






Viking raiders and settlers

Key to interactive features

Press Teacher's Resources box right to go straight to Contents page. Click on any item in the Contents to go to that page. You will also find yellow arrows throughout that allow you to:

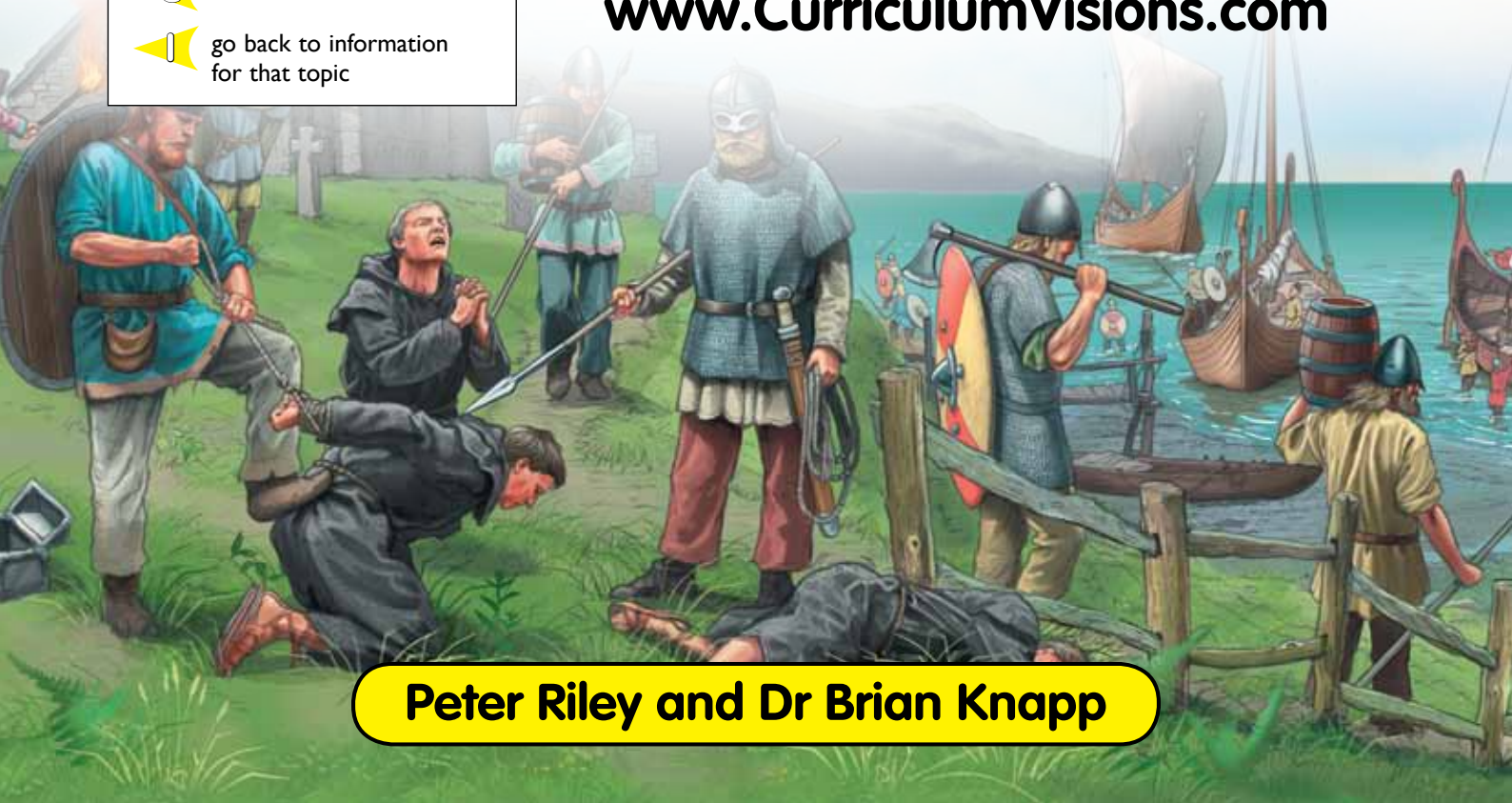
-  **1 A** go to worksheet
-  go back to previous page
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Peter Riley and Dr Brian Knapp



Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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The Environment Education Centre, Penwortham, offers a full day programme called the Viking Experience in which the children, in full Viking costume, take part in role play activities.

For further information telephone 01772 751110, or
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Contents

Includes tried and tested
ideas for planning your own
Viking day on pages 10–15.

► Section 1: 'Viking raiders and settlers' resources

The resources	4
Matching the curriculum	7

► Section 2: Background and photocopiable worksheets

Introduction	8
Variety and selection	8
Linking background and worksheet to the student book	8
A closer look at the worksheets	8
Useful map	9
Organising a Viking day	10–15

Chapter 1: Who were the Vikings?

❶ The Vikings	16–19
❷ The Viking homelands	20–31
❸ Viking writing and names	32–37
❹ Kings, chieftains and clans	38–41
❺ Pagan gods and burials	42–45

Chapter 2: Viking life

❻ A 'Viking' saga	46–53
❼ Viking life	54–57
❽ A Viking farm and longhouse	58–61
❾ Town life	62–67
❿ Inside the town house	68–75
⓫ Viking clothes	76–83
⓬ Viking meals and drink	84–91
⓭ Longship	92–97

Chapter 3: From raiders and settlers

❿ The Vikings raid Britain	98–101
⓯ The raid	102–105
⓰ The Vikings invade	106–109
⓱ The Vikings in England	110–117
⓲ The Vikings in Scotland	118–121
⓳ The first to the New World	122–125
⓴ The end of Viking times	126–133

Notes	134
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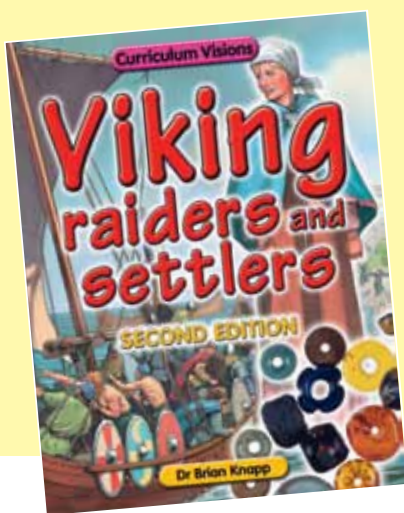
Section 1: Resources

Welcome to the Teacher's Resources for 'Viking raiders and settlers' Second Edition.

Viking raiders and settlers resources we provide are in a number of media:

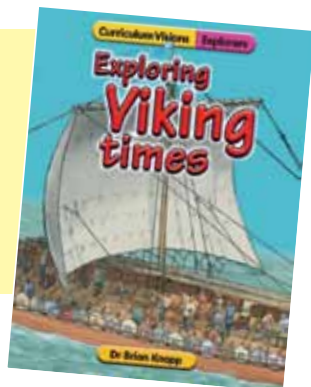
1

The 48 page Curriculum Visions 'Viking raiders and settlers' Second Edition.



2

The 32 page Explorers title, 'Exploring Viking times'.



The Viking times PosterCard Portfolio – key photographs and illustrations on two folded, double-sided and laminated sheets.



4

You can buy the supersaver pack that contains 1 copy of each book, the PosterCard Portfolio, and the Teacher's resources (what you are reading).



5

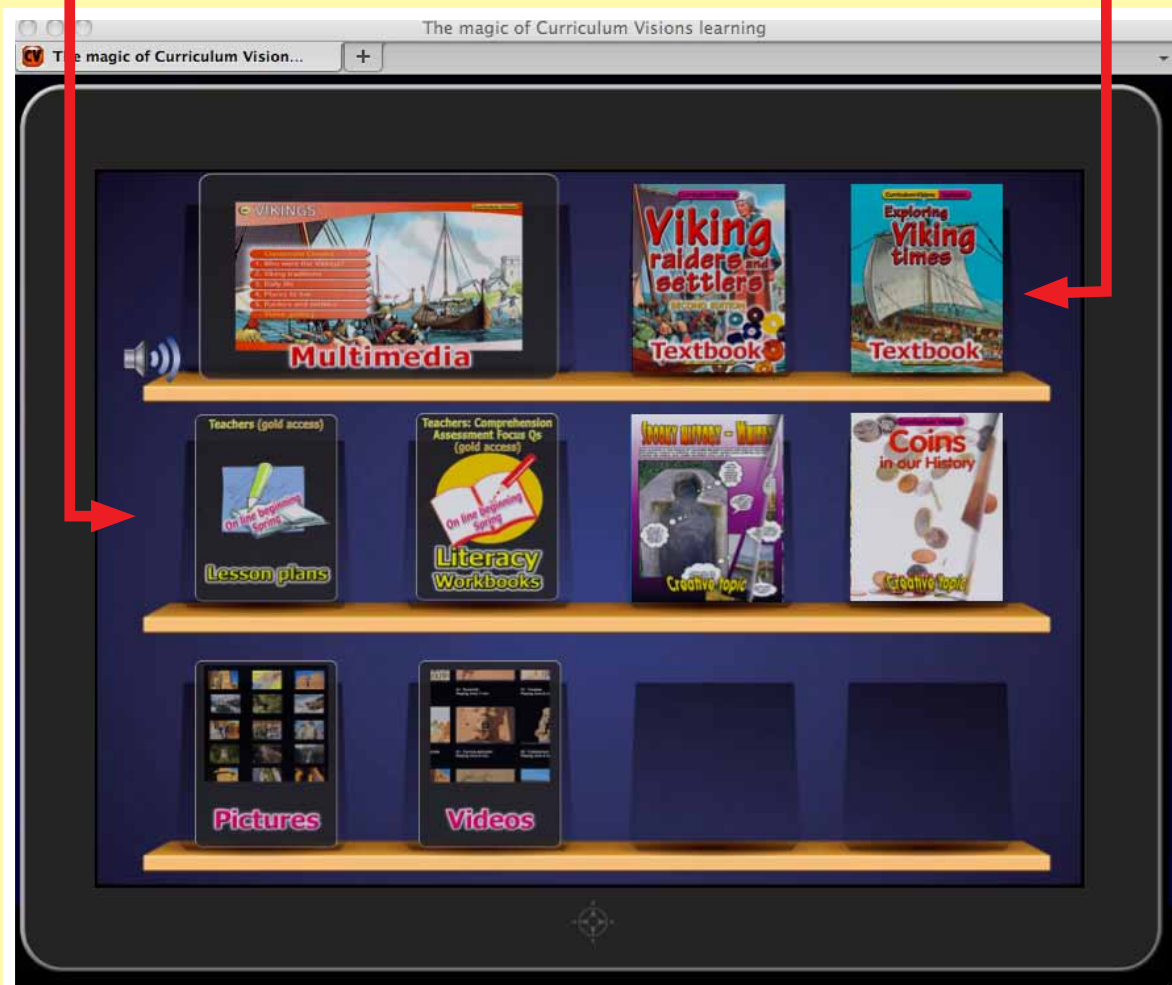
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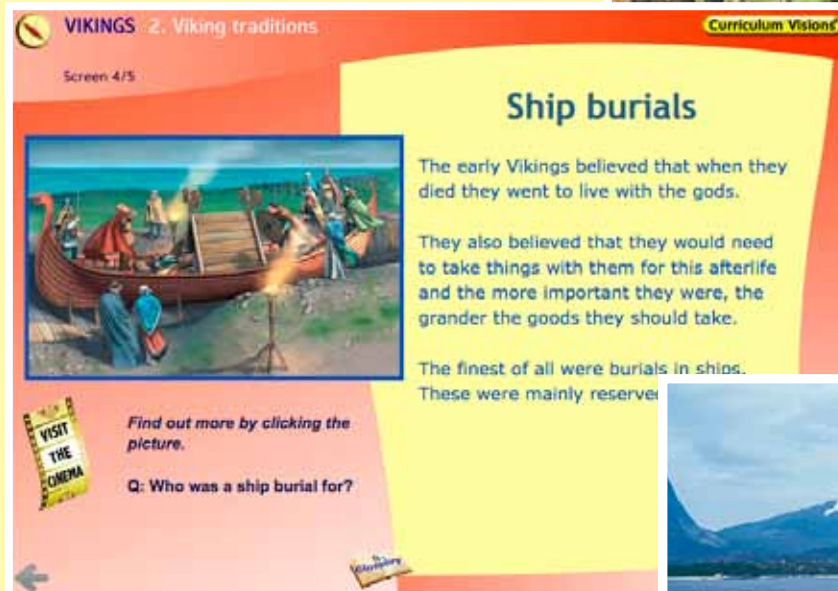


Section 1: 'Viking raiders and settlers' resources

▼ The Vikings home screen

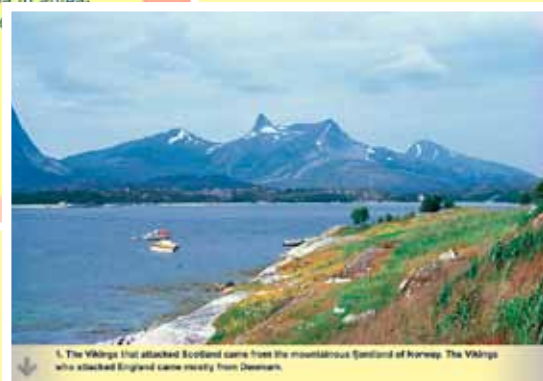


▲ 'Classroom cinema' video



▲ Web site page

► Web site caption



Please note: screens are subject to change from those shown here.

Matching the curriculum

- Find out about people and important events and developments from recent and more distant times.
- Make links across different periods of history.
- Learn about different aspects of local, British and world history.
- Have the chance to discuss why things happened or changed and the results.
- Can carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.
- Can use their understanding of chronology and historical terms when talking or writing about the past.
- Learn about the experiences of people in the past, and why they acted as they did.
- Develop respect for, and tolerance of, other people and cultures.
- See how people in the past have changed the society in which they lived.
- Develop respect for evidence and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas.
- Understand, and adjust for some popular myths and stereotypes.

Looking down this list, it can be seen that the resources are also eminently suitable for using as a vehicle for teaching personal, social and health education (PSHE) and citizenship.

Furthermore, because history provides so many opportunities for improving communication skills, the resources aim to provide a body of material that can be used to reinforce English studies and which could, for example, be used in a literacy hour.

Last, and by no means least, these history resources can be linked to many other subjects, particularly settlement (geography) through *Curriculum Visions Settlement* resources, and through the use of science where appropriate.

Curriculum Visions products are renowned for their ability to help teachers to get children of all abilities, ages and ethnic backgrounds to develop confidence in themselves and to make the most of their abilities through the wide range of materials, the different levels of reading skills represented on each page, and through the comprehension and practical tasks in the photocopiable worksheets.

It should be noted that this material has been designed to be accessible by those teaching Vikings in years 3/4 or 5/6. This can be done with the help of the teacher by selective use of the literacy and worksheet material and by using the diagrams to go in to the appropriate level of depth.

Linked resources





Section 2: Background and photocopiable worksheets

Introduction

Each spread of the student book is supported by background information and photocopiable worksheets in this *Teacher's Guide*. They have been designed to be a fast and efficient way of working through the study of 'Viking raiders and settlers'.

Variety and selection

Each photocopiable worksheet is supported by information on its facing page which includes a resources list (where appropriate), suggestions on how the worksheet may be used and outcomes that may be achieved. There are probably more worksheets than you would use with any particular class, so it is important to have a look through them all, and select which ones you wish to use to support your approach to the study of Tudor times.

Linking background and worksheet to the student book

Each section of background information and each worksheet has been given a unique number which is in a circle at the top of the page. This is related to the number of the spread in the book. For example, pages 4 and 5 are spread ❶ and pages 6 and 7 are spread ❷. If there is more than one worksheet per student book spread, then they are labelled A, B, and so on. At the head of each worksheet are the relevant pages of *Viking raiders and settlers* for easy reference for students. They may find it useful to look back in the student book to help them with the activity on the worksheet. If the worksheet is testing understanding or evaluation of the information based on the spread, it will be essential for the students to use the student book with the worksheet. Some of the worksheets provide instructions for practical activities which support the topic covered in the spread.

A closer look at the worksheets

Cross-curricular work

The worksheets provide a wide range of activities for the students. The aim of the worksheets is to help the students appreciate what it was like to live in Viking times. Some of the worksheets look at how we gather evidence using simple archaeological investigations and how the results of these investigations can be interpreted. Many children enjoy visiting archaeological excavations and also enjoy popular television programmes about archaeology. Some of the worksheets are designed to build on this interest and show in the context of 'Vikings raiders and settlers' how some archaeological techniques help us make discoveries about the past. Following many discoveries, experiments are made to test ideas. These are also featured on some of the worksheets to allow you to do some cross curricular work with science, technology and English. Indeed, in a packed curriculum, it is often difficult to find time to explore some topics like 'Viking raiders and settlers', in the way you wish. We hope by providing a variety of worksheets, which you can also use for addressing literacy, science and geography, that you can make studying the Vikings a rich experience for your students.

In the study of history, sources do not only provide information but historians assess the information as to it giving a true account of the past. Viking sagas are used sources but they may contain a mixture of fact and fiction. The sagas are very long and complicated so a short saga has been written for this guide which contains the elements of a long saga. It may be read straight through or told to the students and some of them invited to role play the action. If this latter course is taken the telling of the saga takes about 20 to 25 minutes.

Useful map



Organising a Viking day

A Viking day at school can be an enjoyable, memorable and educational experience for the students (and teachers and support staff). It needs plenty of planning to run smoothly so if you are considering having a Viking day as part of your coverage of teaching 'Viking raiders and settlers' we hope that these notes will help you have a successful day.

Support from home

You will need support from home for the making of costumes and the making of a Viking meal so a pleasant letter to homes explaining your plans will help start the project moving. You may find that some parents and carers are very enthusiastic and may volunteer ideas and resources.

► Teachers dress up too.

▼ Viking warriors in the local park.



Costumes

Information about Viking costumes is found on pages 78 to 83 activities **11A** to **11C**. It would be useful to have two or three basic costumes made by you or the school staff for students who for any reason do not have a costume on the day. Although the Vikings were well known for their violence this aspect of their life is not emphasised in the activities in this *Teacher's Guide* for obvious reasons. In a similar way you may like to discourage students from making swords and shields and bringing them to school. Plastic Viking helmets with horns are sold in fancy dress shops. You must tell the students that Vikings did not have horns on their helmets and they must not be brought to school.

You will also need to consider when the costumes are worn. Do you want them to wear the costumes all day and go out at breaks and lunch-times in them? Do you want them to be worn after morning break, through lunch-time to afternoon break, or do you just want them to be worn in the afternoon?

► Making scales.

▼ Trading conkers.



