



Learning Scotland



SEE YOU SEE ME

Autumn 2008

Unit 3

Fridays 11.40–12.00

21 November to 5 December

BBC 2

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.



See You See Me

Spring 2008

Unit 3

Vikings in Scotland

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Vikings in Scotland

Introduction

Addressing the 5-14 curriculum 'Understanding people in the past', these three programmes present an informative, accessible route through which children can explore, question and analyse the evidence of Viking settlements, and life in Scotland, during the period around 800 A.D.

The programmes are presented in a way which demonstrates progression. They encourage the children to appreciate and understand Viking ways of life, and the impact that the Viking arrival and settlement had on the ordinary people of Scotland and Britain, as well as on the monasteries.

The support resources and worksheets demonstrate a cross-curricular approach to the topic of the Vikings, in line with the Curriculum for Excellence and addressing the four key areas. Children are encouraged to work both independently and in small groups, and carry out oral, written and practical tasks

Assessment

There are many opportunities for assessment throughout the activities and discussion, and a self-assessment sheet for pupils to fill in after they complete the Technology Folio. Assessment suggestions can also be found in the Forward Plan for the unit. The material reflects the WALT (We Are Learning To...) and WILF (What I'm Looking For...) approach to learning.

Additional resources

Further reading

(books marked with an asterisk are suitable for independent pupil reading).

Crossley Holland, K. *Penguin book of Norse Myths: Gods of the Vikings*, 1996, Penguin.

*Deary, T. *The Vicious Vikings*, 2004, Scholastic publications 'Horrible Histories' series.

Haywood, J. *Penguin Historical Atlas of the Vikings*, 1995, Penguin/Viking publications.

*Swindells, R, Utton, P. *The Orchard book of Vikings*, 2004, Orchard publications.

**Viking Raiders* Usborne Time Travellers series, Usborne Publishing Ltd
ISBN 9780746030738

Gordon Jarvie and Frances Jarvie *Scotland's Vikings* Scottie Books (National Museums of Scotland) ISBN 190526710X

Websites

(Please note that the BBC is not responsible for the content of external websites.)

<http://www.bbc.co.uk/schools/vikings>

In May 2007, a new website will be launched to complement these television programmes. For more details, please log on to

<http://www.bbc.co.uk/scotland/education>

<http://teacher.scholastic.com/products/instructor/vikings.htm>

— this site, from the publishers Scholastic, includes interactive activities which link back to BBC sites

<http://www.pbs.org/wgbh/nova/vikings/runes.html>

Forward plan Environmental Studies

Viking in Scotland

Programmes 1–3 Attainment outcome focus: People in the past

Level B/C

Strands	Pupil experience: what pupils should learn	Assessment
Knowledge and Understanding People, events and societies of significance in the past Change and continuity, cause and effect	Pupils should be able to (level B) – describe some features of life in the past for a chosen topic and period. Pupils should show understanding about selected main features of Viking life of the period, such as daily life, the home, everyday work, leisure, transport or clothing. – describe changes that have led to present circumstances and relate them to their own lives (for example, explain the impact that Viking invasions had on their own local communities). (level C) – describe the diversity of lifestyles of people in Viking times. – understand the impact that Viking invasion and the plundering of wealthy monasteries had on ordinary people. – explain some of the reasons behind the stories of Vikings being a fearsome race. – make comparisons between present and past lifestyles and circumstances, and the features of everyday life. – demonstrate some reasoning for the differences, and for some aspects of continuity, between the past and the present. – identify features influencing our lives which arise from Viking influences, such as place names and elements of the language.	Through appropriate oral and written responses, pupils should – demonstrate an understanding of the ways in which the opinions of the people recording events can influence our view of history – be able to identify relevant places on a map and show some understanding of the distances involved – offer responses about their design work with the Viking longship – be able to talk about the reasons why people move to new areas or countries – demonstrate an understanding of the Viking way of life, and be able to make valid comparisons between it and life today – show an understanding of the Viking's use of natural resources, and their sustainable lifestyle – identify types of archaeological evidence useful in informing us about the past – identify Norse influences within the English language and the place names of Scotland A self-assessment sheet for the Technology Folio material (planning and building a model longship) is provided.

Programme One **The Vikings arrive**

—Transmission date 21 November 2008

Programme Content

Programme One introduces the idea that history is influenced by stories passed down through generations, and that solid evidence gathered and collated by archaeologists and historians can help build a more factual basis for understanding the people and events of the past. (Archaeological evidence and the job of the archaeologist are explored in Programme Two.)

