

## Vikings Unit: Unit 8

| Class:   | Teacher:   | Study Title:  | ES Outcome  | People in Past  | Level C/B |
|--|--|---|---|---|-----------|
| Term:  | Date:  | Duration:   |   |   |           |
| Knowledge and Understanding Attainment Targets<br>Level C/B  | Learning Outcomes for:<br>Romans Unit  | Pupil Experience/Activity<br>Skills based and KU Activities<br>Including Informal Assessment<br>(show sequence if not written in order) |   | Skills Attainment Targets<br>Highlight the Emphasis for Teaching<br>Level C |           |
| <ul style="list-style-type: none"> <li>Describe some features of life in the past for chosen topic/ period – B</li> <li>Make a comparison between present and past lifestyles/ circumstances/features (What is the same/ different?) – C</li> <li>Put a series of events with their dates in chronological order – C</li> <li>Describe the ways in which people preserve the past and suggest why they should do this – C</li> </ul> | <ul style="list-style-type: none"> <li>To be able to describe the main features of life at the time of the Vikings.</li> <li>To be able to understand the influence the Vikings had on the development of Scotland particularly Orkney and Shetland.</li> <li>To be able to compare their lifestyle and daily routine with that of a child in the time of the Vikings.</li> <li>To be able to order events surrounding their invasion and settlement in Scotland.</li> </ul> | See ACTIVITY SHEETS starting on page 52.  | <p>Level C Skills<br/>Pupils are able to:<br/>Preparing for the task:</p> <ul style="list-style-type: none"> <li>plan a sequence of activities for tackling an enquiry, class or homework task.</li> <li>suggest relevant sources of information that might assist in a particular enquiry task.</li> </ul> <p>Carrying out the task:</p> <ul style="list-style-type: none"> <li>select and record specific information for a given purpose from a variety of sources available in the school or local community.</li> <li>select simple techniques to process/classify straightforward information in a variety of ways.</li> <li>distinguish in an elementary way between fact and opinion, fact/truth and fiction.</li> </ul> <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> <li>present findings in a report, communicating key points clearly.</li> <li>present conclusions giving reasons.</li> </ul> |   |           |

## Viking Unit (cont'd)

| Cross Curricular Links   | Resources  | Assessment<br>(formal assessment – sample or teacher observation record to be kept in folio as evidence)                                      | Evaluation |
|--|--|---|------------|
| <p>Language<br/>Reading for information/tell stories and legends from the time of the Vikings, imaginative writing about raids/invasions/sailing the high seas, being a Viking child.</p> <p>Drama<br/>Village life scenarios/raids/travelling/buildings ships.</p> <p>Art/Technology<br/>Models of boats/shields/helmets, pattern designs of jewellery/clothes from that era, design and make a tapestry of boats invading Scotland.</p> <p>Mapwork<br/>Maps of Scotland/areas invaded/place names with Viking origins.</p> <p>People and Place<br/>Link to comparative study of Edinburgh and Orkney/Shetland if this unit was chosen.</p> | <p>Chambers Street Museum – Viking Centre/drama/handling artefacts</p> <p>Sound Learning tapes – Viking life reference</p> <p>Water of Leith Centre<br/>Drama Workshop<br/>0131 455 7367</p> <p>Web:<br/><a href="http://www.waterofleith.edin.org">www.waterofleith.edin.org</a><br/>Jacqueline Cuthbertson – Vikings</p> <p>Kar2ouche products Interactive Software on Vikings from IT Scotland<br/><a href="http://www.LTScotland.com">www.LTScotland.com</a></p> | <p>Vikings<br/>Page 3 and 4 – Level C<br/>Page 5 – Vikings (Tynecastle)<br/>Jacqueline Cuthbertson<br/>The Vikings – skills/enquiry tasks</p> |            |
| <p>Assessment Strategies:</p> <p>Informal:<br/>Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal:<br/>Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)<br/>Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>   |  |   |            |

## Vikings – Assessment Level B/C

Name: .....

Date: .....