Food

The students could make up a Viking lunch box and bring it to school. Here are some suitable foods: chicken legs, ham, beef, smoked fish, cheese, strips of celery and carrot, unsliced wholemeal bread, oat cakes. You may also issue Activity 12c page 90 'Making Viking hearth cakes' and invite parents and carers to make some at home for the Viking day. Alternatively you may be able to organise for them to be made at school for consumption in line with your school policies and health and safety. Vikings drank beer and wine; the students could drink fruit juice.



▲ Making oat cakes.

Activities on the day

First session

Can you write in runes? (activity 3A pages 34 to 35).

Carving with runes (activity 3B pages 36 to 37).

Words from Viking times (activity 20A pages 128 to 129). The students can look through the words and then try and see how many times some of the words are spoken in conversation during the day.

Riddles (activity 10A pages 70 to 71).

Second session

Make some Viking scales (activity 9A pages 64 to 65).

Using Viking scales (activity 9B pages 66 to 67).

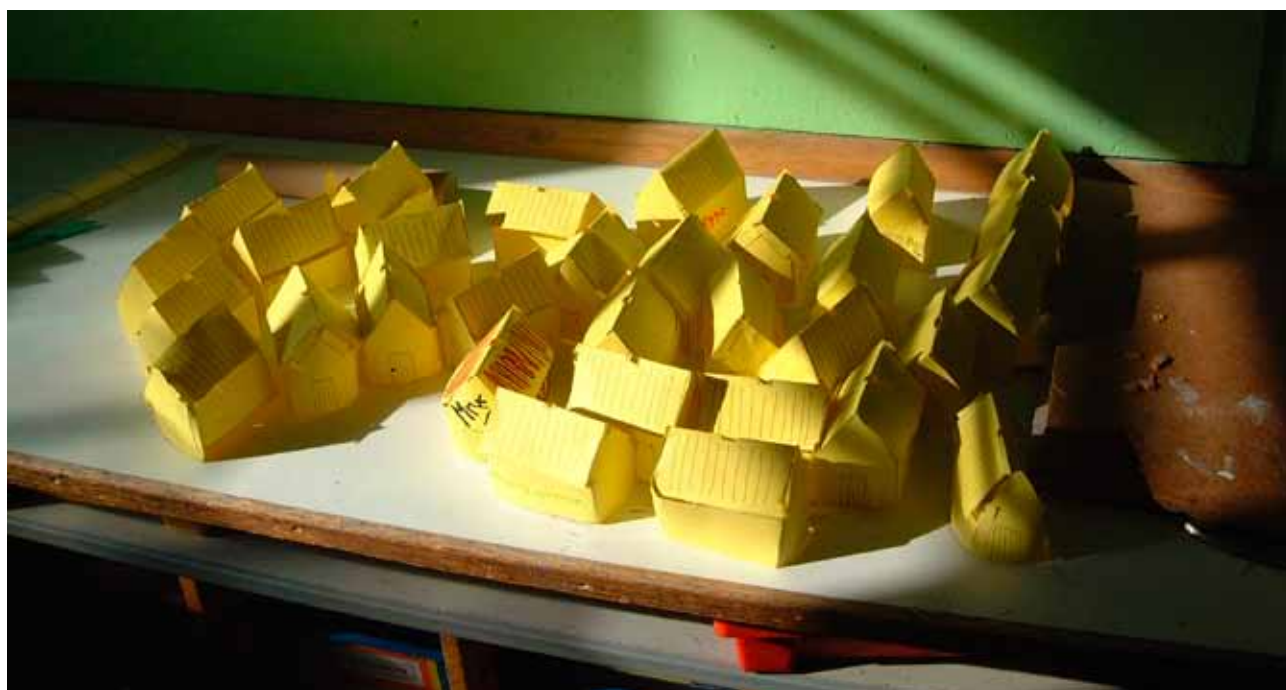
Afterwards or alternatively you could use

Make a Viking timeline (activity 20B pages 130 to 131) or Viking raids (Activity 20C pages 132 to 133).

Speak Icelandic (activity 8 pages 60 to 61).

You may like to finish off the morning session with a circle dance (activity 10C pages 74 to 75).

▼ Making a Viking village.





▲ Making longships, houses and masks.

▼ Drawing a Viking settlement.



▼ Drawing a Viking settlement.



▲ Viking weaving.

The Viking lunch

Afternoon sessions

The students could break into groups and each group work on one of these activities.

You may like to enlist the help of support staff and school volunteer helpers to supervise the activities and give general help to the groups of students.

Make a sledge (activity **2C** pages 26 to 27).

Testing skis (activity **2D** pages 28 to 29).

Make a Viking house (activity **7** pages 56 to 57).

Make a longship (activity **13A** pages 94 to 95).

Do rollers help? (activity **2E** pages 30 to 31).

You may like to gather the class together and take them in the school hall or playground for the longship activity **13B** pages 96 to 97.

The day could end with the students sitting on the floor as if in a Viking house and you reading the saga – The sons of Ondott Sealbreath (activities **6A** to **6E** pages 48 to 52) and inviting some of the students to come out and role play the parts of the characters in the story.

▼ Viking raiding.



Chapter 1: Who were the Vikings?

This chapter introduces the Vikings in their homelands and considers their ways of life, beliefs, clothes, gods and values.

Spread 1 (pages 4–5)

The Vikings

WHO WERE THE VIKINGS?

The Vikings

This book is about Vikings – a people who lived just over a thousand years ago. Their first homelands lay in Scandinavia, but they also roamed and settled in Britain.

The Viking Age in Britain began about 1,000 years ago in the 8th century AD and lasted for 300 years. In England it ended in 1066, but it lasted for centuries longer in Scotland.

Although Viking raiders roamed over a thousand years ago, many words we use today come down to us from the Viking language and many places have names given to them in Viking times. Circle a few of at least four Viking words in our book.

▼ The Vikings were called **raiders** as they were coming from abroad.



1. A Viking word for a longship is **longship**.

2. A Viking word for a sword is **broadsword**.

3. A Viking word for a shield is **skull**.

4. A Viking word for a helmet is **hilt**.

5. A Viking word for a sword is **broadsword**.

WHO WERE THE VIKINGS?



1. The Vikings lived in Denmark, Norway and Sweden, countries on the north side of the North Sea – to the east of the British Isles.

2. The Vikings were farmers and fishermen who became traders and **raiders**.

3. Some Vikings made ice and ran **ships** on the British Isles for about 50 years. Then they began to die.

4. The places the Norwegian Vikings stayed were in the islands of northern Scotland, and the east coast of Ireland.

5. The Danish Vikings of that time lived in small groups. But in the 10th century they invaded eastern England, settling over thousands of men as a **Great Army**.

6. The Vikings had to fight the English, the Scots and the Irish. Everywhere they

7. met resistance, but in general their invasions were successful. The most famous **Anglo-Saxon** king to fight the Vikings was **King Alfred**, and he was just managed to stop them from taking over the whole of England.

8. Vikings continued for two hundred years. Sometimes the Anglo-Saxon king held control, sometimes the Vikings.

9. Even though there were many wars, during this time many Vikings settled down, leaving a legacy of Viking names where they lived.

What were the Vikings like



The purpose of the spread

The book starts with a simple timeline. As historical facts can easily become confusing, the purpose of this spread is to produce a simple perspective so that students know where they are going.

A more complete timeline is given on pages 46 to 47. In this it will be seen that the British Isles were a place where a power struggle was played out in northwestern Europe for several hundred years.

Background

The Saxons are referred to in this book, but not discussed. These can be introduced through the companion book *Anglo-Saxon raiders and settlers*, or in a simple way by teachers through class discussion. It will be important for students to understand the makeup of Britain before the Vikings arrived. Historical tracts include the *Anglo-Saxon Chronicle* and so students will need to know who the Saxons were before this section is reached.

The Vikings came from three countries in Northern Europe. These countries are Norway, Sweden and Denmark. They make up a region

called Scandinavia. About two thousand years ago a fleet of Roman ships sailed to Denmark and discovered that there were tribes of people living there. These people were not the Vikings. They were simply farmers. In the next five hundred years the Roman Empire was destroyed and tribes of people moved across Europe. The cause of this movement was due to a tribe called the Huns. They originally lived in a large area of land from eastern Europe to Mongolia but decided to move into western Europe. As they did so they pushed other tribes such as the Angles and the Saxons further west to the British Isles.

The people in Scandinavia were not invaded by any of these tribes moving through Europe. They continued farming and the people of Sweden began to trade with the other people in Europe. They traded furs, amber and walrus ivory for a wide range of goods including metals and pottery.

In time many of the people of Scandinavia became wealthy and their numbers increased. This meant that the land had to provide enough food for more people. There is only a small area of land in Scandinavia where people

can farm and by this time it was all being used to produce food. It is thought that in order to survive the people had to look for other places to trade and buy food. At the time they had also developed large ships which could sail well through the seas. The ships were used to carry men to other lands to the west of Europe to look for places to trade. However these men found rich places such as monasteries where it was easier to simply raid and take everything they needed. It is these people – the men and their families that lived in Scandinavia in the eighth to the eleventh century – that were known as Vikings.

The everyday materials, which are of most use to archaeologists are those that do not decay in the soil. One of the best materials is pottery. It can remain unchanged in the ground for thousands of years. One of the most useful items of pottery made by the Anglo-Saxons are the pots used to hold the ashes of people who were cremated. Anglo-Saxons did not bury their dead. They cremated them then gathered up the ashes and put them in a pot. The pot was then buried.

Different regions of the Anglo-Saxon homelands produced different styles of pots. For example, in one region the Angles produced pots with simple lines around the wide low neck of the pot and down its sides while in another region the Saxons made pots with high narrow necks with complicated carvings.

When the Anglo-Saxons settled in England they continued to cremate their dead and bury the pots full of ashes. They kept the style of the pots that they made in their homelands. When archaeologists dug up pots in Yorkshire they found that they were a similar style to those made by the Angles in their homeland. This suggested that the Angles settled in Yorkshire. When pots were dug up in Bedfordshire they looked similar to those found in the homelands of the Saxons. This suggests that the Saxons settled in Bedfordshire.

Activity: Matching cremation pots

Aims of the activity: Demonstrating how archeological, evidence can be used to show where people travelled. Using simple materials and equipment safely.

1. Draw six cremation pots. They look a little like gold fish bowls in shape. Cut out and arrange in three pairs. Draw the same design on each pair. Make it different from the designs of the other pairs.
2. Bury one of each pair in a dish of sand. Place the dishes in different parts of the room.
3. Place the other one of each pair on a different part of a large table.
4. Show your friends the pots on the table and say that the table represents a country and each pot represents the pots made in the different areas of that country.
5. Now ask your friends to look for sites where pots are buried. When they find one they carefully move the sand away with a spoon to take out the pot.
6. Your friends then match each pot with one of the pots on the table. Tell your friends that this is how archaeologists can tell where people have moved to and settled in other parts of the world.



Name:..... **Form:**.....

Based on **pages 4 and 5** of *Viking raiders and settlers*

What were the Vikings like?

1. The Vikings are so famous that most people have heard about them even though they may never have studied them in history. Perhaps you know something about the Vikings already. If you do, write down what you think the Vikings were like.







Here are some items that were found in the remains of a Viking village.

plough

fish hooks

axe head

a comb made from an antler

a key

a spear

sheep shears

a necklace of amber beads

a coin

a sword

a cow's horn

We can use this evidence to work out what the Vikings were like.

2. What does this evidence tell you about the Vikings?







3. Does the evidence suggest that your ideas about the Vikings were correct?



4. Explain your answer.







What were the Vikings like?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Most children will have some ideas about the Vikings. They feature in films, TV programmes and in comics. They may have the popular view of the Vikings wearing helmets with horns, killing and looting wherever they went. From this the students may assume that all Vikings were violent people and lived in anarchy. The Vikings never wore helmets with horns; this was an idea developed in Victorian times. Do not mention this until the students have completed task 2 and suggested that the cow's horn is off a helmet.

Younger students

After the students have completed task 1, you may like to ask them about their sources of information. They may enjoy telling you about films or stories in comics that they have seen. You may like to go through the items as evidence with the whole class and present their answers on the board. The list below shows how you may set it out.

plough – suggests farming and the cultivation of crops.

fish hooks – suggests that fish were part of the diet.

axe head – may be used as a weapon to fell trees and cut up wood to make houses and boats.

comb – suggests that they liked to keep their hair tidy.

key – suggests some form of security. The students may suggest doors were locked. In fact Vikings stored their personal possessions in wooden chests and these had locks which were opened by a key.

spear – used as a weapon or in hunting.

sheep shears – used to cut wool from a sheep without harming it. The wool was made into cloth.

necklace – suggests Vikings liked to decorate themselves.

coin – suggests that Vikings traded.

sword – used as a weapon for attack or defence.

cow's horn – it had not fallen off a helmet but was used as a drinking cup.

From this, the students can write a few sentences about what the evidence suggests the Vikings were like. For example, they farmed and fished and cut the wool off sheep to make clothes. They protected their property using a lock and key and defended it by using swords, axes and spears. They took pride in their appearance and used a cow's horn as a drinking cup.

The students may need some help in comparing their ideas with the ideas suggested by the evidence.

Outcomes

The students can:

- Interpret evidence to give an idea of what Vikings were like.
- Compare their preconceived ideas about Vikings with ideas suggested by evidence.

Older students

The students can work on their own through the tasks. At the end, they may like to report on what they thought about Vikings before the activity and how the evidence has made them change their minds.

You may like to use the list set out for younger students above and develop ideas of interpretation. For example, some students may think that a spear was just used as a weapon when it could also be used for hunting. The students may also need help with the key. You may use this as an example of one piece of evidence not providing enough information. The discovery of locks on chests provided a second piece of evidence to explain how keys were used.

Outcomes

The students can:

- Interpret evidence to give an idea of what Vikings were like.
- Compare their preconceived ideas about Vikings with ideas suggested by evidence.
- Be made aware that a piece of evidence may be interpreted in more than one way.

Spread 2 (pages 6–7)

The Viking homelands



Where did Vikings travel?



Travelling across Europe



Make a sledge



Testing skis



Do rollers help?



The purpose of the spread

This spread sets the scene for the study of Vikings and introduces the geographical location of the homeland countries. Students should be shown how Norway is close to Scotland and Ireland and how Denmark is closer to England. Thus, although some Norwegian Vikings did raid England, and in particular the North of England beginning with Lindisfarne in 793, they predominantly travelled to Scotland and Ireland. The Danes were slightly later raiders and invaders than the Norwegians, but they confined their activities to the south of the British Isles (England).

Children could also note that Norway is a northern mountainous country with a cool or cold wet climate with deep winter snow. The opportunities for farming are limited in this environment. Places in Britain would seem more attractive than their homeland, especially when populations rose and competition for land increased. Farming techniques used in Norway would work easily in Ireland and Scotland.

It is unclear why Vikings turned from traders to raiders, but population pressure at home may have been in part responsible.

The idea of Vikings as warriors is also mentioned. Warriors are effectively professional soldiers who made their money

not by being paid but by taking a share of what they might capture. When warriors work for the state they are, in the main, called an army; when they work independently, and in particular when they use ships, they are (at least by the sufferers) called pirates. In these troubled and violent times, pirates were not new, and pirates still exist today. Vikings as pirates were, however, well organised and distinctive, and thus have gained renown.

It is also discussed that the nature of Viking beliefs included an honourable death in battle as well as initiation rites into manhood, a belief which would have enhanced the position of violence in the culture.

Vikings were later part of kingdoms, but still had powerful and largely independent tribal groups, or clans. There is a strong parallel to the clans of Scotland, more so than the earldoms of England where tribal identity was, by this time, less distinctive.

Background

The Viking homelands are Norway, Sweden and Denmark. Norway has over 3,000 kilometres of coastline. Along the coast are a large number of inlets. They are called fjords. Each fjord has a wide mouth where it reaches the sea, but as you sail on it becomes narrower and narrower. Along the shores there may be a small area of land suitable for farming but beyond that, the land rises very steeply, sometimes as cliffs, to form mountains. Part of Norway lies above the Arctic Circle where the winters are long and dark.

Large areas of Sweden are mountainous and covered in forest. The parts occupied by the Vikings were the areas along the coast

of the Baltic Sea and the shores of the lakes. These lands had soil, in which crops could be grown. Although parts of Sweden lie above the Arctic Circle the Swedish Vikings lived well to the south.

Denmark is composed of a large area of flat land and many islands both large and small. It has woods, heaths and sand dunes. The Vikings were also able to farm large areas of it. It has a milder climate than Norway and Sweden which also makes it more suitable for farming than the colder, more northern lands.

The Vikings were farmers, craftsmen and merchants. At places where goods were brought for trade, markets developed. Towns sprang up around the markets and money was paid to a local chieftain for protection. A protected town had a wall built round it. Towns were built on the coast or in fjords so that ships could reach them easily. The ships would bring in goods for trade and take away goods that had been produced in the town or the surrounding countryside.

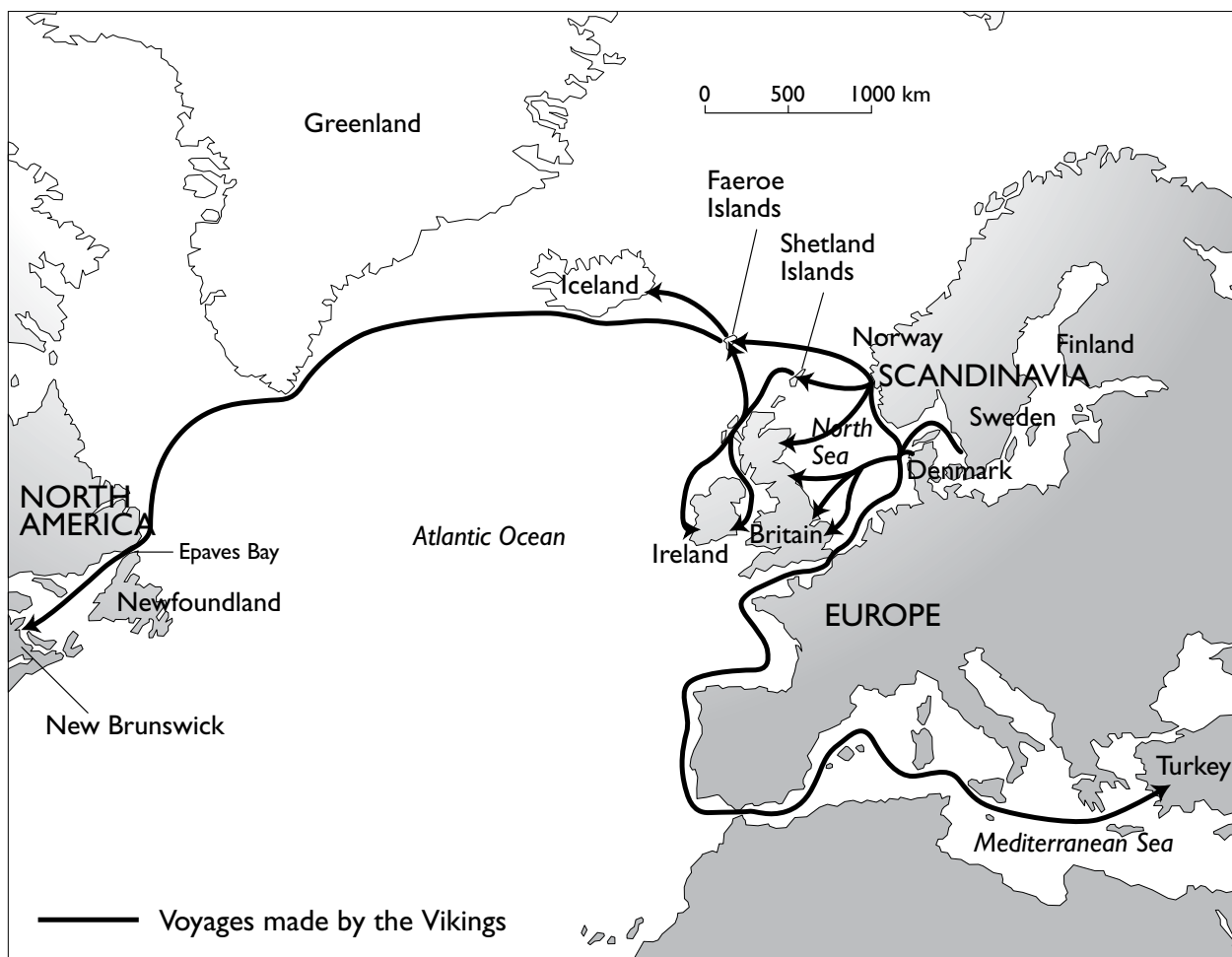
Activity: Looking at Viking towns

Aims of the activity: Locating settlements in Viking lands using a map.

