

**Why should we be ashamed of slavery? Were the Vikings always victorious and vicious?**

**How can you light up your life?**

**Key Humanities questions**

Who were the Anglo-Saxons and did they like the Vikings?  
Which region of Britain would you have come under during the Heptarchy?  
Why did the Vikings come to Britain and how did they make the journey?  
What did the Brits learn from the Vikings?  
What was life like for a 11 year old (boy/girl) Viking?  
How did the Vikings live when they came to Britain?  
How can you create a Viking long boat from a range of materials?  
What did the Vikings eat and could you recreate a Viking meal?  
Why has slavery existed and what do we know about it?  
Who are the famous people who have fought against discrimination?

**Key Science questions**

How do we know that light travels faster than sound?  
How can you set up an experiment to show that light travels in straight lines?  
How do your eyes work?  
How can you use mirrors to see around blind corners?  
Spend a small period of time being blind folded and see how successful you are at doing everyday things you take for granted?  
Can you use water colour painting to create a landscape or still life painting which shows light and shadow?  
Can you create a shadow puppet story and present it to others?

**As Historians can we...?**

- Summarise the main events from the Viking period, explaining the order in which key events happened.
- Summarise what Britain may have learnt from other countries and civilizations.
- Describe features of historical events and people from past societies.
- Recognise and describe differences and similarities between different periods of history.

**As Scientists can we...?**

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**Using technology can we...?**

- Create a sequence of story scenes with added audio.
- Structure and sequence the animation of characters in each scene.
- Use the repeat command to create animation effect.
- Add interactive features to a scene

**As Musicians can we...?**

- Discuss the features of rock music.
- Sing popular rock songs.
- To play and perform popular rock music.

**As Writers can we...?**

- Plan and write in different genres.
- Proof-read and edit our writing.
- Write a non-chronological report.
- Write an adventure quest story.
- Create character profiles.
- Use figurative language to describe.

**As Readers can we...?**

- Comment on explicit and implicit points of view within a text.
- Use text evidence to support opinions.
- Recognise whether statements are fact or opinion.
- Comment on how a writer creates different characters, settings, atmosphere and effect.

**As Designers can we...?**

- Design and make a Viking long boat.
- Look at the work of several famous painters, giving particular attention to light, tone and shadow before attempting their own work.

**As mathematicians can we...?**

- Draw and measure accurate angles and shapes.
- Find the missing angle in a triangle and on a line.
- Find fractions and percentages of shapes and amounts.
- Use written methods to solve calculations using all four operations.
- To calculate area and perimeter.
- To describe the properties of shapes.

**To develop our physical ability can we ...?**

Ball skills – using hockey techniques to control the ball, passing the ball with accuracy and using skills to play a match.

**To develop our religious and cultural understanding can we...?**

- What are the origins of Hinduism and Sikhism?
- Why and how is Diwali celebrated by both religions?
- Can I re-tell a story linked to Diwali?