It explains that the Vikings originated in Scandinavia and that they were active around 800 A.D. They travelled throughout Europe, sailing in large sea-going vessels called longships, and often targeted and plundered monasteries. Monks were therefore terrified of Vikings, and wrote lengthy annals and histories detailing their experiences. These accounts, as well as the Vikings' sagas, are largely responsible for our historical understanding of the Vikings.

Before the programme

It would be helpful if teachers view the programme before showing it to the class. It would also be useful if, before seeing it, the children have started work on the Vikings. Discussion of where the Vikings came from, and finding Scandinavia, Orkney and Scotland on a globe or atlas, will give the children some appreciation of the journey the Vikings undertook before arriving in Scotland. The concept of historical evidence as a key to understanding the people and events of the past should also be introduced.

The children should create a mind map of their understanding of the Vikings to enable an initial assessment of their prior knowledge to be made.

The following specific exercises may be useful.

- 1 Have a game of 'Chinese Whispers' to help demonstrate how information can change, and can be influenced by opinions, as it is transmitted.
- 2 Ask the children to find the meanings of the words 'Norse', 'Viking' and 'Scandinavia'
- 3 Create a pictorial timeline in the classroom to show the time at which the Vikings were active (around 800 A.D., after the time of the Romans and around the time of the Picts).

After the programme

Discuss the programme, and obtain some initial reaction from children about the Vikings. Make sure they understand who the Vikings were and how they appeared to the people of Britain. Talk about the impact that the first Viking invasion must have had.

Suggested resources

In addition to the books and websites listed in the introduction to the unit, you should have the following items available.

- A globe, atlas or maps of Europe showing Scandinavia, Orkney and Scotland.
- The Resource Sheet showing the areas in which the Viking settled.
- Technology Design Folio.
- A variety of technology materials (preferably those which may have been available to the Vikings, such as wood and fabric. Glue is allowed!)
- Worksheet 1, for writing an account of the Viking raids from a monk's point of view.

Programme Two **From Vikings to settlers**

— Transmission date 28 November 2008

Programme Content

Programme Two expands on the activities of the Vikings when they settled in Scotland. It presents information about the way the Vikings lived in longhouses, which housed both people and animals — in some settlements there were no separate barns for the livestock. Longhouses were dark and lit by lamps. Vikings used natural materials for their buildings and artefacts, and lived a sustainable lifestyle. Their diet was based on basic grains, ground on a quern, and home grown produce, and their clothing was mainly made at home by the women who spun and wove the cloth from wool.

The programme also reinforces the idea that the task of Archaeologists is to find artefacts from ancient times and make sense of them.

Before the programme

Discuss the idea of moving to a new area. Try to relate this to personal experiences, inviting children to discuss times when they may have moved house or gone to a new school. How did they react to new friends and neighbours? How did the new friends react to them? Talk about the 'flight or fight response' that can arise in times of danger, and the difficulties of adapting to new circumstances.

Invite the children to compare their own experiences with how Viking settlers may have felt arriving in Scotland around 1200 years ago. Remind the children that lifestyles in different countries can be very different. At the time of the Vikings, before today's global communication, this must have been even more true.

Talk about how people must have reacted to this 'fearsome race' arriving on their territory, and about how the Vikings lived once they settled here.

After the programme

Discuss the programme to ensure that the children have deepened their understanding of how the Vikings lived. Talk about what it would have been like to have most of the manufacturing you needed carried out based in your home, and about how the Vikings used the natural resources around them for food, comfort and trade.

If possible, arrange for the children to see some craft methods of spinning or weaving carried out — many local community museums have this facility. Examining the tools and machinery used for spinning and weaving implements will bring a greater appreciation of the skills involved.

The following specific exercises may be useful.

- 1 After having a discussion about the Viking longhouse, ask the children to make a labelled diagram or a drawing showing the external features of the building, and then to describe what the inside would be like. Worksheet 2 can be used for this.
- 2 Talk about the skills and crafts that the Viking community would have needed. Ask the children to choose a skill that they would like to have, and to research what this would have involved.

Suggested resources

In addition to the books and websites listed in the introduction to the unit, you should have the following items available.

- Worksheet 2: the longhouse.
- Drawings or photographs of spinning and weaving tools, and raw sheep or goat wool to allow children to feel their texture.
- Research materials about craft skills

Programme Three **The legacy of the Norse**

—Transmission date 5 December 2008

Programme Content

Programme Three is introduced with an explanation that nowadays the Vikings are known as the Norse. The programme recaps the main points of Programmes One and Two, then goes on to demonstrate that Orkney and Shetland were key Viking settlements where much archaeological evidence has been found. Two Norse settlements are examined, highlighting the decisions the Norse may have taken when looking for a suitable location.