Here are some towns that were present in Viking times, which still exist today. Use the index of an atlas to locate the page and square number in which the town is located then look for it carefully on the map.

Norway:	Sweden:	Denmark:
Trondheim	Uppsala	Trelleborg
Urnes		Jelling
Borgund		Ribe
Bergen		

Where did Vikings travel?



Use an atlas to find the following places and mark them on the map.

1. **Ireland** – The Vikings reached Ireland and made settlements at Dublin, Waterford, Wexford, Wicklow and Limerick.
2. **France** – The Vikings attacked Paris.
They set up a winter camp in the Carmague which is near Marseille.
3. **Spain** – The Vikings attacked Seville.
4. **Italy** – The Vikings attacked Pisa.
5. **Iceland** – The Vikings set up a camp at Reykyavick.
6. **Greenland** – The Vikings set up a camp near Narssaq.
7. **Newfoundland** – The Vikings set up a camp at Lanse-aux meadows.

Where did Vikings travel?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, an atlas.

Using the worksheet

Most people know that Vikings travelled. This activity provides an introduction to Viking travel by showing where they set up settlements and the places they attacked. The Vikings not only used the seas and oceans for travel they also sailed up rivers deep inside countries (see activity **2B**). You may like to link up this activity to activity **19** 'A Viking sailor's story'.

Younger students

You may like to work through the activity with the whole class or enlist helpers to work with small groups to use the atlases and mark the positions on the map.

Outcomes

The students can:

- Use an atlas, with help, to locate places.
- With help, mark the places they have found on a map.
- Use research skills to find places that Vikings visited.
- Realise that the Vikings travelled a long way from their homeland.

Older students

The students can work in pairs or on their own in this activity.

Outcomes

The students can:

- Use an atlas to locate places.
- Mark the places they have found on a map.
- Use research skills to find places that Vikings visited.
- Realise that the Vikings travelled a long way from their homeland.



Name:..... Form:.....



Based on **pages 6 and 7** of *Viking raiders and settlers*

Travelling across Europe

Large amounts of silver coins from Tashkent and Samarkand have been found in Sweden. Coins from Russia have been found too. The coins date from Viking times and suggest that the Vikings travelled through Europe and into the lands beyond the Caspian Sea and traded with the people living there.

Archaeologists working in Europe and Asia have discovered that the Vikings made journeys along rivers, through lakes and across seas to trade. They took furs, walrus ivory, amber, honey and slaves and returned home with pottery, salt, wine and gold as well as silver coins. One of the places they visited to trade was Constantinople.

Two of the main rivers that the Vikings used were the Dnieper and the Volga.

1. In an atlas turn to a map of Europe and find the Black Sea. Look for Odena and to the right of it find the River Diepne. Follow it through lakes to Kiev, a major Viking town. Trace the river northwards to Vozysennost. Here you will see the river Volga close by.
2. Follow the river Volga through the lakes in Russia to Astahan in the Caspian Sea.
3. If you were a Viking about to cross Europe, which river and sea would you use on your way to:
 - (a) Constantinople? 
 - (b) Tashkent? 

Travelling across Europe

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. An atlas.

Using the worksheet

The Vikings in Norway and Denmark generally travelled westwards in their bid to expand their lands. The Vikings in Sweden generally travelled eastwards and southwards. In their studies of the Vikings, the students may find that some artefacts, such as pottery, come far from Viking homelands. In this activity the students discover some the incredible journeys the Vikings made through Europe and Asia and can use this later to compare with their journeys across the Atlantic. When the Vikings needed to move their boats from one river to another they used logs as rollers (see activity 2E).

Younger students

You may like to work through the activity with the whole class or enlist helpers to work with small groups. You could ask the students what dangers the Vikings may have encountered in travelling on rivers and look for answers about rapids. These indeed were a real problem to the Vikings and they planned their journeys to avoid shooting the rapids in a river in flood. Students who have been on a white water ride may like to use their imaginations to think what it might have been like being a Viking and travelling along a river in a ship full of goods. Another problem was hostile people on the river banks. These could attack the Vikings and try and rob them of their goods.

Outcomes

The students can:

- Use an atlas, with help, to locate places.
- Use research skills to find places that Vikings visited.
- Realise that the Vikings travelled a long way from their homeland.

Older students

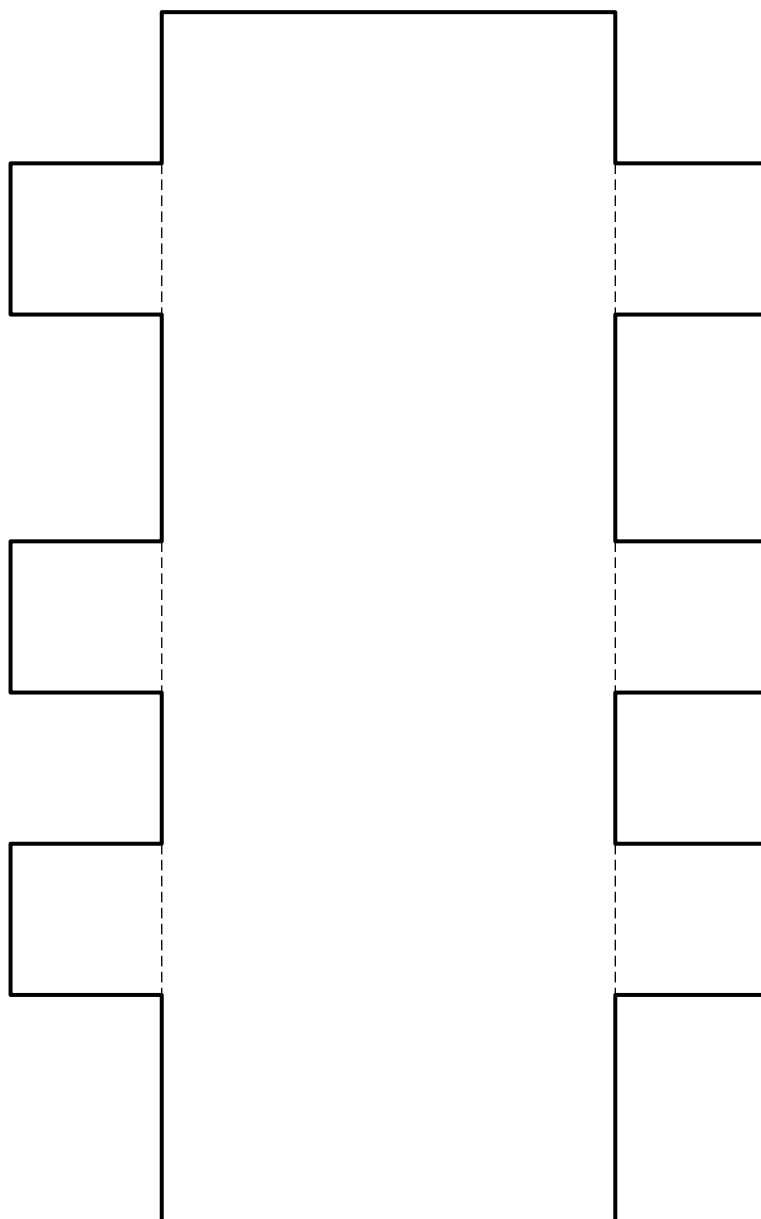
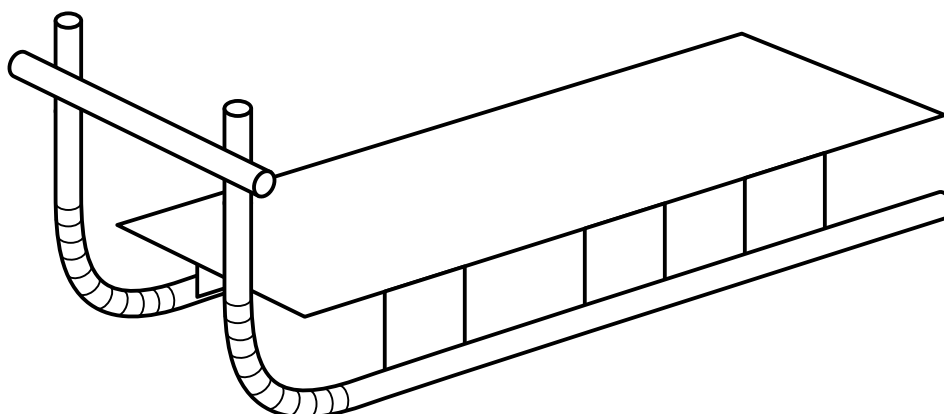
The students can work in pairs or on their own in this activity. The Vikings also used the Vistula (Wista) and the Danube (Duna). The students could find these rivers in an atlas and trace their paths to see how much of Europe the Vikings visited.

Outcomes

The students can:

- Use an atlas to locate places.
- Use research skills to find places that Vikings visited.
- Realise that the Vikings travelled a long way from their homeland.

Make a sledge





Make a sledge

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, sticky paper, straws with flexible sections. A piece of smooth wood, or tray to use as a ramp in step 6.

Using the worksheet

Although Vikings are associated with sea journeys, they did make journeys along rivers (see activity **2B**) and also travelled over land. They walked or rode horses and used packhorses to carry their goods. The Vikings lived in lands that had a great deal of snow in the winter. During the winter, sledges were used to travel over land and carry goods. A sledge had a lightweight frame and runners which had a smooth surface. In this activity the students make a lightweight frame and attach materials with smooth surfaces to make runners and gain some insight into sledge making.

Younger students

The students can work through the sheet on their own or in pairs. They may need help in devising a fair test. They could use an object with a smooth, shiny surface, such as a tray, a large book (e.g. an atlas) or a short plank. The sledge should be placed at one end of the surface and the end raised until the sledge starts to slide. Some sledges may have pieces of sticky paper attached to the underside of the runner which slow down the sledge. Students with slow sledges may like to review their construction technique and try again.

Outcomes

The students can:

- Use simple materials safely.
- Perform a fair test and draw a conclusion.
- Gain some insight into sledge making.

Older students

The students can work on their own in this activity. They may already have used a slope to test for friction in their science course and can use the test here to compare their sledges. The students could design stronger sledges using cardboard and test them by adding loads of wooden blocks.

Outcomes

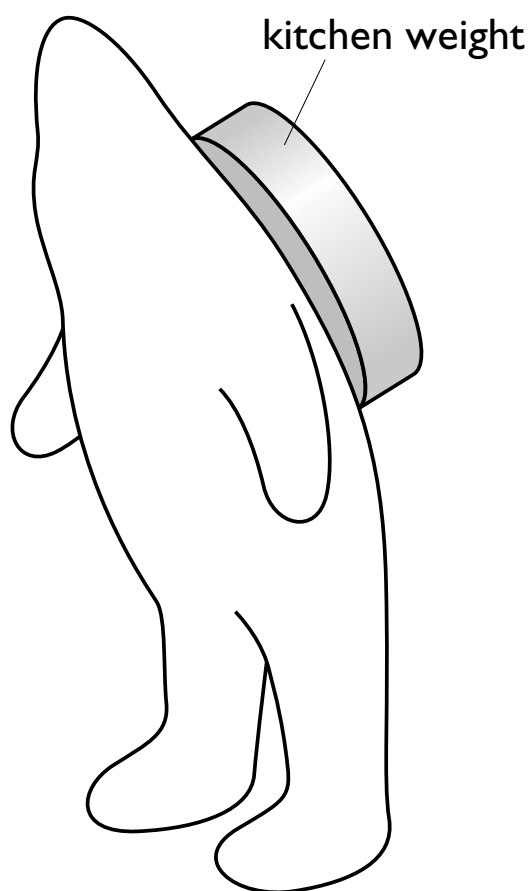
The students can:

- Use simple materials safely.
- Perform a fair test and draw a conclusion.
- Design and test their own sledges.
- Gain some insight into sledge making.

Testing skis

Vikings used skis to travel over land in winter. They could shoot along the ice quickly, but did the skis help them in powdered snow? When people walk in powdered snow they sink into it. This makes it slow and tiring to move. When archaeologists have some questions about how people lived in the past, they perform experiments to help them find answers. This experiment is to find out if skis stopped Vikings sinking into powdered snow.

1. Make a Viking figure out of Plasticine. He should be shaped as the figure shows and be about 8 cm tall and have feet about 2 cm long and 1 cm wide.
2. Bend the figure forward a little and attach a load to his back.
3. Fill a dish with plain flour, stir it up a little with a lolly stick to make it like powdered snow.
4. Gently smooth the surface of the flour with the lolly stick.
5. Carefully place two lolly sticks next to each other like a pair of skis on top of the flour in one half of the bowl.
6. Carefully lower your Viking into the flour in the other half of the bowl and let him stand there a moment.
7. Carefully lift up your Viking and place him in the centre of the skis for a moment.
8. Carefully lift up your Viking and remove the skis.
9. Compare the depth of the holes made by the Viking's feet and his skis. Do the skis stop the Viking sinking into snow?



Testing skis

Age range

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

Resources

Copies of the worksheet, lolly sticks, plain flour, soup bowls (make sure they are wide enough for the lolly sticks to be placed in them without touching the sides), lump of Plasticine about 3 to 4 cm in diameter, a weight. You may like to put newspaper on the tables to collect flour which may spill from the bowls.

Using the worksheet

In this activity the students can learn how an experiment can be used to provide information about the Viking way of life. Archaeologists use experiments in their work to help understand the past. Skis are a fast means of transport over snow and ice but do they sink into powdery snow? The students should find that the model Viking does not sink as low into the powdery snow when he is on his skis and that he will be able to move over the snow surface.

Younger students

You may like the students to work in pairs. It is important that they take care. They do not need to measure the depth of the depressions in the snow but simply compare them by observation.

Outcomes

The students can:

- Use simple materials with care.
- Perform a fair test and draw a conclusion.
- Appreciate how skis helped Vikings move over the snow.

Older students

This activity is probably more appropriate for younger students. However some older students may wish to try it as part of an extension to their work.

Outcomes

The students can:

- Use simple materials with care.
- Perform a fair test and draw a conclusion.
- Appreciate how skis helped Vikings move over the snow.



Name:..... Form:.....

Based on **pages 6 and 7** of *Viking raiders and settlers*

Do rollers help?

When Vikings travelled up rivers in ships they sometimes came across obstacles such as rapids that they could not sail round. The only solution was to take the ship out of the water and move it over land until it could be put back in the river again.

Vikings used rollers to help them move their ships. How did this help them?

1. Take a large model ship and attach a force meter to its bow.
2. Pull the ship across the surface of the table and note the size of the force used to make it move.
3. Now place some round pencils under the ship and pull again. What size of force is used this time?

4. (i) Do rollers help to move the ship? 

(ii) Explain your answer.









5. Move the ship all the way across the table using a small number of rollers.

6. How do you think the Vikings organised themselves to move a ship across land?









Do rollers help?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A large model ship preferably with a flat bottom, force meter, string, sticky paper, round pencils or rods.

Using the worksheet

You may like to try this activity after the students have made longships (see activity 13A). The activity could also be linked up with a study of forces or friction in a science topic. In step 6 you could link the activity to citizenship as an example of working in a group.

Younger students

You may like to set the scene by getting the students to imagine they are sailing up a river and then discover that the way is blocked. If the students have tried activity 13B, where they arrange themselves as if on a longship, they may appreciate the problem more easily.

Outcomes

The students can:

- Measure forces.
- Assess the usefulness of rollers in transport.

Older students

The students could try this activity after activity 13B when they will have spent some time organising themselves into a group. They could then use this experience to help them answer the question at step 6.

The students may like to predict how the rollers will affect the transport of the ship before they try the investigation.

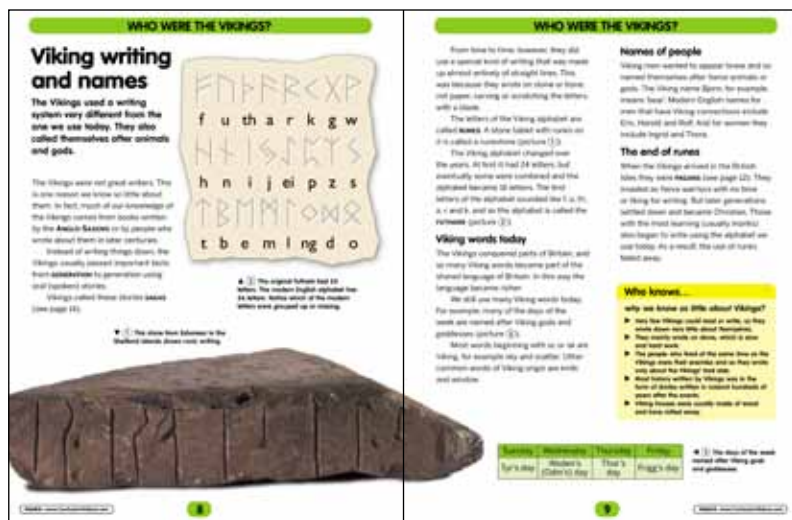
Outcomes

The students can:

- Make a prediction and test it.
- Assess the usefulness of rollers in transport.
- Show how a group can be organised for a specific task.

Spread 3 (pages 8–9)

Viking writing and names



Can you write with runes?