1 The Vikings came from Scandinavia. Tick the countries which make up Scandinavia.

- |        |                          |         |                          |
|--------|--------------------------|---------|--------------------------|
| France | <input type="checkbox"/> | Denmark | <input type="checkbox"/> |
| Italy  | <input type="checkbox"/> | Spain   | <input type="checkbox"/> |
| Sweden | <input type="checkbox"/> | Germany | <input type="checkbox"/> |
| Norway | <input type="checkbox"/> | Russia  | <input type="checkbox"/> |

2 The word Viking means

- a) killer
- b) pirate
- c) explorer

3 The Vikings began raiding other countries because:

a) they wanted to test how far their ships could sail.

b) they were short of goods and needed to trade.

c) they were forced to leave home because of harsh conditions and shortage of land.

4 The first attack on Britain was at:

a) Orkney

b) York

c) Lindisfarne

5 This raid took place in:

a) 1250 AD

b) 793 AD

c) 1549 AD

6 Name three countries they travelled to in order to trade goods.

1 .....

2 .....

3 .....

7 In which English city were the remains of a Viking town found by archaeologists.

a) London

b) Liverpool

c) York

8 Viking ships were called .....

9 They made their ships move by using two different kinds of power. What were they?

a) .....

b) .....

10 Name two Vikings Gods.

a) .....

b) .....

11 Vikings used a kind of writing called? .....

12 Name two weapons used by Viking warriors.

a) .....

b) .....

13 Name two kinds of work done by Viking women at home.

a) .....

b) .....

14 The Vikings had a parliament to make laws and try criminals. It was called:

a) a thrall

b) a thing

c) a jarl

15 Why did the Vikings stop raiding other lands eventually?

a) They were beaten by other armies.

b) They didn't have enough ships.

c) They started to settle down in these lands.

| People in the Past |            |                     | Sense of History                      | Romans B/C |  |  |
|--------------------|------------|---------------------|---------------------------------------|------------|--|--|
|                    | ISBN       | Author              | Title                                 | Price      |  |  |
|                    | 187448869X | Allard, Denise      | Vikings, The                          | £7.99      |  |  |
|                    | 1855617242 | Ardagh, Philip      | Norse Myths                           | £10.99     |  |  |
|                    | 1860396003 | Brumpton, Keith     | Derek the Depressed Viking            | £3.99      |  |  |
|                    | 0431080712 | Chapman, Gillian    | Vikings                               | £10.99     |  |  |
|                    | 1854346032 | Chrisp, Peter       | Vikings                               | £5.99      |  |  |
|                    | 0746030738 | Civardi, Anne       | Viking Raiders                        | £4.99      |  |  |
|                    | 0750024666 | Corbishley          | Vikings at a Glance                   | £8.99      |  |  |
|                    | 1874488401 | Davies, Kath        | Vikings                               | £8.99      |  |  |
|                    | 0199104395 | Grant, Neil         | Eric the Red                          | £3.99      |  |  |
|                    | 1860070701 | Guy, John           | Viking Life                           | £3.99      |  |  |
| *                  | 0750221089 | Hicks, Peter        | Vikings, The                          | £10.99     |  |  |
| *                  | 0750228121 | Hull, Robert        | Vikings in Britain                    | £4.99      |  |  |
|                    | 0860516318 | Jones, Terry        | Saga of Erik the Viking               | £5.95      |  |  |
|                    | 0340727136 | Kingsland, Robin    | Absent without Leif                   | £3.50      |  |  |
|                    | 0750232552 | Langley, A          | Wouldn't Want to be a Viking Explorer | £9.99      |  |  |
|                    | 0749639725 | Manning             | What a Viking                         | £10.99     |  |  |
|                    | 0751360228 | Margeson, Sue       | Viking                                | £9.99      |  |  |
|                    | 0749632348 | Martell, Hazel Mary | Vikings                               | £11.99     |  |  |
|                    | 1841381241 | Parker, Victoria    | Norse Lands                           | £10.99     |  |  |
| *                  | 0746020384 | Reid, S             | Who Were the Vikings?                 | £3.99      |  |  |
|                    | 0749639075 | Ross, Stewart       | Vikings                               | £8.99      |  |  |
|                    | 1842152912 | Steele, Philip      | Find Out About the Viking World       | £4.95      |  |  |
|                    | 1859676855 | Steele, Philip      | Step Into the Viking World            | £5.95      |  |  |
|                    | 1860391621 | Swindells, Robert   | Orchard Book of Vikings               | £12.99     |  |  |
|                    | 074964172X | Thomson             | Vikings: Footsteps                    | £4.99      |  |  |
|                    | 071365368X | Tolhurst, Marilyn   | Viking Street                         | £4.99      |  |  |
|                    | 0114958130 | Unknown             | Scotland's Vikings                    | £4.50      |  |  |
| *                  | 0749625414 | Unknown             | Vikings                               | £4.99      |  |  |
|                    | 0431059772 | Whittock, Martyn J  | Beliefs and Myths of Viking Britain   | £5.99      |  |  |
|                    | 0431059675 | Whittock, Martyn J  | Living in Viking Britain              | £5.99      |  |  |
| *                  | 043105973X | Whittock, Martyn J  | Wars of the Vikings                   | £5.99      |  |  |
|                    | 0744572517 | Wright, Rachel      | Viking News                           | £5.99      |  |  |