Many place names and personal names in Viking settlement areas, especially in Orkney, have Norse influences. There are Norse words within the English language. The programme also looks at runes, an ancient means of written communication.

The programme goes on to present archaeological evidence suggesting that, in the latter stages of the Viking Era, the majority of people within Orkney's Viking settlement were Christian.

Before the programme

Children should revisit their initial observations from Programme One in identifying where the Viking raiders landed in the North of Scotland and especially in Orkney. They should also participate in some individual and paired investigative work in assessing how, and to what extent, the Viking invasion and settlement of 800 A.D. has influenced Orkney today.

After the programme

Ensure that the children have a fairly broad understanding and appreciation of the life and times of the Viking peoples and their impact on Britain, particularly Scotland. Discuss the extent to which their influences remain today, especially within the English language. As a summary assessment, it is suggested the children are asked to complete a second mind map, and compare it themselves with the mind map they made before programme one.

The following specific exercises may also be useful.

- 1 Ask the children to research personal names and place names with Norse origins, and link the names to their original meanings. They could choose a Viking name for themselves and say why they have chosen it.
- 2 Do some work with runes. Investigate the meanings of runes, and carry out research to find where else in the world runes have been found and what messages have been decoded from them. Working in pairs, the children could create their own symbolic or pictographic language and write messages for other class member to try to decode.

Suggested resources

Worksheet 3, about Norse influences within the English Language.

In addition to the books and websites listed in the introduction to the unit, the websites following will be useful. (The BBC is not responsible for the content of external websites.)

<http://www.orkneyjar.com/placenames/index.html>

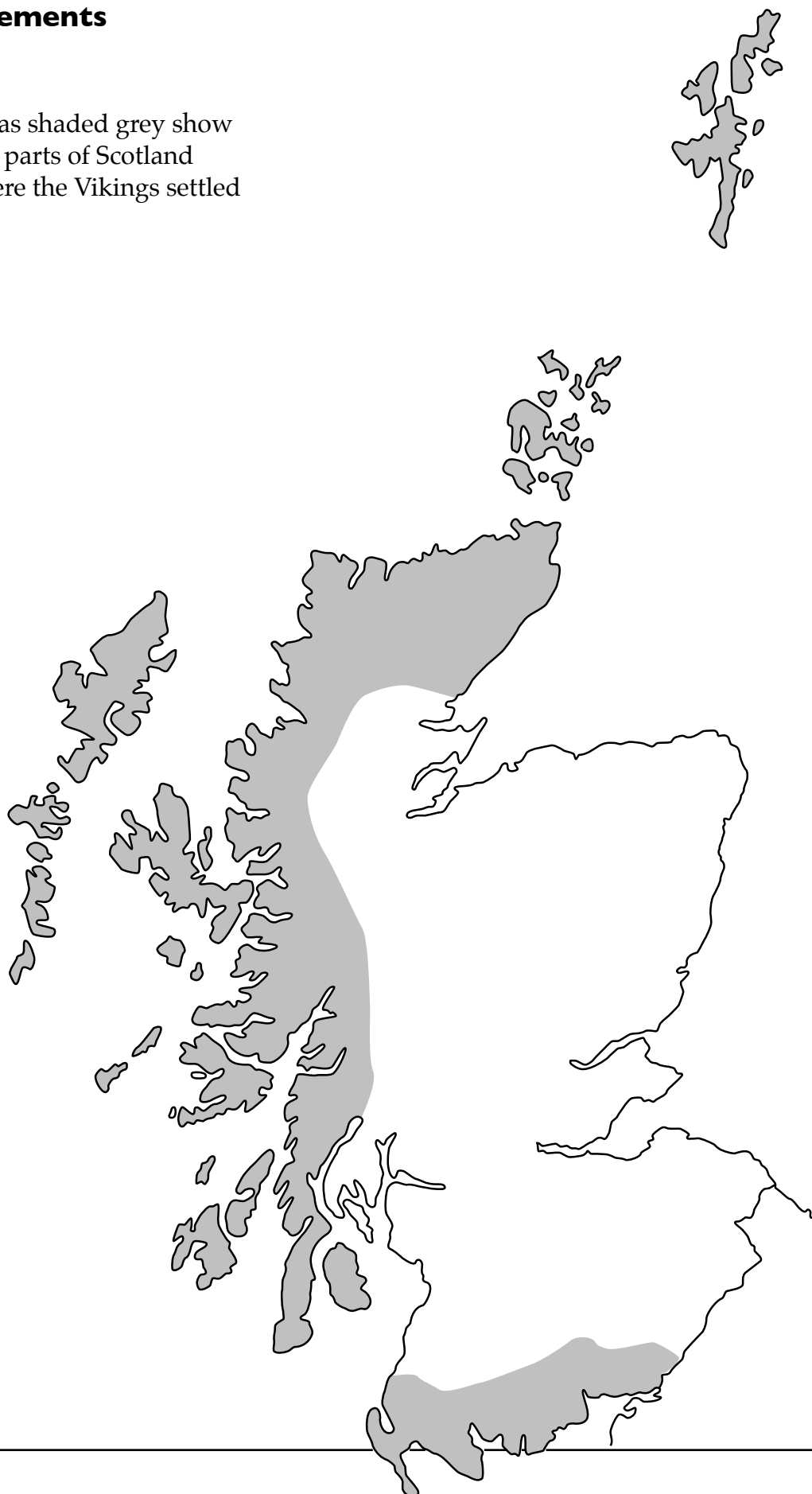
lists place names with Norse origins.