Carving with runes



The purpose of the spread

This spread looks at the Viking language and investigates its influence on Britain today.

Background

Vikings were essentially a practical people whose society had little place for the written word and so there are no contemporary written histories. They also used a very ancient form of writing that had been long given up by other parts of Europe as writing skills. Pen and parchment became more freely available.

The alphabet used by Vikings is called the Futhark, a word derived from the pronunciation of the first few letters of the alphabet (just as our word comes from alpha beta).

Each character is called a rune. The original alphabet had 24 letters (see page 34), but gradually people found a way of combining letters to make some sounds and so the number of letters decreased to 16. Hence there are several versions of the futhark in published material.

The letters of the original runic alphabet had names and most of them had a particular meaning. Here are the names and meanings of the letters. They are arranged in the same order as the runes on page 34.

Fehu – means cattle or gold or simply just wealth.

Uruz – means speed, strength and being in good health. It also stands for the auroch which is a kind of ox which lived in Europe in Viking times and became extinct in 1627.

Thurisaz – is used to remind Vikings of giants in their sagas.

Ansuz – stands for Odin the main god but it can also stand for any of the Viking gods.

Raido – means a long journey.

Kenaz – means a source of light such as a torch.

Gebo – means a sacrifice made to the gods.

Wunjo – means comfort.

Hagalaz – means hailstones or a hail of stones used in battle.

Nauthiz – means something that is needed possibly for survival.

Isa – means ice.

Jera – means the year or the harvest.

Eihwaz – stands for the yew tree. This was a sacred tree to the Vikings. It is an evergreen tree which grows in the British Isles and other places in Europe today. It has poisonous leaves, berries and bark.

Perthro – this letter does not appear to have a meaning.

Algiz – means defence or protection.

Sowilo – stands for the Sun.



Tiwaz – stands for Tyr, the god of war. Vikings put this letter on their weapons to help them in battle.

Berkano – stands for the birch tree, spring time and the growth of plants, and the rearing of young animals.

Ehwaz – stands for a horse.

Mannaz – stands for humankind.

Laguz – stands for water.

Ingwaz – stands for the Danes.

Dagaz – means day or daylight.

Othala – means the home of your ancestors or the passing of property from one person to another.

Children can investigate converting English alphabet words into runic characters by transliterating their name, for example. As c was not known, they should use k and try to write their names phonetically.

Viking names were often distinctive, but not very different from many other languages. At this time people were often described by their profession, or by relating themselves to something that might indicate worthiness, or a character trait to live up to, or a brave and fierce animal or god.

Note that the nicknames, such as Leif the Lucky were not used by Vikings, but were given to them in the sagas made up in Iceland centuries later. Otherwise it is hard to imagine Harold becoming leader if he had been born as Harold the boneless, rather than posthumously given the name!

Activity: Make a rune and picture stone


















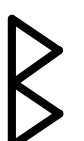






Aims of the activity: Repeating a procedure used in the past. Translating from an ancient alphabet, interpreting picture evidence.

The Vikings raised large stones along road sides and wrote in runes about themselves or members of their families and included pictures, too. The runes were often written along the bodies of snakes carved in the stone.

1. Take a large cereal packet and paint it grey so that it looks like a large stone. On one side draw a snake on the left with its tail at the top and its head at the bottom pointing inwards. Make the width of the body about two to three centimetres.
2. Draw a similar snake on the right.
3. Write a message in runes in the bodies of the snakes. For example, if you have had a Viking day at school you may like to write about that. Alternatively, you may like to write about a journey or holiday you have taken.
4. When you have finished your writing, draw some pictures about the topic you have written about.
5. Challenge your friends to translate the runes on your “stone” and work out what the pictures show.

Can you write with runes?

Here is the original runic alphabet. Notice that one rune may be used for two letters.

							
f	u	th	a	r	k or c	g	w or v
							
h	n	i	j or y	ei	p	z	s
							
t	b	e	m	l	ng	d	o

Vikings used runes to label their property. In addition to their first name they could have a second name to help identify them. The second name could be about their work or about themselves. Use the runes to find out what this message says:

Þ | > B M l o > ↑ o Þ o R F
.....

< l M P M R C M R S o t
.....

Make a label in runes for an item of your property such as a pencil case or book.

Can you write with runes?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to add extra interest introducing the rune letters by name. The names have been recreated by studying other languages and were probably not used by the Vikings. There is no strict guidance on how they are pronounced so you may pronounce them phonetically. These names match the order of the letters on the worksheet. Fehu, Uruz, Thuisaz, Ansuz, Raidho, Kenaz, Gebo, Wunjo, Hagalz, Nauthiz, Isa, Jera, Eihwaz, Perthro, Algiz, Sowilo, Tiwaz, Bearkano, Ehwaz, Mannaz, Laguz, Ingwaz, Dagaz, Othala.

The students may extend the labelling activity by thinking up a second name for themselves in the style shown on the sheet. Vikings in sagas often had nicknames. These were usually given to them after they had died. The subject of nicknames and their possible use in this activity must be handled with sensitivity.

Older students

The students can work on their own. The activity could be extended by the students writing down what they had for breakfast or about a hobby.

Outcomes

The students can:

- Translate a runic message into English.
- Translate an English message into runes.

Younger students

Some students may need help in matching the runes in the message to the runes in the table. They may also need help in selecting runes to make their message. The activity could be extended by the students writing down the name of their street or town.

Outcomes

The students can:

- Translate a runic message into English.
- Translate an English message into runes.

Answer

The message says: This belongs to Thora Cleverperson.

Carving with runes

1. Take a piece of Plasticine and make it into a thin flat sheet.
2. Pick up a pencil or cocktail stick and write the following letters in the Plasticine.

R C G P S B O

3. Now find the runes for these letters and write them in the Plasticine too.
4. Is it easier to carve the letters in the ordinary alphabet or in runes?



5. Devise a test to find out if it is quicker to carve a message in runes than in the ordinary alphabet.















6. Check your test with your teacher.

7. If your teacher approves your test, try it. What does your test show?





Carving with runes

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of worksheet **3A**, lumps of Plasticine, pencils or cocktail sticks (depending on the behaviour of the students), stopclock (optional).

Using the worksheet

It has been suggested that runes are easier to carve than ordinary letters of the alphabet. For example, it is thought to be more difficult to carve curves such as in C and O than it is to carve straight lines as seen in the runes. Runes were carved in hard substances such as stone or wood. In this activity Plasticine is substituted for the hard material. When the students come to think up their tests you may find that some write out a sentence in the ordinary alphabet and in runes, and then wish two people to write them at the same time, or they may wish the same person to write both sentences and be timed with a stopwatch. You may allow either approach and talk about its advantages and disadvantages in the plenary session.

Younger students

Some students may need help in matching the runes to letters of the alphabet. In addition to speed, the students also need to consider whether the letters are clear and easy to read.

Outcomes

The students can:

- Carve letters and runes in Plasticine and make comparisons.
- Translate an English message into runes.
- Devise an experiment, perform it and draw conclusions.

Older students

The students can work on their own, but may work in pairs in the experiment if they wish. If many students have selected to use a stopclock you could gather their data on the board and see if it supports the statement that “messages can be carved more quickly and clearly with runes”.

Outcomes

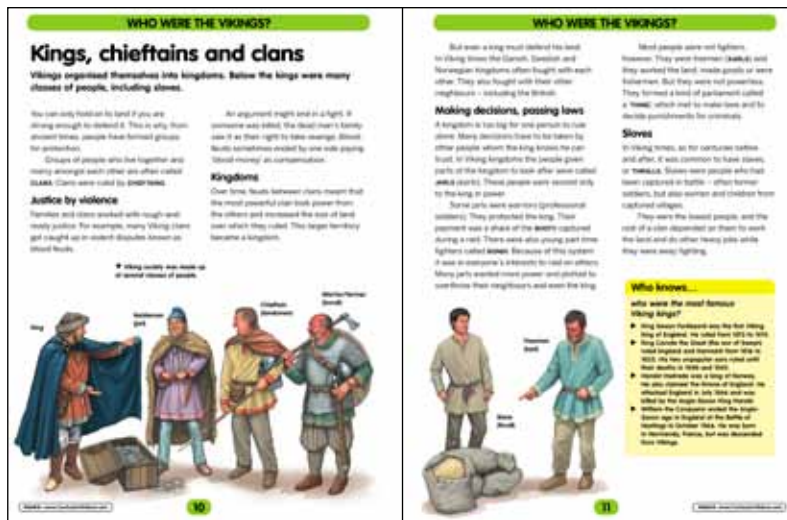
The students can:

- Carve letters and runes in Plasticine and make comparisons.
- Translate an English message into runes.
- Devise an experiment, perform it and draw conclusions.



Spread 4 (pages 10–11)

Kings, chieftains and clans



Who will be king?



The purpose of the spread

This spread explains the structure of Viking society and how order was kept.

Background

The word Viking covers peoples who lived in very different environments and had different practices. Nonetheless, at this time the Viking regions were loosely controlled by kings who devolved power down to jarls (earls), who were the equivalent of barons in English society.

Students may be familiar with the feudal system which evolved throughout Europe, where a baron was a person who pledged his loyalty and service to his king in return for land that he could pass to his heirs. The baron was theoretically tenant-in-chief of the king's lands. The baron would then divide up the land into areas held by subordinates such as knights.

This is a fairly structured society in theory, but with communications being so poor, each person held land that he saw as more or less his own personal kingdom.

In places where the nature of the land caused fragmentation of the population even further, such as Scotland and Norway, the 'barons' – jarls in the case of Vikings – were quite fiercely independent. In earlier society

each region was run by a chief who was in charge of a tribe, otherwise called a clan.

If students see that there is a structure to society, but that communications meant that people were really fairly independent, then they can see how Viking raids, for example, were made by tribal units, not by the decision of a king. Very often the raiders may well have been outcasts from the main society, and backwards raids from Shetland to Norway happened from time to time.

Later Viking society became more ordered. It was easier for the Viking kings of Denmark to hold their people together, because communications were better. Thus it was the Danes who formed a Great Army to invade Britain, not the Norwegians.

Notice also that slaves were an important part of society but that this was not uncommon among people of the world at this time and later.

Warriors were people who joined an army from various clans in order to try to increase their wealth. They may have mostly been relatively young men and so somewhat headstrong and difficult to control in a way other than the excitement of independent raiding.



Activity: Hold a Thing

Aims of the activity: Exploring a Viking institution by role play. Examining citizenship in the Viking culture.

A Thing was a meeting of karls. It was held once every two or three years. The Vikings in Iceland held Things in different areas of the country in spring and autumn. From these Things a national meeting called the Althing developed when people from all over Iceland gathered at a place called Thingvellir. The first Althing was in 930. It was the first meeting of people from one nation in Europe and can be thought of as the first parliament in Europe.

At Things disputes between people were sorted out. In a dispute each person puts their point of view, then the others at the meeting decide what has to be done.

Hold a Thing in your class in the following way:

One person is to be a farmer and another is to be a blacksmith.

The farmer needs wood to keep his house warm for his large family. He finds that more and more of the wood is being used by the blacksmith who lives further down the valley.

The blacksmith has a large family, too. He has also bought some thralls to help him with his work of making swords for the jarl. He claims he needs the extra wood to provide the jarl with all the swords he needs for his next raid on England.

The farmer and the blacksmith can each have two people to help them decide what is going to be said at the meeting. The farmer must try and persuade the people that he needs the wood to keep his family alive and explain what would happen if he does not get it.

The blacksmith must try and explain to the people why he needs the wood and what might happen if he does not get it.

The rest of the class are karls and can listen to the farmer and blacksmith, then try and decide what to do by having a discussion.

In time the people at a Thing elected a judge to make a decision. You may decide to elect a judge if your meeting cannot make a decision and let him or her decide what should be done.



Name:..... Form:.....

Based on **pages 10 and 11** of *Viking raiders and settlers*

Who will be king?

1. Draw a large circle on a piece of paper. This represents the island of Thorjik.
2. Divide the island into four quarters. These represent the areas controlled by four clans. Here is some information about them:

The top area on the left is a mountain region where sheep can be grazed. The coast line has high cliffs. Ships cannot land on its shores. There are gold mines in the mountains. It is a region thought to be close to the gods and the clan is led by Gunnar.

The bottom area on the left is a swamp. In the centre of the swamp is an island which is the home of the clan led by Helgi. This island in the swamp is easy to defend and the most difficult place to attack. The swamp is thought to be the home of evil spirits. It is also the best place on the island for hunting birds. There is a marshy coast line where ships can land but they can be blown out to sea again in stormy weather.

The top right area is covered in meadowland. It is the best place for farming. It has a sandy coast where boats can land but they can be blown out to sea again in stormy weather. This area is the home of a clan led by Bjorn.

The bottom right area is covered in low rocky ground where sheep can be grazed. The coastline has many rocky inlets which make natural harbours for ships. They can be kept safely in the inlets in stormy weather. This area is the home of the clan ruled by Steinmod.

3. Make some drawings on your circle to remind you of what each region is like.
4. The leaders of the clans began to quarrel about who should be king of the island. On the back of your sheet, write down reasons why you think each leader should be king.

Who do you think will be king? 

Explain your answer





Who will be king?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity focuses on the step from being a chieftain to being a king. It looks at the regions held by four clan leaders and invites the students to assess the strengths of each leader before making a decision. You may also like to use this as a role play exercise. Four students could work with one worksheet. They could argue their case against the other three. Alternatively each one could present their case to the class and the class could vote. You may like to remind the students that although the Vikings did settle disputes at an assembly known as the Thing, claims for kingship were resolved in battles.

Younger students

The students could make a map of the island with mountains, cliffs, sandy beaches, etc. They may need help in realising the relative strengths and weaknesses of the four chiefs. For example Gunnar may be thought the most powerful because he lives in the mountains nearest to the gods. He has great wealth in gold and places to farm sheep. However he has no direct route to the sea for trade. Helgi lives in the most difficult place to attack and is surrounded by evil spirits. His clan get food from the swamp and in good weather he can sail to and from the island but he has little to trade with. Bjorn has the wealth of a farming community and he can sail ships to and from the island in good weather. However he has no place to defend himself from other leaders.

Steinmod has got the best harbours. His ships can sail to and from the island more frequently than the ships of other clans and so is best able to trade with others. However he does not have a great deal to trade with except wool and meat from his sheep. The hilly region he commands is easier to defend than Bjorn's but more difficult to defend than the lands of Gunnar and Helgi.

Outcomes

The students can:

- Make a map from information.
- Assess the strengths and weaknesses of the areas controlled by different chieftains.

Older students

The students can work through the sheet on their own or take part in role play situations. They may look at ways in which the chieftains could trade the advantages of their regions. For example Steinmod could strike a deal with Gunnar to transport his gold in return for some payment in gold. He could strike a deal with Bjorn to transport his farm goods in return for corn. There is something supernatural about the region where Helgi lives and his home is the most secure. He may opt to go on raids into the other regions for gold, corn and sheep and rely on the superstitions of his neighbours to protect him.

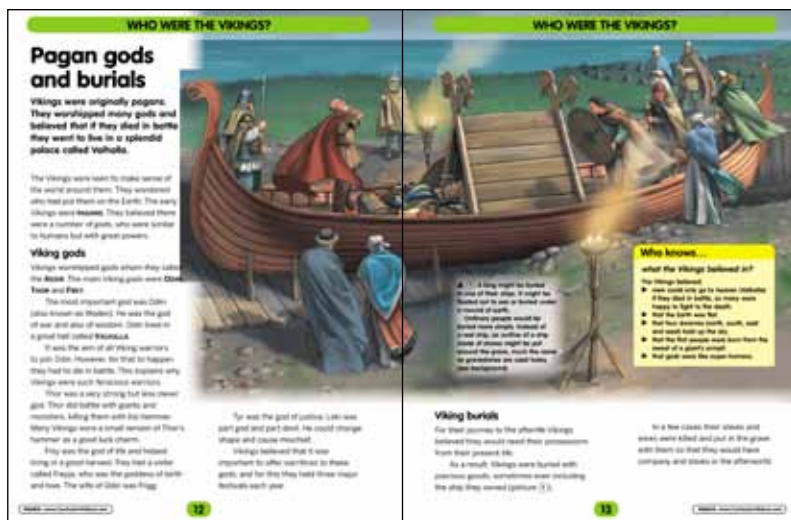
Outcomes

The students can:

- Assess the strengths and weaknesses of the areas controlled by different chieftains.
- Appreciate how leaders may make compromises to keep the peace.

Spread 5 (pages 12–13)

Pagan gods and burials



Viking gods



The purpose of the spread

The Vikings were known by Christians as heathens or pagans, meaning they worshipped several people-like gods and had not been converted to Christianity. By the end of the 9th century, however, most Vikings had been converted and so they were no longer pagans. At the same time they mostly settled down and the warrior trait passed away.

The early Viking period is, however, closely connected with gods and their personalities and these are shown here.

Background

The Vikings believed in a number of gods. The chief god was called Odin. He was also sometimes called Woden. He had some women servants called Valkeries. They lived with Odin in Valhalla. This was the hall built by Odin in the land of the gods called Asgard. When the Vikings went into battle the Valkaries appeared in the sky riding horses. They moved over the battlefield and chose the bravest of the dead warriors to travel with them to Valhalla. There the warriors would stay until the end of the Viking world called Ragnarok. Then they would pour out of the five hundred doors of Valhalla and form a massive army to defend Odin.

Viking people who did not die in battle but were thought to have lived good lives were believed to go to Asgard but they did not go to Valhalla. They went to live in the hall of the god or goddess that they had worshipped during life. Viking people who had not lived a good life went to a hall called Hel. There was a very vicious dog guarding the door. It made sure that people who entered Hel, could not get back out again. Hel was ruled by a goddess also called Hel.

At Ragnarok, Hel would join with the frost giants, a serpent and the people from the Viking underworld to fight the gods in Asgard. It was believed that the gods would be beaten in this final battle and most of them would be killed. Wolves would eat the Sun and the moon and the stars would stop shining, leaving the world dark and cold. Only two humans would be left alive and they would hide in the world tree called Yggdrasil. Two of the gods would rise from the dead and start a new family of gods. When this happened the two people would leave the world tree and start a new family of people. The new gods and people would live in peace.

Activity: Make the Viking world

Aims of the activity: Interpreting information, comparing the Viking view of the world with our own.

You may like to make a drawing or a model of the Viking world from the background information given below. It is just one of several versions of the Viking world. You could use a range of materials for the model, such as Plasticine, card and paper. You may even like to use some pipe cleaners for the branches and roots of the world tree.

It is important to read all the information before you make your drawing or your model.

The centre of the Viking world is a world tree called Yggdrasil. It has a long trunk with branches at the top. Half way up the trunk is a wide disc that stretches out in all directions from under the branches.

Around the trunk, rising from the disc are some cliffs. They reach about a quarter of the way towards the branches.

