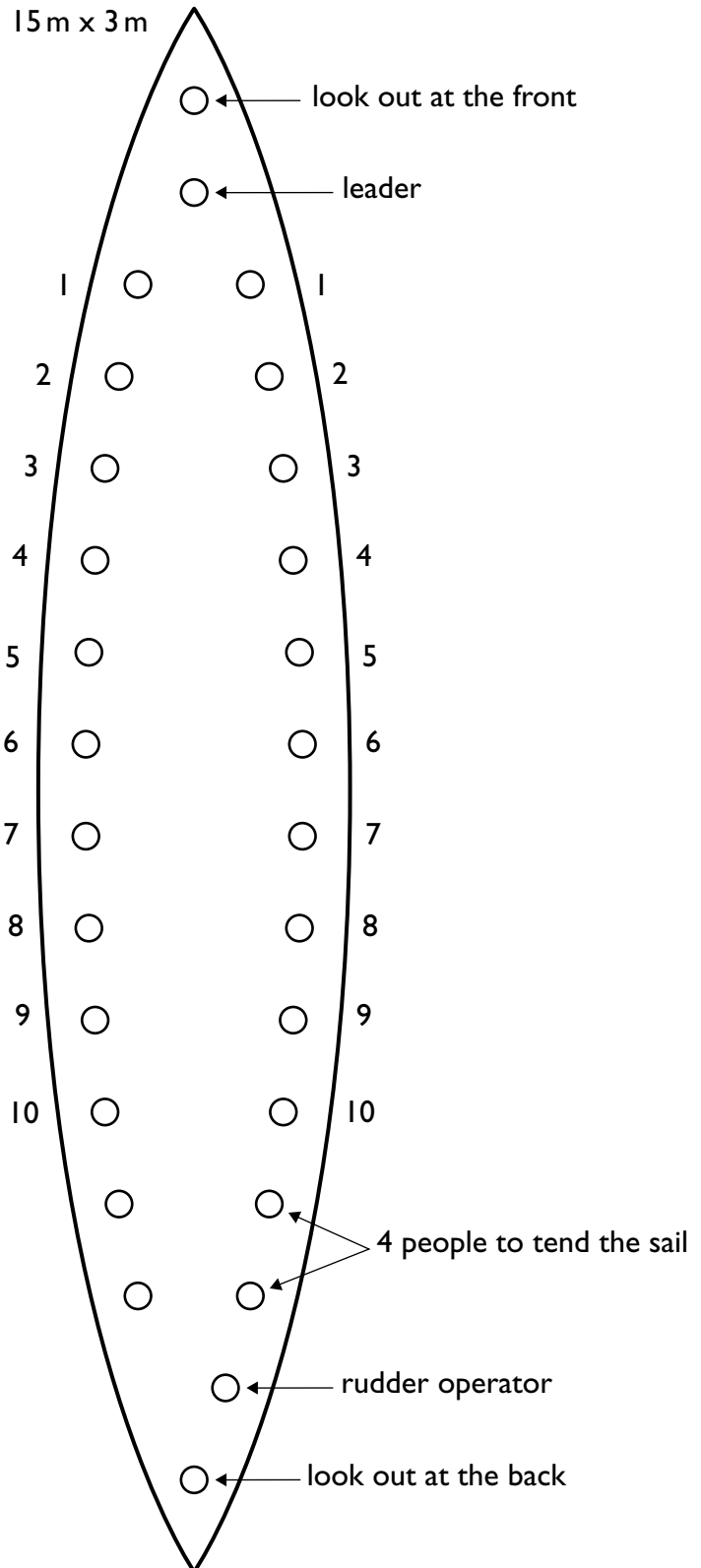


## On a longship

1. Mark out an area in the hall or playground in the shape of the longship shown in the diagram.

The longship should be 15 m long and 3 m at its widest point. In the hall the outline of the longship could be made with chairs facing inwards. In the playground chalk could be used to mark out the ship.

2. Decide among you who should be the leader, who should be the lookouts, the people using the oars (marked 1 to 10 in each side of the ship) the four people tending the ropes attached to the sail and the person operating the rudder.
3. Look at the picture of the longship in the student book then take up your position inside your longship. Try and imagine what it would have been like to be in a real longship.
4. When you leave the ship write a short account of what it might have been like sailing with the other people in a longship.



# On a longship

## Age range

- Mainly for years 3/4 (SP4/5) but can be used with years 5/6 (SP6/7).

## Resources

Copies of the worksheet, access to the hall with chairs or the school playground, chalk.

## Using the worksheet

You can use this activity after the previous one to get the students to think what it might have been like on a real longship. The dimensions given for your longship represent a small ship. Some were 25 metres long. If you have the space, you may like to measure that out so the students can compare their ship with a large one. You may like to address elements of citizenship in this exercise by considering how people work together as a group. Once the students have read about the activity they could decide among themselves who could be each of the people on the ship. The students should also use the picture in the student book to fire their imagination and think about it when they are in their own longship. It should help them gather ideas to write about in the exercise in step 4. The activity could be used on Viking day for extra realism when all the class are dressed in Viking costume.

## Younger students

You may prefer to designate each member of the class to a position on the ship. You could use the exercise to demonstrate measuring long lengths.

## Outcomes

The students can:

- Organise themselves into a group.
- Use their imaginations to appreciate what life might have been like in the past.

## Older students

When the older students are in position on their ship, you may imagine that the ship is under sail. This means more work for the four people operating the ropes but it allows the others to move about the ship as in the picture in the student book. Now tell them that the ship has entered the mouth of a river and they need to approach their enemy quietly without being seen. This means taking in the sail and the others taking up their rowing positions. When the ship runs aground the crew gather their swords and shields (a mime) and leave the ship ready to attack. If the students take part in this "play" they could use it to tell a story of taking part in a raid.

## Outcomes

The students can:

- Organise themselves into a group.
- Follow directions in a simple "play".
- Use their imaginations to write about sailing on a longship and preparing for a raid.