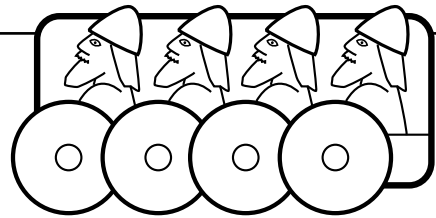
<http://odin.bio.miami.edu/norse/words.html>

lists Norse words used in modern English.

Viking settlements

■ Areas shaded grey show the parts of Scotland where the Vikings settled

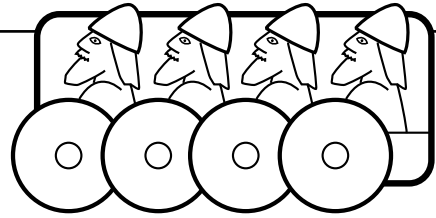




The Viking raids

Imagine you are a monk in one of the monasteries that the Vikings plundered. Write about what the Vikings were like, and what they did.

A large, irregularly shaped writing area with a wavy border, containing 20 horizontal lines for writing.



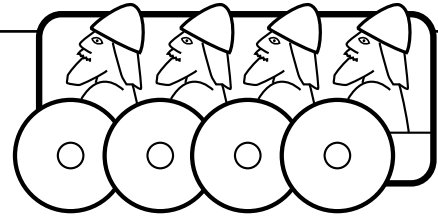
Viking longhouse

Draw the outside of a Viking longhouse. Add some notes and labels about the features of the house and the materials used to build it.

A large, empty rectangular box with a black border, intended for a drawing of a Viking longhouse.

Describe what the inside of the longhouse would have looked like.

A series of eight horizontal lines for writing a description of the interior of the longhouse.



Norse words in the English language

The following words come from the Norse language but we use them in English. Write down what they mean. (Use a dictionary if you're not sure.)

Berserk _____

Nurse _____

Ugly _____

Club _____

Find four more words that come from the Norse language.
 Write them below, with a brief description of what they mean.

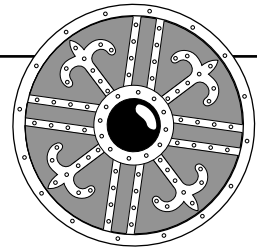
_____	_____

_____	_____

_____	_____

_____	_____





Research

From your research, find two examples of a Viking longship and draw them below.

Example 1

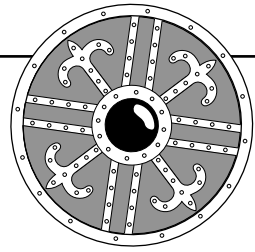
Example 2

From the drawings, identify three of the key features of a longship . Describe them below.
These are features you will have to include in your own longship design.

- 1 _____

- 2 _____

- 3 _____



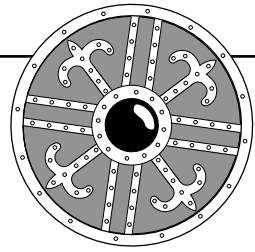
Materials

Think about the materials you will need to make your model longship. Make a list below.