On top of the cliffs are some palaces. They are the homes of the gods. The settlement of buildings is called Asgard.

At one point on the cliff there is a rainbow bridge down to the land below.

Around the cliffs and the rainbow bridge are houses and trees, then around them is a high fence. This lower settlement inside the fence is called Midgard and is the place where people live.

Outside the fence is a ring of land with hills on it and then a ring of the ocean.

Finally at the rim of the disc is a ring of land with snowy mountains, which is the land of the frost giants.

At four places on the edge of the disc (such as north, south, west and east) kneels a dwarf with his hands in the air. The dwarves are holding up the sky.

In the top branch of the tree is an eagle. In a lower branch is a squirrel. Among the roots is a snake.

The eagle and the snake are at war. The squirrel causes trouble between them.

Three small figures in cloaks and hoods sit among the roots. They are the norns who decide what happens to the gods, people, dwarves and giants.

Look at your drawing or model of the Viking world and say how it is different from our own view of the world.

You may like to read the information again after you have tried this activity so you can see where Asgard fitted in the Viking view of the world.

Viking gods

Odin was the chief god. He was sometimes known as Woden. He was the god of battles. He had one eye because he had thrown his other eye into the well of wisdom to increase his knowledge of the world. His remaining eye is represented by the Sun and his eye floating in the well is represented by the Moon. He also carried a raven on each shoulder. They were called Huginn and Muninn. They flew around the world gathering information then went back to Odin and told him what they had seen. Odin had magical powers and could change himself into a bird, a fish or even a snake. Wednesday – Woden’s day is named after him.

Thor was the son of Odin. He had a hammer named Mjollnik and used it to kill ice dragons. He did not have magical powers he just solved problems with his strength. Thursday – Thor’s day is named after him.

Njord was the god of the sea. He could provide safe passages, good fortune and wealth.

Freya was the daughter of Njord and the goddess of nature. She could fly in a falcon’s skin and could cast magic spells.

Frey was the twin brother of Freya. He was the god of sunlight, rain and good harvests.

Loki was a fire god who hung from Thor’s belt. He caused mischief.

Balder was the son of Odin who died tragically. It was believed that there would be a battle between the gods and the frost giants which would destroy the gods and the world. This time was called Ragnarok and after it Balder would live again in a newer, happier world.

Forseti, the son of Balder, was the god of judgement and settled disagreements between people.

1. Why do you think warriors worshipped Odin?



2. Why do you think farmers preferred Thor as their chief god instead of Odin?



3. Which other god do you think farmers worshipped and why?



4. Which god did sailors worship and why?



5. What relation was Frey to Njord? 

6. What relation was Forseti to Odin? 

7. What was (a) Muninn  (b) Mjollnik 

(c) Ragnarok? 



Viking gods

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The Vikings had a large number of gods and legends attached to them. This activity is simply to introduce a few gods with brief details and show why they might be worshipped and how some were thought to be related to each other.

Younger students

You may like to go through the text and questions with the students and help them answer the questions.

Answers

1. Because he was the god of battles.
2. They were more peaceful than warriors and could appreciate Thor using his strength to solve problems just as farmers had to use strength when ploughing or clearing land to make fields.
3. Frey. He was the god of good harvests.
4. Njord. He could provide them with a safe passage when they made a journey on the sea.
5. Son.
6. Grandson.
7. a) One of Odin's ravens, b) Thor's hammer, c) The time when the gods and the world would be destroyed.

Outcomes

The students can:

- Extract information from a text.
- Know that the Vikings had gods who controlled different things.
- Know that some of the gods are related to each other.

Older students

The students can work on their own to answer the question. The answers are given in the section above. The students could extend their work by making drawings of how they think Odin and Thor may have looked, then use secondary sources to look for pictures of the gods and compare them with their drawings.

Outcomes

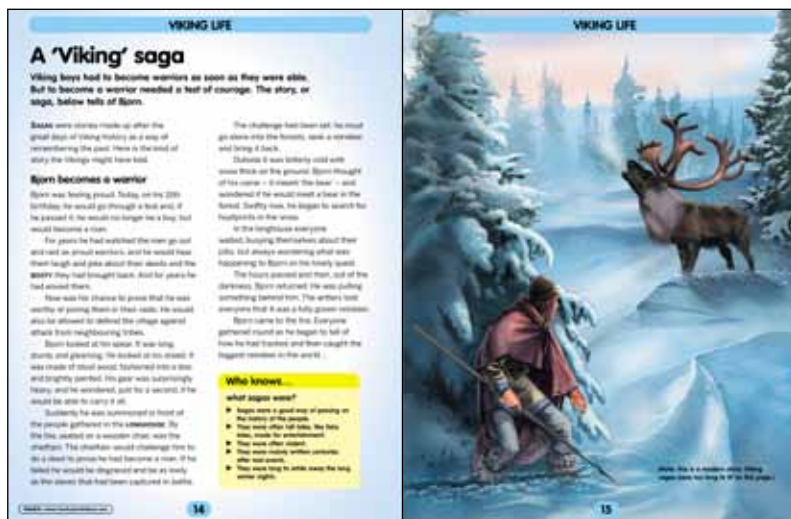
The students can:

- Extract information from a text.
- Know that the Vikings had gods who controlled different things.
- Know that some of the gods are related to each other.

Chapter 2: Viking life

Spread 6 (pages 14–15)

A 'Viking' saga



The purpose of the spread

Storytelling was part of the Viking culture just as it is in many cultures where the majority of the people are illiterate. However, the long stories that they told have largely been lost. Students need to be told that the long poems and texts written about Vikings and called sagas were written in Iceland more than two centuries after the events had occurred, and so the sagas will be a distillation of information handed down over many generations.

Additional saga extracts are found on page 48 and pages 50 to 53 of this *Teacher's Guide*.

The story on the spread is a modern story in the style of a saga, written to fit the page length and to allow students to imagine the initiation ceremonies which were a part of the culture. It can be used to describe Viking life with more realism, and to encourage students to construct sagas of their own.

Background

A saga is a very long story. The story would be about some famous person of Viking times and tell of their adventures. Part of the story might be true but other parts were made up to make the story more exciting.

The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The early Vikings did not write down their sagas. Each one was learned by listening to the storyteller. In time, a person could learn the whole of the saga and become a storyteller, too.

A storyteller had an important job in Viking times. During the long winter months when most Vikings spent their time inside their homes a storyteller would entertain them with a saga. People would gather round the fire after an evening meal and listen for perhaps two hours or more to the story.

A saga usually had plenty of characters. Many of them had nicknames such as Leif the Lucky. The people in the stories did not have the nicknames when they were alive. They were added later when the saga was made up.

The storyteller also mentioned the relations of the characters, such as their wives, husbands, sons and daughters. Kinship or family ties were very important in Viking life so people were interested in the relations of the characters. Sometimes the relations had important parts to play in the story.

The saga also told about where the characters went and what they did. As many Vikings travelled great distances, they enjoyed sagas about adventures.

The stories were eventually written down in the twelfth century by Christian monks. Even though they have some unbelievable parts, they do give historians evidence of how Vikings lived.

Activity: Using a story as evidence

Aims of the activity: Assessing a story as evidence.

Write a story about a trip you may have taken; perhaps to a bowling alley, a zoo or a football game. Make part of your story true, then add some other bits to make it exciting or more interesting. Show the story to a friend and see if they can identify all the true parts to the story.

1. How good was the story at letting your friend know what you did and what you saw?
2. How good was the story at showing what life is like in the twenty first century?



Name:..... Form:.....

Based on **pages 14 and 15** of *Viking raiders and settlers*

The sons of Ondott Sealbreath – 1

Long ago on the island of Ansagar lived Ondott Sealbreath and his wife Thordis. They had two sons called Frodi and Olaf. The two boys were also good friends and spent their childhood together exploring their island home and fishing in the creeks and on the shore. Ondott was a well respected peaceful man and his sons inherited his gentle ways.

When Frodi and Olaf grew up, Ansagar suffered some very cold, wet summers and all the crops failed every year. Everyone was starving. Ondott Sealbreath said to his people that they must leave the island and look for new homes elsewhere. He and his wife Thordis were too old to travel. They said they would stay behind and take their chances and perhaps find enough food to keep themselves alive.

The two sons sadly left their parents behind. Frodi took half the island folk with him and sailed West. Olaf took the other half and sailed East. Frodi and his people travelled for seven days and sailed through seven storms before they saw land again. They had reached the coast of Lyngero. As they came close to the shore, two boats sailed out towards them. In the front of the first boat was Asgrim Goosewing. He lifted his sword ready to start a battle but when he saw the poor state of Frodi and his people, he put his sword down again. When Asgrim Goosewing learned that Frodi was the son of Ondott Sealbreath, he welcomed him to his home. He introduced Frodi to his wife Hlif and his daughter Helga. It was not long before Frodi and Helga fell in love and were married.

Frodi and Helga lived with Asgrim and Hlif. During that time Frodi went with Asgrim on raids along the coast. He learned how to use the sword and became a brave warrior. At last Frodi decided he would like to see his parents again and set off with Helga and three boats of warriors to the East.

When Frodi approached Ansagar again, he could see a small boat coming out to meet him. In it was Vestmar the Snake Tongue. When he came along side, he told Frodi of how Halvard the Horrible had come to Ansagar and set up his home. When Frodi told Vestmar about his parents, Vestmar said that Halvard had captured two old people on the island and made them his slaves. He treated them badly and they were barely alive. On hearing this, Frodi became angry and sailed quickly to the shore.

The sons of Ondott Sealbreath

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the five worksheets.

Using the worksheet

This saga is not a real one but it has been written in the style of a saga and the students may get a feel about Viking sagas by reading it. All the names in this saga are fictitious but the tradition is followed of using nicknames for many characters in the story. A saga is a story that might be based on a true event. It may be a mixture of facts and fiction. When the students read this saga, they can decide what might be fact, what is fiction and what the facts might be on which the fiction is based. A saga contains characters, relationships between characters, details of where the characters went and what they did, including battles.

Younger students

You may ask the students to imagine being sat round a fire in a hut listening to the saga on a winter evening.

You may like to tell the saga to the pupils in stages, 1 to 5, and ask them questions on it. They can be asked if they can remember who is related to who and where people lived. They could draw pictures of the events described in the saga and set them in chronological order.

You could also ask some of the students to stand up and be the characters in the saga. For example, four students could represent Ondott's family then the sons move to opposite corners of the room where new characters are asked to stand with them.

Outcomes

The students can:

- Appreciate that a saga is long and can be complicated.
- Understand that there may be facts as well as fiction in the saga.

Older students

The students can read through the whole saga at one sitting and be asked for their views on its style. You may ask the students to imagine being sat round a fire in a hut listening to the saga on a winter evening then ask five students to read a section in turn. They could work out a simple family tree of the three families in the story and show how they are related. They could look at the characters in more detail. For example they could consider what motivated Vestmar the Snake Tongue to behave as he did. This saga could be used to encourage the students to write sagas of their own.

Outcomes

The students can:

- Appreciate that a saga is long and can be complicated.
- Understand that there may be facts as well as fiction in the saga.
- Construct a simple family tree.
- Examine the motivation of some of the characters in the saga.
- Write a saga of their own.



Name:..... Form:.....

Based on **pages 14 and 15** of *Viking raiders and settlers*

The sons of Ondott Sealbreath – 2

Halvard the Horrible saw Frodi's boats bearing down on his settlement. He raised his men and they rushed down onto the shore as Frodi's boats arrived. Frodi and his men jumped onto the sand and a battle began. Swords and axes whooshed through the air and the angry warriors shouted at each other as they fought. At first, Halvard's men pushed Frodi's warriors into the sea. Then Frodi's men pushed Halvard and his warriors onto the rocks, which were slippery with seaweed. Both groups of warriors fell over and tumbled on each other as they fought. Eventually Frodi and his men had backed Halvard and his warriors to the foot of a cliff. Sensing that they were cornered, Halvard told his men that they would all shout at once and charge at Frodi's warriors. They all roared at once but they never made their charge. The power of their sound dislodged some rocks on the cliff top. They began to fall and knocked other rocks out of the cliff face. In a moment Halvard and his men were buried and the fight was over.

Frodi went into the settlement straight away to look for his parents. In a little hut behind the main house Frodi found Ondott and Thordis. They had been badly beaten but were still alive. Frodi wanted to take them with him but they insisted that they wanted to stay in their island home. Frodi and Helga cared for them for many days and nursed them back to health. Good weather had returned to the island so Frodi's men sowed crops that Ondott and Thordis could harvest in the autumn.

Frodi and Helga bade farewell to Ondott and Thordis and set off with their men in search of Olaf. They took Vestmar the Snake Tongue with them. After three weeks, they came to the mouth of a river. There was a ruined village by some large white rocks. This reminded Helga of a story her father, Asgrim Goosewing, told. Many years ago he had lived at this village. He had a friend called Solmund the Angry. Solmund could not control his temper as a boy and when he became a man it got even worse. Eventually Asgrim Goosewing and Solmund the Angry had a fight. Asgrim won but decided to leave the village but Solmund vowed to get revenge on him. When Vestmar the Snake Tongue heard this, he slipped away and sailed up the river.

As Helga finished her story, a fishing boat came along the coast. In it was Ingjald Greyhead. He came ashore and Frodi asked him if he knew what had happened to the people who had lived in the village.

The sons of Ondott Sealbreath – 3

Ingjald Greyhead told them how Solmund the Angry had become friends with Ofieg Oxman, a huge man with the strength of ten oxen. Solmund and Ofieg had set off with a boat and ten men and sailed up the river. When they came to any rapids, everyone got out of the boat and Oxman carried it on his shoulders. With Solmund's anger and Oxman's strength the two were feared throughout the land. Eventually Solmund became king and took the people of the village to his new village high in the mountains. It was there that he met and married Aesa and they had a daughter called Sygny. Ingjald went on to say that a few years ago a traveller from the West had reached the kingdom and fallen in love with Sygny and married her. His name was Olaf.

When Frodi heard this news, he set sail up the river. There were no rapids now as the Oxman had been back to remove the rocks. This made it easier for everyone to travel to and from the kingdom. When Frodi and Helga and their men arrived at the kingdom, they stared at the large number of houses and the smoke from their fires rising straight up into the sky. Very soon they were disturbed by a thundering of feet behind them. They turned and saw the Oxman and ten of his huge sons. Frodi thought of fighting but Helga said they were no match for the giants and could only surrender. The Oxman imprisoned Frodi and Helga in a cave and took their men away to become slaves.

This was all the work of Vestmar the Snake Tongue. He had gone to Solmund the Angry and told him that Helga, the daughter of his enemy, was in his kingdom. Solmund had ordered that she should be captured and when this was done, he sent Vestmar to tell Asgrim Goosewing about his prisoner. Solmund hoped that Asgrim would come to the kingdom where Solmund would have his revenge.

Solmund, Aesa, Sygny and Olaf lived in the same house but Solmund did not tell his family about Frodi and Helga being taken prisoner. Olaf discovered the news when he talked to one of the new slaves who had been sent to him to help him make a sledge. The man was Thorbjorn Horsetail, who Olaf had known back on the island of Ansagar. When Olaf discovered that Frodi and Helga were held prisoner in a cave, he went on his own to find them.



Name:..... Form:.....

Based on **pages 14 and 15** of *Viking raiders and settlers*

The sons of Ondott Sealbreath – 4

When Olaf reached the cave, he found that it was guarded by only one man. It was one of the sons of Oxman known as Eyvind Elkface. Olaf knew Elkface and went up and greeted him. Elkface, like his father Oxman, were servants to Solmund and his family so when Olaf sent him to bring food, Elkface simply obeyed orders and went. Olaf and Frodi were overjoyed to meet each other again and quickly exchanged news then Olaf led Frodi and Helga out of the cave and along a ledge. The ledge was about the width of two boots and ninety strides long. They had got about half way across when Oxman and Elkface came to the cave and saw them making their escape. The two giants picked up rocks the size of walrus heads and threw them across the canyon to where Olaf was leading away Frodi and Helga. The rocks hit the ledge and knocked chunks out of it. Suddenly Frodi and Helga were having to step out from one piece of ledge to the next as if crossing stepping stones in the sky. Olaf came to the end of the ledge where it joined a mountain footpath. He was safe. A moment later a rock hit the end of the ledge and knocked a gap in it five strides wide. Frodi and Helga could not get across it. They could only go back or try and climb up around the gap.

Frodi and Helga decided to climb but the rocks kept hurling into the cliff face around them. One smashed so close to them that it sent gravel and grit showering down on them. Frodi and Helga lost their grip and fell through the gap. Olaf reached out to try and catch them but his coat became caught on a branch and they fell away towards the valley floor. As they fell Oxman and Elkface cheered and Olaf screamed.

Two large, dark brown shapes swooped into view below the falling couple. Olaf wasn't sure but they looked like eagles. They grabbed Frodi and Helga and swooped low over the forest in the bottom of the valley and flew out along the river to the sea.

Olaf made his way back to the settlement by another path. He crept into his house and told Sygny what had happened. They decided that it was not safe for him to stay in the kingdom because Oxman would soon tell Solmund how Olaf had helped Frodi and Helga escape. Sygny decided to go with Olaf as she knew secret paths down the mountain side that Oxman and his family did not know. When they reached the river, they took a boat from the bank and sailed down towards the sea. On the shore they found Frodi and Helga smiling at them.

The sons of Ondott Sealbreath – 5

The two brown shapes had indeed been eagles. Huge eagles from the Mountains of Vreydal. The birds had carried Frodi and Helga to the shore and left them. Frodi, Helga, Olaf and Sygny climbed on top of a large rock near the mouth of the river. They made a fire, cooked food and chatted and laughed.

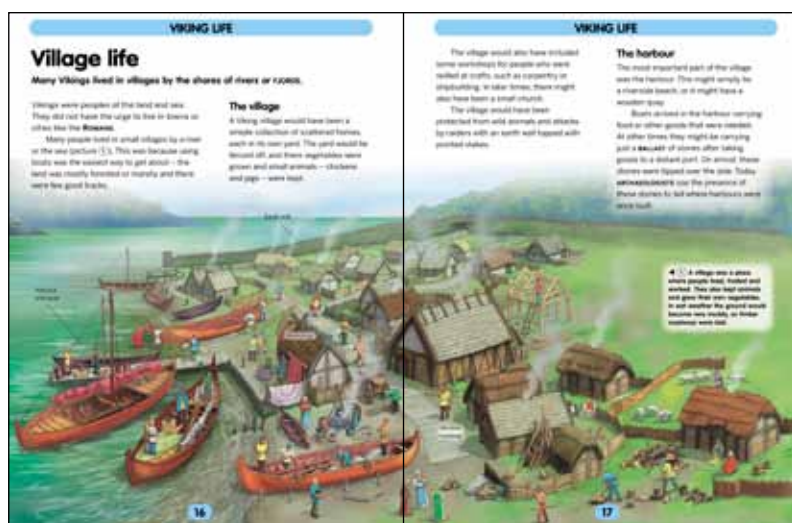
Out at sea a line of ships came over the horizon. It was Asgrim Goosewing and his army. Up in the kingdom of Solmund the Angry men were gathering swords, axes and shields and making their way to their boats. In Solmund's army were a gang of men known as berserkers. They made themselves so angry that they bit their shields as they waited to fight. They travelled all the way down the river biting their shields and waving their swords. In an hour the ships of Asgrim Goosewing lined up across the mouth of the river and the boats of Solmund the Angry faced them.