## **Activity Sheet -The Vikings.**

### **Previous Knowledge –**

- Discuss with the class why people move around or away from where they were born.  
E.g. Employment, college, travel, retirement, to emigrate.
- Discuss in groups where they or their family have lived.
- Discuss where they would like to live and why.
- Look at a map/globe to see where they live at the moment and find places they have previously lived.

### **Introduce the Vikings –**

- The Viking age started in the late 8<sup>th</sup> century and lasted 300 years. They are from Scandinavia – Sweden, Norway and Denmark. Viking means pirate.
- Discuss how we know so much about Viking life and where can we find more information?
- Look at archaeological finds.

### **What you need to find out? -**

- Find out facts about the Vikings -
  - Where they were from?
  - When they lived?
  - When they invaded?
  - Who they invaded?
  - What they there?
- Use websites, worksheets, books, posters videos, dvds and maps to help you find the answers to these questions. (Some have been supplied.)
- Use the time line supplied to discuss significant dates in the Viking era and add in any other ones you feel are also important.
- Draw what you think a Viking looks like and write a few sentences about them.

**Websites to use: -**

Vikings online -<http://www.nmm.ac.uk/site/navId/005003001007>

Bbc.co.uk - search Vikings. Walk Through Time – [www.bbc.co.uk/history/walk](http://www.bbc.co.uk/history/walk)

BBC History: The Vikings. – [www.bbc.co.uk/history/ancient/vikings](http://www.bbc.co.uk/history/ancient/vikings)

BBC Wales: Reading The Ruins – <http://www.bbc.co.uk/wales/about/rr-4-7.shtml>

The Vikings – [www.pbs.org/wgbh/nova/vikings](http://www.pbs.org/wgbh/nova/vikings)

The Jorvik Viking Centre – [www.jorvik-viking-centre.co.uk](http://www.jorvik-viking-centre.co.uk)

Virtual Museum of Scotland – <http://www.museum.scotland.net>

The National Grid For Learning Scotland – <http://http://www.ngflscotland.gov.uk/>

**Reference books and artefacts available from -**

McDonald Road Resource Centre.

**Trips -**

Jorvik Centre, York England.

Vikingar, Largs Scotland.

The National Museum of Scotland.

**Music –**

BBC School Radio – Time and Tune. The Vikings.

## **Viking Life.**

### **Travelling. -**

- Plot on a map the places Vikings raided and routes that were taken. (Look at the map supplied.)

### **Raids on Scotland. –**

#### **Research -**

**The reference book, The Vikings in Scotland by BBC Education Scotland, Wayland or websites will help you to -**

- Find out about the first attacks on Scotland.
- Find out why the Vikings settled in the Orkney and Shetland Islands? E.g. good farming land, sea full of fish, safe harbour to use as a base to attack other areas of Scotland.
- Who was already living there before the Vikings attacked the islands?
- How do we know the Vikings came to these islands and Scotland?