Part of ship

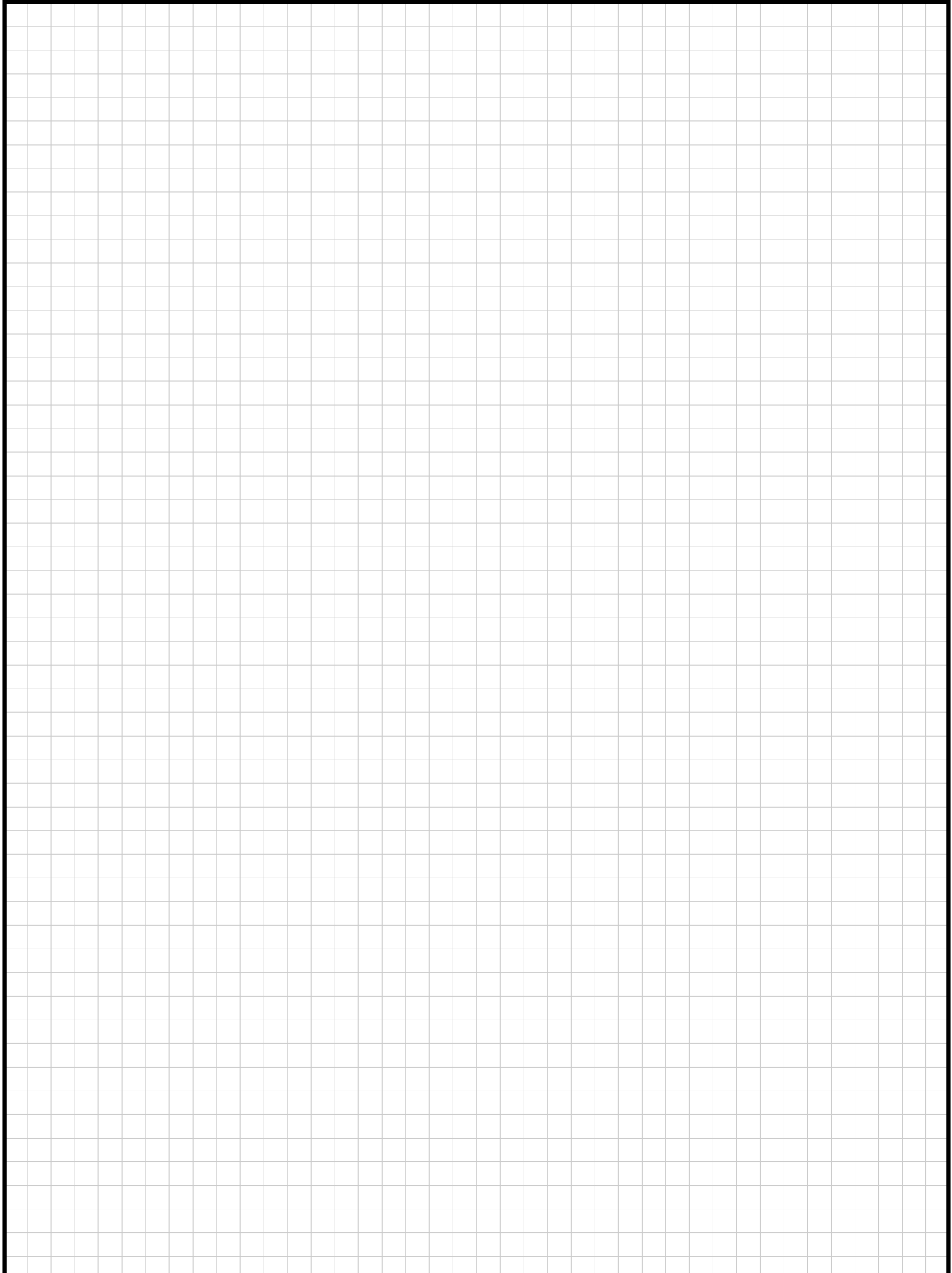
Materials

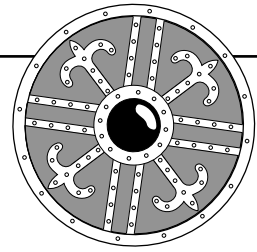
[illegible]



Design

Use this sheet to make a drawing of your longship model.
If there are any important details not clear in the main drawings,
add drawings of the details alongside the main drawing.





Process

List each of the stages of building your longship.
Write down any problems you think you might have,
and how you will overcome them.

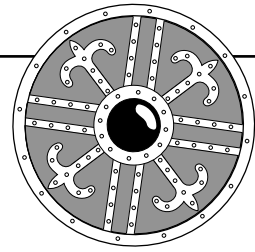
1

2

3

4

5



Please give an honest response about the work you did on the Viking longship by putting a circle around the appropriate number for each of the following statements.

1 means 'I definitely don't agree',

2 means 'I don't think I agree',

3 means 'I don't know',

4 means 'I think I agree' and

5 means 'I definitely do agree'.

Our team worked well together.

1 2 3 4 5

We did a lot of research for our longship designs.

1 2 3 4 5

We planned and designed our longship carefully.

1 2 3 4 5

I was pleased with our finished longship.

1 2 3 4 5

We worked well together as a team.

1 2 3 4 5