Asgrim came to the front of his ship and it edged further forwards than the rest. Solmund came to the front of his boat and this too edged forwards towards Asgrim's boat. The two men raised their swords and shields. The berserkers bit hard into their shields and whimpered with rage. They could hardly wait to fight. Oxman and his sons picked up boulders on the shore. Asgrim and Solmund stared hard at each other then heard noises coming from the large rock. They looked up to see their daughters and their husbands looking back at them. Both men threw their swords into the water. There was to be no battle, no revenge. The sons of Ondott Sealbreath had brought peace between the two men and from that day Ondott was no longer known as Sealbreath but as the Father of the Peace Makers.



Spread 7 (pages 16–17)

Village life



Make a Viking house



The purpose of the spread

This spread looks at the detail of life in a Viking village.

Background

It was generally not safe to farm alone, and many people lived in loose gatherings of houses which we might call hamlets or villages. These villages did not have any community services, however, but were more or less clusters of longhouses.

The land worked by the people would probably not have belonged to them, but be the property of the clan chief. It was a form of manorial system so widespread in Europe through to the end of the Middle Ages in Britain and longer elsewhere.

The families would have been extended, with several generations living together. But with life expectancies in the 30s, students should not imagine that there would have been a lot of very old people. There would have been a few. Many people would have looked old even though they were not old in our terms. This was caused by hard work and poor diet. Many had diseases and ailments like arthritis at an early age due to repetitive backbreaking field tasks.

The longhouses were surrounded with areas of land which could be used to keep animals such as chickens and pigs, and to grow some

vegetables. Large animals would be on other pastures and the main cultivated land would have been farmed by all.

The private plots around the houses were demarcated by fences.

The whole village may have had an earthen bank with staves driven into it to act as a kind of defence in case of attack, but the chances are it would not have been very effective.

Activity: Recreating a scene in a Viking village

*Aims of the activity: Interpretation of information.
Comparing the past with the present.*

Imagine that you are going to visit a Viking village. It is on the bank of a small river. You are sailing towards it through the cold mist of an autumn afternoon. As you get near you can see two boats tied to the bank. You bring in your small boat next to them. An old man on the bank beckons you to throw him your rope. He catches it and ties your boat to a stump. He welcomes you to his village and tells you his name is Harek.

The river bank is muddy and slippery but as you go towards the village you start to walk on a path made from wooden planks. On either side of the path the ground is muddy but you can walk with ease. The first house you reach is on your left. It is made of logs and has a thatched roof. The door is open and you can see some children sat round the fire in the middle of the house. A chicken struts out of the doorway and pecks at a clump of grass. An animal skin is stretched out on a frame close by and a woman is scraping fat from it. The woman is called Aud and is Harek's daughter. The children in the house are his grandchildren.

You walk further along the path. On your right is a house with a fence round it. The fence is made out of strips of wood woven together. Inside the fence are a dozen sheep. Some of them have brown wool while others are black. The largest sheep have four horns. The house belongs to a man called Gauk. He lives there with his wife Hekja, and his children Toki, Storvirk and Kara.

Two young men in dark, dirty clothing shuffle past you carrying baskets of wood. They go into a large house further up the path. They are thralls, or slaves, and belong to Runolf. He is not in the village but away on a raid. He captured the two young men on a raid last year. Now they live with him and his wife Eyfura and their children and do most of the work.

As you pass Runolf's house you see Eyfura talking to the slaves. She is wearing a bright silver necklace that Runolf brought back from another raid. The slaves empty their baskets, then pass you again on the path as they go to fetch some more wood.

On the left is a house with a rack of dried fish. The rack is about as tall as you and hanging from it are five rows of fish. By the rack is Olvor. She is cutting up the fish and setting them out on the rack. By her side is a smelly basket with just a few fish left inside. They were caught by her husband, Alrek. You have moored your boat next to his down by the river.

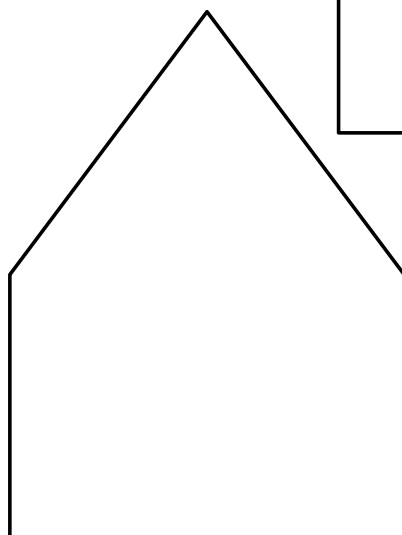
As the light fades, Harek invites you into his home for a meal. You walk back down the path to his house. Aud has finished scraping the animal skin and is greeting her husband, Tind, who has just arrived in another boat. The children and chickens are running round them. There is a shout from the top of the village. It is Tind's brother, Sorli. He is carrying a small deer across his shoulders. It seems you will be eating venison tonight.

Read through the passage above and think how you could make it into a picture. Make a picture of the village scene with the houses of Harek, Gauk, Runolf and Alrek. You may add the people and animals mentioned in the text.

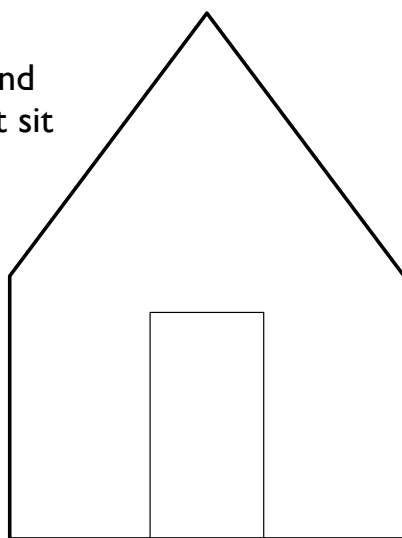
Make a drawing of the neighbourhood where you live. Put in it houses, lampposts, cars and even people. How does the Viking village scene compare with the scene of your neighbourhood?

Make a Viking house

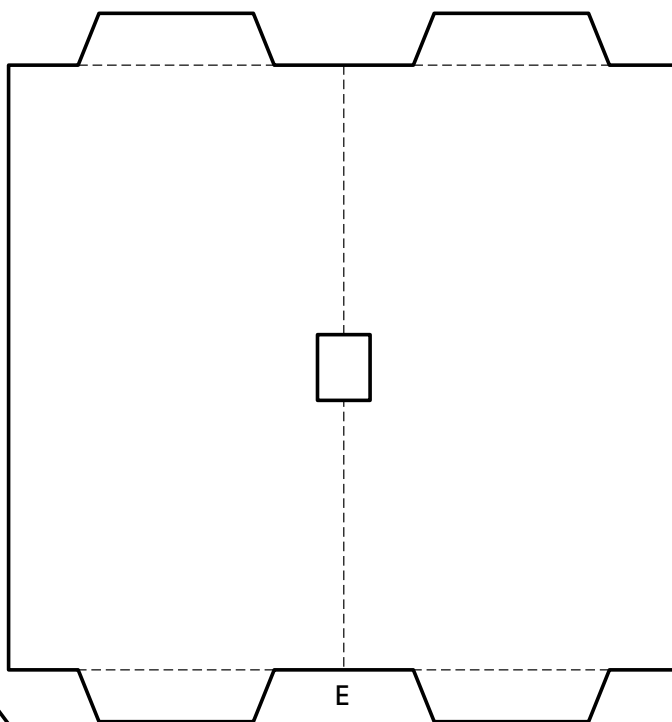
1. Cut out the ends of the house A and B.
2. Cut out the sides of the house C and D.
3. Bend in the flaps of C and D and glue them to the ends of the house. The house should have four walls and need a roof.
4. Cut out the roof E. Take care cutting round the flaps and cut a hole in the roof marked by the square in its centre.
5. Bend the flaps and roof and make it sit on the walls.
6. Remove the roof, apply glue to the flaps and stick the roof in place.



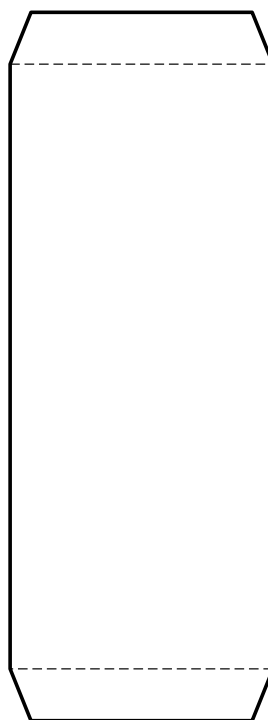
A



B



E



C



D



Make a Viking house

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, student book and more materials for older students.

Using the worksheet

You may find that even some students in year 3 can make this house quickly with very little help. You may like to tie in the activity with assessing how comfortable the house would be to live in. Does it have cracks between the roof and the walls? Do all four walls make contact with the ground?

Younger students

If the students have written their name in runes in activity 3A, they may like to write it on their house – perhaps over the door. The students could arrange their houses into a Viking village using pictures in the student book to help them.

Outcomes

The students can:

- Assemble a model of a Viking house with care and safety.
- Construct a Viking town.

Older students

The students can make the houses and assemble them into a Viking town. They may design and add smaller huts using pictures in the student book and other sources. The activity could be used in literacy with some students to follow instructions.

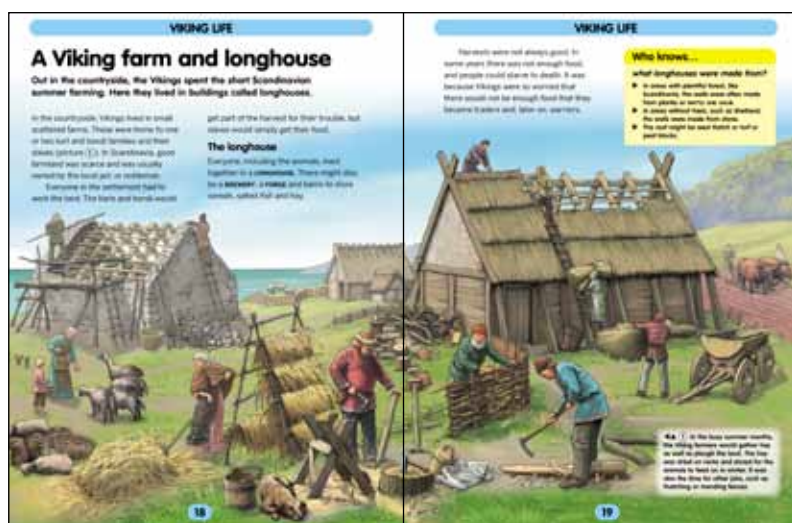
Outcomes

The students can:

- Assemble a model of a Viking house with care and safety.
- Construct a Viking town.
- Design and construct smaller huts.

Spread 8 (pages 18–19)

A Viking farm and longhouse



Speak Icelandic



The purpose of the spread

Viking farms varied quite considerably as a result of the landscape and climate of Norway being unlike that of Denmark. In this spread the emphasis is on the Norwegian fjordside way of life.

This provides an opportunity to discuss the geography of Norwegian fjords and the impact this might have on the way of life.

First notice that the climate is cool, cloudy and wet. In winter deep snow falls.

The landscape is mountainous with only small areas of land that could be farmed, mainly at fjord heads. The fact that the cultivable land was widely dispersed accounts for the differences between clans.

There was a need to grow enough food and rear enough animals for the winter. Animals were raised on pastureland and some hay was collected from the fields. However, it is unlikely that this would have been enough to provide for the animals throughout the winter and so some would have been slaughtered in the autumn and their meat dried, salted or otherwise processed to preserve it.

Limited cereal crops will grow in the fjords, so oats and barley rather than wheat would have been the crops in the fields.

Compare these arrangements with highland Scotland to help see parallels in the past and today.

It would give students a better insight into the difficulty of life if they looked at the racks used for drying grass to make hay. This system is still in use in Norway. It is uncommon in Britain because the climate is warmer and there is less rain.

Notice that the people used a form of shifting cultivation because they had no skills in adding fertiliser to fields.

Background

The longhouse was similar to farm buildings all over Europe. In winter, animals were housed with the people at one end of the longhouse. They shared their warmth. If longhouses were built on slopes the animals occupied the downslope end to help allow for drainage of slurry, but students might like to imagine what it must have smelled like to be confined with animals during a long winter.

The longhouse had an earthen floor and a small hole in the roof to let out some of the smoke. Nevertheless, it would have been very dark and smoky. The walls and roof would have been caked in soot.



People used simple wooden planks for beds, tables and for sitting on. The planks were supported on tressles. Joined up furniture did not exist.

Longhouses would have been built of available materials. So stone was used where wood was scarce, and if there was no stone (as in Ireland) then peat blocks were used. Turf was used as a replacement to thatch.

In summer, part of the family took the cattle, sheep and goats up onto the pastures in the mountains. These pastures were too far away for the people to visit every day so they built rough stone houses there and lived in them during the summer. In the autumn they brought the animals back to live in the farmhouse.

A large family would live on a farm. There would be grandparents, parents, children and aunts and uncles. There would also be karls (freemen and women) who the farmer paid to help him and perhaps some thralls (slaves) who were servants.

All the people on the farm worked together to provide everything that they needed. The farmer was responsible for the growing of crops and the care of the animals and had karls to help plough the fields, plant and harvest the crops. A karl may also work as a blacksmith, making and repairing all the iron tools used on the farm. Another karl may work as a carpenter making and repairing all the wooded tools and furniture on the farm. The thralls would be put to work at chopping and collecting wood and tending the animals.

Activity: Growing oats

Aims of the activity: Growing a cereal used widely in Viking times, investigating germination and the effect of soil on growth.

The oat is a cereal plant that can grow in lands, like the Viking lands, which have short cool summers. The soil in which the oats grew varied from rich fertile soil to poor rocky soil.

Take out some grains and wrap them in a damp paper towel. After a few days, unwrap them and look for signs of germination (the development of the root and the shoot). Do not let the towel become dry, but

do not let it become too soggy either. If the grains have germinated you could put them in a pot of good loam and record the growth and development of the plants.

Sow some grains in a good loam soil and some in poor sandy and rocky soil (you can make this simply from a mixture of sand and small pebbles). Cover up the grains with a thin layer of soil and water it. Record the development of the plants.

Speak Icelandic

The language of the Vikings was Old Norse. This language does not exist today but a language close to it is Icelandic. Here are some words in Icelandic for you to say. Most of the words are spelled correctly but some words are spelled in a way to help you say them more easily. These words are marked with a *.

English	Icelandic
ache	verkur
all	allur
apple	epli
arm	handleggur
aunt	furthur* or mothur systir*
back	bak
bad	vondur
bag	mie (my)
bad	poki
bird	fugl
boat	batur
bottle	flaska
boy	drengur
bread	brauth*
cheese	ostur
child	barn
cup	bolli
daughter	dottir
ear	eyra
eat	eta
eye	auga

English	Icelandic
face	andlit
finger	finger
fire	eldur
friend	vinur
girl	stulka
good bye	Verti seyell*
good day how are you?	Komdu seyell *
good morning	gothan *dag
grandfather	afi
grandmother	ammi
hair	har
hand	hurnd*,
head	hurfurth*
heart	hjarta
hunger	hungur
husband	bondi
knee	kne
lamp	lampi
leg	leggur
man	mathur*

English	Icelandic
money	peningar
no	nay*
no thanks	purkk* fyrir
neck	hals
plate	diskur
pleasant	skemmtilegur
room	herbergi
ship	skip
sick	sjurkur
sit	sitja
son	sonur
table	borth*
uncle	furthur* or mothur brothir*
walk	ganga
wife	kona
woman	kvennmathur
yes	ja



Speak Icelandic

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity is intended to give the students a very introductory look at a language very close to the one spoken by the Vikings. A large number of words we use today have origins in Old Norse, the language of the Vikings. Some people claim that on average one in every seven words we use comes from the language of the Vikings. Icelandic has been selected here as it is similar to Old Norse and is a living language – one used today. When the students look through the words, they will see some that are similar to the words they use in English. It is not intended that the students should write down the words but simply try to say them. Some words have been spelled phonetically because they contain characters which are not found in English. You may wish to use the activity with other activities in the book. For example you may wish to begin a Viking day by saying “Good morning. How are you?” You may like to link this activity with activity 20A ‘Words from Viking times’.

Younger students

You may like the students to go through the words and find those relating to the human body. They could try and learn them and test each other. They could learn a simple greeting and how to say yes and no. They could also learn the words connected with families. They can try and communicate simply by using other words in the list.

Outcomes

The students can:

- Learn some Icelandic words.
- Communicate using Icelandic words.

Older students

The students can learn as many words as they can. They can construct a simple play in which two Vikings are talking to each other or a Viking and an Anglo-Saxon (using modern English) try to communicate over perhaps buying some bread.

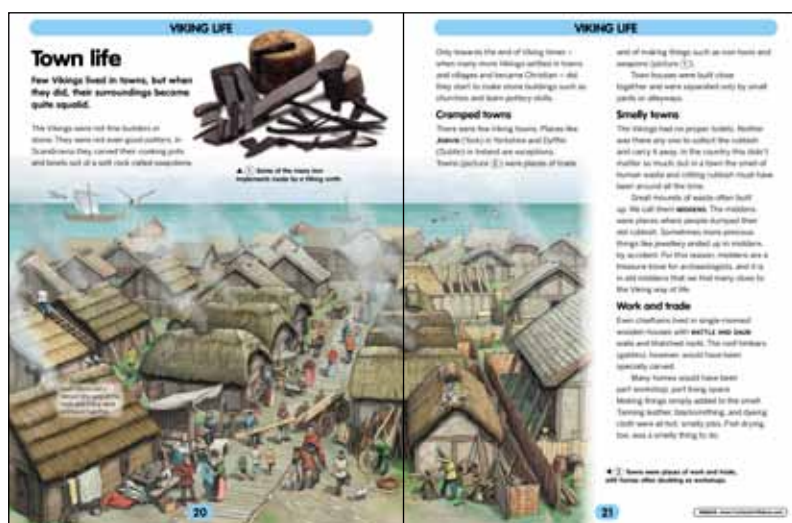
Outcomes

The students can:

- Learn some Icelandic words.
- Construct a simple play in which Icelandic words are used.

Spread 9 (pages 20–21)

Town life



Make some Viking scales



Using Viking scales



The purpose of the spread

This spread looks at life in a small Viking town and how squalid conditions became.

