version of a well-known Viking myth. | I can name a variety of Viking Gods and give reasons why they were worshipped. I can write my own Viking myth using research notes to support my ideas. |