

Year Group:	Year 6	Term: Summer
Learning Challenge Title:	Were the Vikings always victorious and vicious? Curriculum focus: Humanities	
NC Objectives:		
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples <ul style="list-style-type: none"> ○ Viking raids and invasion ○ resistance by Alfred the Great and Athelstan, first king of England ○ further Viking invasions and Danegeld ○ Anglo-Saxon laws and justice ○ Edward the Confessor and his death in 1066 • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
Wow starter:	WOW: <i>A film showing life in a Viking village.</i>	
LC Questions: 1	Which region of Britain would you have come under during the Heptarchy?	
2	Why did the Vikings come to Britain and how did they make the journey?	
3	What did the Brits learn from the Vikings?	
4	What was life like for a 11 year old (boy/ girl) Viking?	
5	How did the Vikings live when they came to Britain?	
6	How can you create a Viking long boat from a range of materials?	

7	What did the Vikings eat and could you recreate a Viking meal?
8	What do we know about daily life in Mayan times?
9	Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.
Writing Opportunities: Instructional Writing, No-Chron Reports, Diaries,	

Year Group: 6		Term: Summer 1 & 2
Learning Challenge Title:		Could you be the one to build the next Xbox?
Curriculum focus: Science		
<p>NC Objectives:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. 		
Wow starter:	<i>WOW: Look at a range of board games that require batteries and evaluate them</i>	
LC Questions: 1	Can you create a circuit that has at least one of these features: switch; buzzer; motor?	
2	How do traffic lights work and can you create an electrical product that needs to be sequenced?	
3	What do you understand about: cells and volts and how it impacts on how electrical products work?	
4	Can you build and control your own circuit?	
5	Can you design a board game that makes use of an electric circuit and at least one of the features looked at in LC1?	
6	Reflection – build and present the board game.	
Writing Opportunities: instructions. Persuasion.		