Background

Towns were larger than villages, but were not large bustling places that we know today. They were closer to large villages.

Many places that were large enough to be called towns, such as York and Dublin, were focused on trade and so lined the banks of a sheltered, navigable river.

The focus of the town was the beach by the river. Many rivers at this time did not have steep banks. The steep banks and deep water of the Ouse in York are the result of infilling the banks and dredging the river.

There was no room for a longhouse in the town and houses were much smaller than in the country because there were few animals. Many people made their living as artisans or traders. They lived in single storey dwellings that jostled together with narrow alleyways in-between.

The front of many dwellings would have been used as a workshop or warehouse. The back would be used for living.

There was not much spare space in the town and so the problems of people making things with foul smells (such as tanners and

candle makers) would have been severe. At the same time, the buildings were all made of wood and the means of lighting and heating was an open fire, so the destruction of great swathes of the town by fire were an ever present and real risk.

Furthermore there was no easy place to put human waste and so this would have added to the stench, even if sometimes piled up in great waste heaps called middens.

The cramped, unhygienic conditions would also have increased the risks from communicable diseases and so a healthy lifestyle was not really possible.

The town may have had a church in Christian times, but if it were of the stave church kind that were built in Norway after conversion, then it would have been made of wood and so would have rotted away, leaving no obvious trace.

Activity: Comparing settlements

Aims of the activity: Comparing sources.

Imagine that you are approaching a Viking town. It is built on the side of a river and you are sailing up river towards it. As you sail along you can see a road on a hill to your left. It connects the countryside with the town. There are horse-drawn carts moving along it. Those moving towards the town are loaded with wood. Two moving away from the town are empty but a third one has a load covered with a cloth.

As you come closer to the town you can hear the sound of axes chopping wood. On the river bank is a group of men. They are building a boat. Some men are cutting the branches of some very long logs. Others are splitting the logs to make planks. There is a strong smell of tar. It is used to seal any gaps in the wooden planks on the boat and make the boat watertight. The men who are building the boats live in the town.

Your boat is not the only one approaching the town. A larger boat than yours pushes ahead of you. It is loaded with barrels and boxes. There are four long wooden jetties reaching out from the river bank, and there are large boats moored next to them. The boat that has just passed you takes the last space and you have to moor next to it and ask permission to climb across it. Permission is granted and you climb up the boat's side and move through the barrels on its deck to reach the jetty and town.

People are bustling about the harbour. Some are carrying sacks, others are rolling barrels while boxes are being loaded onto carts. Glass ornaments, pottery and metal bowls, carpets and spices are being loaded onto one cart. When the loading is finished the items will be covered with a cloth and the cart will begin its journey to distant villages. A man dressed in brighter clothes than the harbour workers stands and watches. He is a merchant and has brought these goods from distant lands to trade.

You leave the harbour and walk up a road covered in wooden planks. The road is wide enough for a cart

drawn by two horses to move along it. The planks prevent the horses and carts from getting stuck in the muddy ground. There are narrower streets leading from the road in all directions. The streets lead between groups of houses that are built closely together.

Not far from the harbour is a street where the craftsmen live. Outside each house there is a stall selling the goods made by the craftsmen. On one stall you can buy leather belts, on another you can buy antler combs and bone pins. On a third stall are bowls that have been carved out of a soft rock called soapstone. You see another merchant in the street. He is talking to a craftsman who is making silver brooches. The merchant agrees to buy fifty brooches to take with him to another country to sell.

You leave the street and enter an open space filled with cattle, sheep, goats and noisy farmers buying and selling their livestock. At one corner of the space are a line of men and women. They are slaves and they, too, are for sale. The owner of a group of slaves has just sold them to a merchant. The merchant is weighing out silver on a pair of scales to pay for them.

You leave the market and move through more streets and back onto the main road. You are near the edge of the town now and see that it is surrounded by a wall. The wall is made from an earth bank and on top of it is a plank fence and walkway. The road passes through a gate in the wall. As you look at the road and the people, carts and animals travelling along it, you hear voices calling you. Your friends, Ivar and Gudrun, have been looking for you since you arrived. Now they invite you to stay with them at their house so you make your way back into the busy town again.

Read about visiting a village (see web site activity on page 55 of this *Teacher's Guide*) and re-read the text here. How is living in a Viking village different from living in a Viking town?

Activity: Making a simple die

Aims of the activity: Examine coin-making processes in a Viking mint.

A large town may have a mint. This was a place where coins were made for a king. The people who made coins at the mint were called moneyers. Viking coins were made of silver. A piece of silver was placed between two halves of a metal die, like jam in a sandwich. The halves of the die had letters and pictures engraved on them. The die was then hit with a hammer and the die cut into the silver and made marks of the letters and pictures in it.

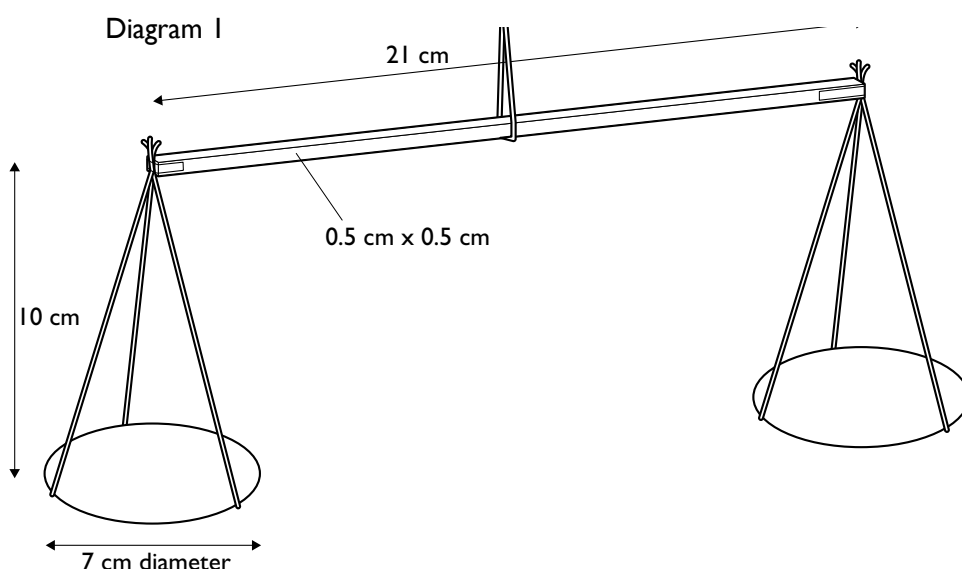
You can make a simple die and see how it works by following these steps.

1. Place a weight from a kitchen scale on a table. Put the weight upside down so its flat surface is uppermost.
2. Put a small paperclip on the weight.
3. Put a small piece of aluminium foil over the clip.
4. Put a small piece of cardboard over the foil.
5. Hit the cardboard with a hammer.
6. Remove the cardboard and foil and look for the mark of the paperclip in the foil.

Make some Viking scales

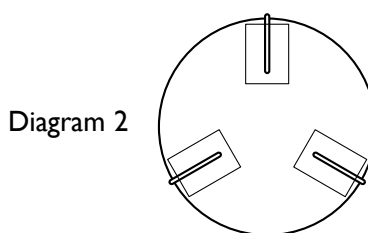
Vikings used scales to weigh silver when they traded. Here is how to make a simple pair of scales.

1. Take a piece of wood 21 cm long and half a centimetre wide and tall in cross section. Find the mid point and use a small saw to cut a shallow groove in one side.



2. Cut six 10 cm lengths of string and arrange into two groups of three.

3. Cut two discs of card which are 7 cm in diameter.



4. Take one group of strings and stick 1 cm lengths of their ends to a card disc as diagram 2 shows.
5. Repeat step 4 with the second set of strings.
6. Take one group of strings and bring their other ends together and stick to one end of the piece of wood as seen on the left in diagram 1.
7. Repeat step 6 with the other set of strings and stick them to the other end of the piece of wood.
8. Cut a length of string about 40 cm long and tie it in a loop.
9. Put the loop over one end of the piece of wood and move it to the groove.
10. Make sure part of the string is in the groove then raise the loop and this should raise the scales. They should balance with the piece of wood resting horizontally.

Make some Viking scales

Age range

- Years 3/4 (SP4/5) with help.
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Piece of card, scissors, pair of compasses, pencils, string, ruler, pieces of wood 21 cm long and about half a centimetre square in cross section, sticky paper.

Using the worksheet

You may like to consider the aspect of trade in the context of town life. This activity and 9B can be used to look at how Vikings traded. This activity might be used as part of a CDT project while this one and the next activity might be used as part of a maths project. Make sure that you follow your employer's guidelines with regard to using small saws with students, or prepare the pieces of wood yourself.

Younger students

Some students may need a lot of help with this activity. The pieces of wood, card discs and lengths of string may be best prepared before the activity so that the students simply assemble the scales. It may be useful to have as many classroom helpers as possible present to supervise and guide the work. Alternatively you could make one as a demonstration.

Outcomes

The students can:

- Know that a pair of scales must balance when empty if it is to be useful.
- Use simple equipment and materials, with help, safely.

Older students

The students can work in pairs to make scales. Some students may need assistance. Some students may prefer to use yoghurt pot lids instead of card discs. The lip of the lids helps to keep objects in place. This decision may be arrived at by discussion

on the design of the scales. Make sure the students are competent to use compasses safely.

Outcomes

The students can:

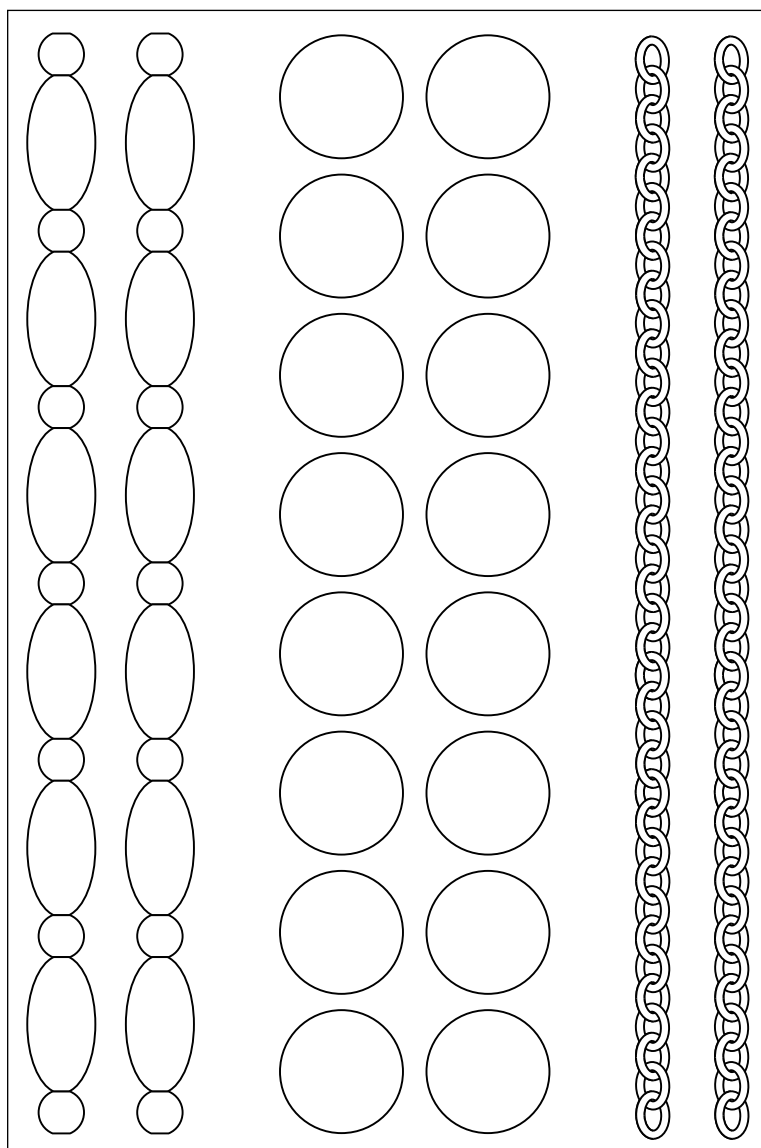
- Follow instructions.
- Use simple equipment and materials safely.
- Consider aspects of design in making a product.

Using Viking scales

Vikings used their scales to weigh hack silver. This was silver from coins and jewellery. When a weight of silver was agreed upon for the sale of something, a weight was placed on one pan of the scales and silver was placed on the other pan until the scales balanced. Pieces of necklace, chain and even coins were cut up to make up the weight of silver.

The units of weight used by the Vikings were öres (pronounced urrs) and örtugars (pronounced urtugar). Three öres were equal to one örtugar.

1. Cut out the rectangle containing the necklaces, coins and chains.
2. Stick the rectangle on card and cut out the necklaces, coins and chains.
3. Collect a Plasticine lump from your teacher and divide it into four equal parts. Each one is the weight of an örtugar.
4. Take one of the örtugar weights and divide it into three. You have now made three öres.
5. Decide on the value of an object you have for sale. Make it cheap, perhaps only one or two öres. Place the weights on one pan of the scales and add pieces of silver until the scales balance. You may have to cut up some of the silver pieces to make the scales balance.
6. Agree on the price in örtugars and öres of another object and try and balance the scales with silver.



Using Viking scales

Age range

- Years 3/4 (SP4/5) with help.
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Piece of card, scissors, lumps of Plasticine weighed out by you to be one ounce or 32 grams.

Outcomes

The students:

- Know how to use a pair of scales.
- Can weigh 'silver' in Viking units of weight.
- Can use bartering and the scales in a Viking business deal.

Using the worksheet

This activity can be used only with the scales that were made in the previous activity. You may like to set the scene by saying that the students are in a Viking market and have some objects to trade for silver.

Younger students

Read through the activity sheet with the students then let them make their items of silver. Give out the Plasticine and check that they divide it correctly to make örtugars and öres. Make sure they only use small weights at first. They should place both scale pans on a table top and load one with a weight and the other with some silver, then carefully and slowly raise the scales to see if the pans balance. If they do not, they should lower the scales onto the table again and adjust the amount of silver. This may involve them in deciding which items of silver to cut.

Outcomes

The students:

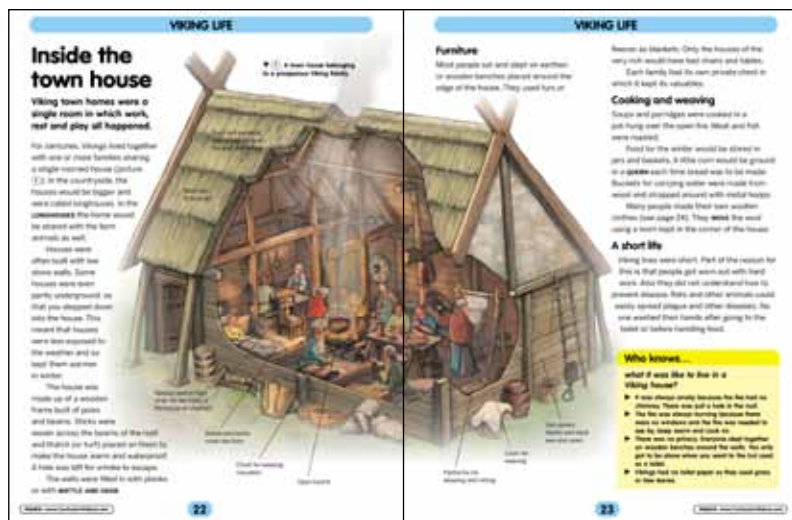
- Know how to use a pair of scales.
- Can weigh 'silver' in Viking units of weight.

Older students

The students can work through the activity in pairs. You should tell them how to use the balance as explained in the section for younger students. Vikings also used to barter to agree a price. You may like to introduce the students to bartering and let them barter the price of an object before weighing the price in silver.

Spread 10 (pages 22–23)

Inside the town house



The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The sons of Ondott Sealbreath



The purpose of the spread

Students may think we are looking at a single room in this spread and may need telling that the single room is the only room.

They may also miss the fact that there is no joined up furniture, and that the places for sitting, eating and sleeping are all the same planks of wood. For a table the planks are placed on tressles. For sitting different height tressles are used.

Students might like to imagine living in a small space, sleeping on raised platforms along the walls, having a central open fire as a main source of light, with perhaps oil or tallow lamps. The room would be smoky and everything in it would be affected by smoke and so be blackened. There was also a fire risk from flying sparks.

This is not necessarily a cold place because of the fire and the fact that warm pelts were used as blankets.

The floor is beaten earth. There are no cupboards or any other items of furniture to store things except for a chest. People had few belongings and they wore most of them including jewellery.

Dried food would be in jars or hung from the ceiling.

Background

Students should be made aware that there is a contrast between country and town houses just as there is between farmhouses and town houses here.

In a town house like the one shown here, there would be no animals, but if this were a longhouse the far end would be a byre.

Houses were built from materials that were easy for the Vikings to gather around them. In most places the houses were made of wood.

Sometime they made the walls like the walls in a log cabin – with long horizontal tree trunks from which the side branches had been removed. The length of the house depended on the size of the trees growing in an area. If the trees were tall the house would be long but if the trees were shorter the house would be shorter too. The logs were held together at the corners of the house by cutting notches in them. The end of one log was rested in the notch of another to hold them firmly together. If you stood at the corner of a Viking log house you could see that the notches made the logs look like they had pushed through each other from the floor to the roof.

Many Viking houses were made with a timber frame. When the frame was complete the house looked a bit like a ghost. It had

an outline but no walls or roof. Vertical or horizontal planks of wood were attached to the frame to make the walls. If there were not enough trees in the neighbourhood to make the planks, the walls would be made of wattle and daub. The wattle was made from thin branches woven together. The finished woven pieces looked like sides of a giant basket. The daub was made from mud or a mixture of mud and manure. It was smeared onto the branches to cover them and fill the gaps between them. This made the walls windproof and waterproof.

The roofs of many houses were covered in a thatch of straw or reeds. Some houses had a plank roof covered in a layer of birch bark. This made the roof waterproof. A layer of turf was then placed on the birch bark. The grass grew in the turf and together the soil and

plants made an insulation layer which helped to keep the house cool in summer. In winter the layer of insulation was provided by snow.

For even better winter protection, the floor of the house might be sunken into the ground, and low walls of rough stone raised up. However, the main structure would be of posts supporting a matting of twigs on which rested a thick layer of thatch. The walls may have been hardly visible from the outside.

Windows would simply let in cold and so would not be used. Oil candles in stone holders were the most common form of lighting; candles were more rare.

Students can be asked to imagine what was done with the litter and what kind of toilet arrangements there might have been (link to geography QCA 11, 'Water').

Activity: Make a model of the inside of a Viking house

*Aims of the activity: Interpreting information.
Recreating a Viking scene using a wide range of materials and simple equipment safely.*

Use the information below to help you make a model of the inside of a Viking house.