### **Boats. -**

- **Look at the different types of boats that were used and find out**

- How they differed from each other?
- What they were made of?
- What they look like and were decorated with?
- What they were used for?
- How they navigated their ships?

- Use the 4 worksheets supplied on Viking boats to label the Knarr and the Longship. Write about them and answer the questions on each type of boat.
- Teachers can also use the 2 information sheets provided.
- Draw a longship or a knarr ship or make one from junk.
- Write instructions to build a longship.

### **Trading. -**

- Find out what goods Vikings used to trade with and which countries they got their wares from.
- Use the worksheets supplied to help you discuss the goods traded and place them in the correct boat to establish where they originated.

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- They could also be plotted onto a map showing the areas where they came from.
- Use the teacher's notes to help you.
- Design an advert/poster selling an item to trade. E.g. fur and skins.
- Write an imaginative piece of writing describing a voyage to another country. The story could be to trade or on a raid. You could model the beginning of the story with the class.

Include –

- Where you were going and why?
- What your job was?
- What were you taking with you?
- What the boat looked like?
- Where you set sail?
- What were you feeling?

### **Everyday Life.**

**Find out what life was like in Viking times through websites, worksheets, books, videos and posters.**

#### **Longhouses.**

- Find or draw, then label a picture of a Viking home and include areas such as,
  - Where they cooked, slept, kept animals.
  - What it was made of i.e. a thatched roof,

#### **Food and Drink.**

- Draw on a plate what they may have eaten and drank in Viking times.
- Write out a menu.
- Hold a feast using some of the food they used to eat.

#### **Clothes and Jewellery.**

- Label the 2 pictures of clothes and jewellery worn by men and women.
- Use the teacher's notes to help you or as a base to produce a worksheet on Viking dress.
- As a Viking child draw what you would wear and what you would have with you. ( as a Viking child.)
- Read aloud a description of what you are wearing to the class as if you were a fashion designer.

## **Jobs and Pastimes.**

- Find out the different jobs people did, include, crafts, keeping animals, growing crops etc.
- Write a job description for a paper or design a poster advertising a job.
- Choose 4 jobs and discuss what you would have to do and why it is important.
- Write a diary of your day as a boy or girl, man and woman in Viking times.
- The children should compare this to their own life.
- Find out what extra activities they did. E.g. making weapons, fighting, playing games.
- Groups act out an activity and see if the class can recognise them.

## **Warriors. Activities -**

- The children should describe themselves as a warrior. They should include what they'd wear, act etc?
- Design a helmet.
- Find out which weapons they used. Draw, label and describe their use? Design a shield.
- What did they do on raids? Write a newspaper report on a raid.
- What would a warrior want to happen when he died?

The class draw themselves as a warrior in their Longship, ready for cremation and include all the things they'd want to take with them to the after life.

- Make a poster advertising for a brave warrior.

## **Rules and Laws.**

- Find out about The Thing and The Althing.
- Run your own 'Thing.'
- Compare their rules/laws to your ones in the class/school/Scotland.

### **Viking Writing.**

- Read some myths, sagas and poems to the class.
- Re - enact some stories.
- Write poems or sagas on every day Viking life or about a raid. These could be read out at your feast.
- Discuss the truth behind their stories.
- Find out about the Viking alphabet and write your name or message using the ruins.
- Find modern words that originate from the Vikings and list them. E.g. husband, egg, law, knife and widow.
- Also some place names came about when the Viking settled in Britain. Names ending in –by, -thorpe, -ay are Viking place names. See how many you can find on a map.
- Make up a glossary using Viking words and find out their definitions.

### **Beliefs and Gods.**

- Find out about the Viking religion and the different Gods they believed in.
- Research information on the different areas in the Viking world, such as Valhalla, Niflheim etc. Write about them and draw what you think they would look like.
- Describe one of the Gods and draw a picture showing what they might have looked like.
- Write a myth about your chosen God.
- Design a good luck charm like Thors hammer.

### **Mind Map.**

- Make a mind map to see what you have learned about the Vikings.