A Viking house was an oblong shape (like a shoe box). A large door was in one of its shorter sides.

If you stood in the doorway and looked into the house you would see it had just one big room.

In the centre of the room there would be a fire. It would be surrounded by stones to keep the burning embers from spreading out across the floor.

There would be a tripod over the fire from which would hang a huge metal bowl called a cauldron. This would be used to boil meat and make stews.

On either side stretching along the long walls there would be raised platforms. They formed beds. There would be three or four

beds along the wall arranged lengthways top to bottom, not sticking out into the room like the beds in a hospital ward.

The beds were made of wooden planks but had pillows, blankets and a fur cover to keep the sleeper warm.

By the beds were chests. These were oblong, too, and might have decorated panels on their sides. The Vikings kept their clothes, blankets and jewellery in the chests. Hanging from the walls were buckets, sacks and weapons such as swords and shields.

In the house of a wealthy Viking would be tapestries hanging from the wall.

There was a table near the fire and stools for people to sit on while they ate.

Riddles

Viking warriors were expected to be good at riddles as well as fighting.

Here are three riddles in the Viking style. What are the answers to them?

1. It is always hungry,
It must always be fed,
If it licks your fingers
they will soon be red.

What is it? 

- 2 I am made of metal and can hold a head,
If my owner loses me in battle, he could soon be dead.

What is it? 

3. I have a dragon's head and the graceful body of a swan,
Through the sea I carry my children safely on and on.

What is it? 

This is an example of a present day riddle about a Viking. What is the answer.

4. A Viking did not go to sleep in ten days but he was never tired.

How? 

5. What riddles do you know? Tell them to a friend. How many does he or she guess correctly?

6. Make up some riddles of your own and write them down here. Use them in a riddle competition.







Riddles

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Outcomes

The students:

- Know that Vikings enjoyed riddles.
- Can work out the answers to riddles.
- Can make up their own riddles.

Using the worksheet

Vikings enjoyed riddles. They were a form of entertainment on dark winter nights. You might like to set the scene of the Vikings sat round a fire in their hut and telling riddles.

Younger students

Younger students may like to sit in a circle on the carpet and tell the riddles that they know. You could then issue the sheet and let them try the riddles on it. They could then try and make up some riddles and return to the circle on the carpet to tell them.

Answers

1. Fire.
2. A helmet.
3. A longship.
4. He slept through the night.

Outcomes

The students:

- Know that Vikings enjoyed riddles.
- Can work out the answers to riddles.
- Can make up their own riddles.

Older students

The students can work through the sheet on their own and then write their own riddles. They may like to write each riddle on a separate piece of paper and put it in a riddle box. The riddles can be taken out of the box and read by you or students who enjoy performance as an alternative to the students reading out their own riddles.

Hnefatafl

The Vikings played a board game called Hnefatafl. In this activity you can make the pieces for the game and play it.

1. Make a playing board 21 cm x 21 cm. Divide it into 49 squares with 3 cm long sides and shade in the corner squares as diagram 1 shows.
2. Make 12 attackers, 8 defenders and one king using diagram 2 to help you.
3. Arrange the attackers, defenders and king according to the A, D and K pattern in diagram 1.

		A	A	A		
			A			
A		D	D	D		A
A	A	D	K	D	A	A
A		D	D	D		A
			A			
		A	A	A		

Diagram 1

Playing the game

Here are the basic rules:

One player has the king and defenders. The other player has the attackers. The aim of the game is to move the king to one of the four corners without him becoming surrounded by four attackers. The attackers surround him by coming to his left and right sides and directly in front

and behind him. If the king gets to the side of the board he may be taken if three attackers surround him. Attackers are not allowed on the corner squares. If at least one defender can stay around the king until he gets to the corner the king will be safe.

1. The attacker moves first. A piece can move in straight lines only not diagonally. It can move until it reaches a piece in its way. It cannot go over a piece.
2. The defender moves after the attacker, then the attacker moves again and so on.
3. You take one of your opponent's pieces by getting two of your pieces on either side of it or in front and behind it. This means your opponent's piece is sandwiched between two of your pieces. When this happens, you remove your opponent's piece and he or she has to play on with one less piece. You may lose and take many pieces in the game.

It is important to think carefully before you make your moves, as you may find your piece becomes in danger of being taken after you have made your move. Sometimes you may have to decide to let a piece be taken to help you move the king.

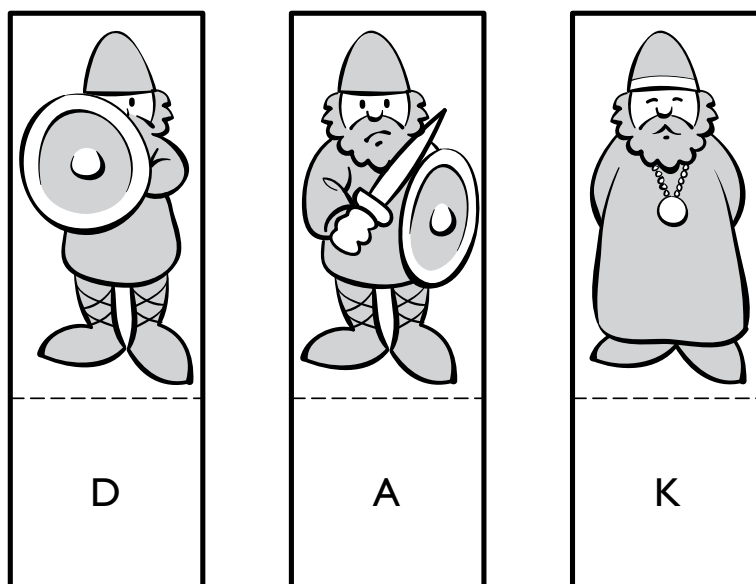


Diagram 2

Hnefatafl

Age range

- Years 3/4 (SP4/5) with help.
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, card, scissors.

Using the worksheet

Hnefatafl was a board game played on dark winter nights to while the time away. It is similar to chess in that the pieces move like the rook or castle and that strategies have to be thought out to try and win. You may like the students to make their own pieces using the illustrations in diagram 2 to help them. Alternatively you may like to photocopy the characters in diagram 2 and make up a sheet of 12 attackers, 8 defenders and a king onto one photocopiable sheet and let the students cut them out and fold back the bases.

Younger students

The emphasis with younger students may be on making the game by drawing their own attackers, defenders and king, then letting them all try it. Some may find it too complicated but some may enjoy it. There are some extra rules which have been omitted to make the game as simple as possible.

Outcomes

The students can:

- Make a Viking board game.
- Play Hnefatafl.

Older students

Older students may like to use a photocopiable sheet you have made as explained in the 'Using the worksheet' section of this activity. The emphasis here could be on playing the game. If enough students enjoy the game they might like to organise a knockout competition.

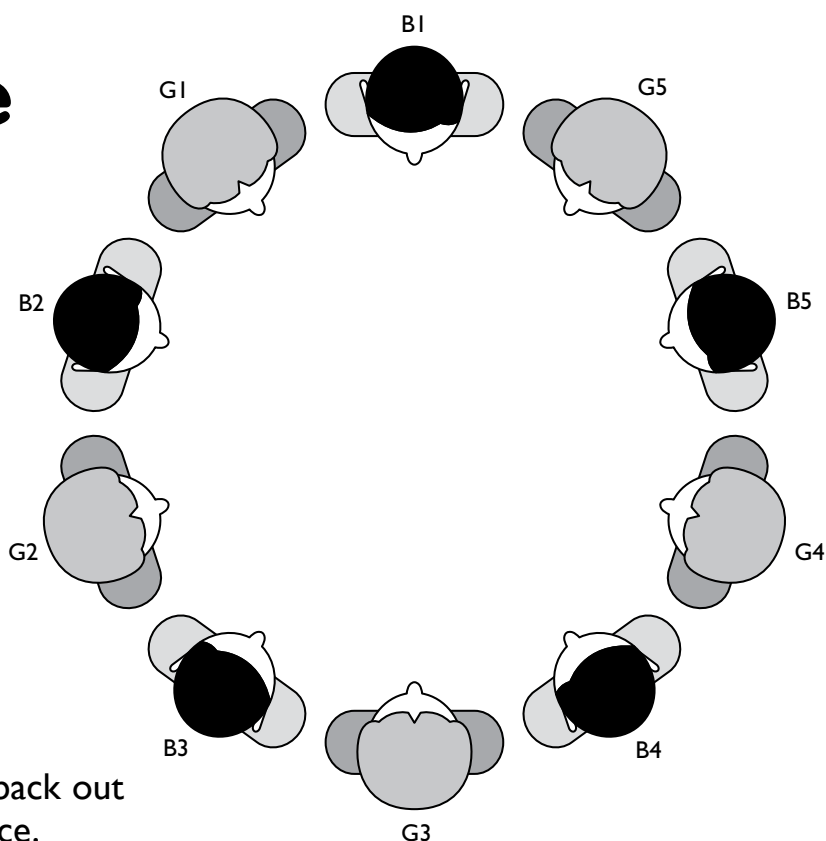
Outcomes

The students can:

- Make a Viking board game.
- Play Hnefatafl.

A circle dance

The Vikings enjoyed dancing. Here is a very simple circle dance which may have been similar to some of the dances in their day.



1. Five couples arrange themselves in a circle as the diagram shows.
2. The couples bow and curtsy to each other.
3. The boys take three steps into the circle and bow.
4. The boys take three steps back out of the circle and all clap once.
5. The girls take three steps into the circle and curtsy.
6. The girls take three steps back out of the circle and all clap once.
7. All hold hands and take two steps to the left counting “one, two, three” like this: “one” – the left foot moves; “two” – the right foot moves to join it; “three” – the left foot moves again and the right foot joins it.
8. Still holding hands all take two steps to the right counting “one, two, three” like this: “one” – the right foot moves; “two” – the left foot moves to join it; “three” – the right foot moves again and the left foot joins it.
9. In each couple the boy takes the girl’s right hand in his right hand and raises it into the air. He then takes three steps to move in a semi-circle to the right and the girl takes three steps to move in a semi-circle to the left.
10. The couple takes three more steps in a semi-circle to complete moving clockwise round in a small circle.
11. The couple bow and curtsy to each other and then turn their backs on each other.
12. The boy bows to the girl on his left (from the couple on his left) and the girl curtsies to the boy on her right (from the couple on her right) and they form new couples and repeat the dance.

A circle dance

Age range

- Years 3/4 (SP4/5) with help.
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A CD of appropriate music and a CD player

Using the worksheet

The Vikings are believed to have enjoyed dancing and may have danced circle dances as danced by people in other countries at a later time. This dance has been made to show some simple features of a circle dance. When the students know what they have to do, they can perform it by counting one, two and three, slowly and repeatedly until they complete the sequence to the end of step 11. You may also like to select an appropriate piece of music which has a slow three four time beat for the students to dance to. It is believed that Vikings may have danced to vocal music so you may select a choral piece or even have the children singing themselves. Alternatively you may find a suitable track on an early music CD. The music will have been composed after Viking times and played on instruments that had not been available to the Vikings but it may give the dance a more ancient "feel" than using present day music.

Younger students

You may simply use the worksheet yourself and give instructions to the circles of students. It may be useful to have some classroom helpers with you to supervise each circle.

Outcomes

The students:

- Can follow instructions to perform a simple dance.
- Know that taking part in circle dances involves concentration.

Older students

Older students may like to read through the worksheet and organise themselves into groups and try it out for themselves. Alternatively, if you wished to use the dance on a Viking day you could give out instructions to the circles of students and they could follow them. Once they have mastered the dance they could try step 12. Circle dances were sometimes performed quickly so you could see if they could perform the dance faster but safely. If some students enjoy the dance they could add other steps to it.

Outcomes

The students:

- Can follow instructions to perform a simple dance.
- Know that performing a circle dance requires concentration and co-ordination.

Spread 11 (pages 24–25)

Viking clothes



Make a brooch



Viking hat



Viking costume



The purpose of the spread

This spread examines Viking clothes and how they were made.

Background

Vikings depended on their sheep for wool more than hides and certainly more than the pelts of wild animals. As a result, most clothing was made from wool. Flax grown in fields and harvested for linen was the alternative.

In the summer the sheep were shorn and wool was collected. The wool was combed to untangle the fibres and to remove pieces of plants such as twigs and grass stalks. The wool fibres were then made into yarn by a process called spinning. In this process a tuft of wool is taken and pulled out into a strand. The strand is attached to a weight on a spindle and the spindle is spun. As it spins the weight pulls on the fibres and the spinning action twists them together into a long thin thread called yarn.

In every house was a loom. It was used for weaving the threads to make cloth. The loom was made from two upright pieces of wood, which supported a wooden beam. The beam was about the height of a person's head above the floor. Two sets of threads were hung from the beam. They were kept tight by weights attached to their lower ends near the floor.

Half way between the beam at the top of the loom and the weights at the bottom was a horizontal stick called a heddle. One set of threads was attached to it. The weaving process began by passing a thread, called the weft horizontally between the two sets of threads. The heddle was then moved to bring one set of threads in front of the other set and the weft was passed back. The heddle was then moved again to make the set of threads go back behind the other set and the weft was brought between them again. By moving the weft between the threads and moving the sets of threads each time the weft passed through them, a piece of cloth became woven.

Weaving was a task performed by Viking women all the year round. On the long winter days when men could not go out and farm or raid they may have helped with the weaving, too.

Dyeing could be done with natural dyes, although these would have been considerably duller than modern synthetic dyes.

Clothing that was made was of a simple shape and mostly draped over the body and held with brooches and belts. Many layers would be worn so that additional clothing could be added as the weather got cold (link to science unit 4C 'Keeping warm and cool').



Shoes were made from leather and were of a wrap-over kind.

Vikings loved jewellery. The wealthy wore jewellery made from gold and silver. Two other metals used to make jewellery were bronze and pewter. They are both mixtures of metals called alloys. Bronze is an alloy of tin and copper and pewter is an alloy of lead and tin. Lead is a poisonous metal but when it is mixed with tin it makes a mixture which is not poisonous.

Jewellery was worn by both men and women. As buttons had not been invented in Viking times, clothes were held together by pins and brooches. The two most popular styles of brooch were the oval brooch and the trefoil brooch which had three lobes like a clover leaf. The brooches were highly decorated with intricate carving and pieces of coloured glass and amber. These fine brooches were, however, the province of the wealthy, and people of little means had to make do with brooches carved from bone.

The Vikings wore neck rings and necklaces. A neck ring was a stiff ring which had a simple clasp. The clasp was worn at the back of the neck where it could not be seen. Necklaces were longer and looser. They often had pendants attached to them. A widely used pendant was a hammer. It represented Thor's hammer called

Mjollnir which he used to attack his enemies. When the Vikings became Christians they used a cross as a pendant.

Arm rings were also popular. They fitted firmly around the arm (unlike bracelets which hang loosely at the wrist). Some arm rings were in the shape of a snake and had a spiral shape which wrapped around the arm a few times.

Rings were also worn on the fingers. They had designs similar to arm rings. The Viking women of Norway and Denmark did not wear ear rings. Viking women of Sweden wore chains looped over their ears from which rings were hung.

Make-up was worn by both men and women. You may like to consider how the acceptability of this has changed through the ages.

Students might also like to contrast everyday wear with battle dress worn by warriors. This had to offer some protection from the slashing movement of a 1 m long wide blade. Leather was usually used for this purpose, both on the body and for protection for the head. Iron helmets were very rare. Chain mail was sometimes used, but this had to be fashioned link by link and so was expensive. It was also extremely heavy and made fighting much more difficult.

Activity: Making a yarn

Aims of the activity: Looking at the spinning process and devising an experiment to test a yarn.

Take a piece of cotton wool and pull it apart.

Now take another piece of cotton wool, pull it a little to make a strand, then roll it between a finger and thumb. You should make a thread of cotton yarn like the yarn made in spinning. Is the yarn stronger or weaker than a piece of cotton wool? Work out an experiment, check it with your teacher and if your teacher approves, try it.

Activity: A survey of jewellery

Aims of the activity: Comparing the wearing of jewellery in Viking times with the present day.

Viking men and women wore a large amount of jewellery, particularly at special occasions such as feasts. Do men and women today wear rings, neck rings, arm rings, pendants and brooches like the men and women in Viking times? How would you conduct a survey to find out? Show your plan to your teacher. If your teacher approves carry out your survey.

Make a brooch

1. Draw a design in the oval shape below using a faint dotted line as diagram 1 shows.

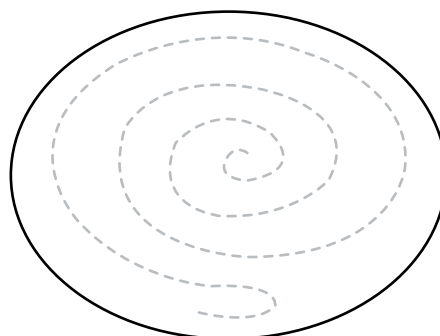
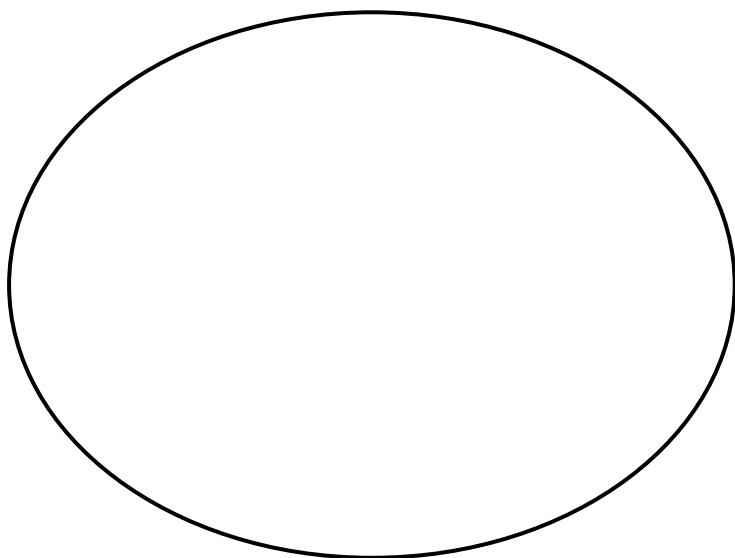


Diagram 1

2. Colour in the oval yellow or silvery grey.
3. Select a yellow or silvery grey piece of wool and lay it on your design.
4. Cut off the length of wool you need.
5. Glue the wool to your design.
6. Roughly cut out the oval from this sheet.
7. Glue your design to a piece of card.
8. Cut out your oval brooch.
9. On the other side of the card attach a large safety pin with sticky paper.

Make a brooch

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, card, scissors, gold wool and yellow pen or pencil, silver grey wool and silver grey pen or pencil, sticky paper, large safety pins. Access to secondary sources of Viking jewellery for older students (optional).

Using the worksheet

This activity could be tried leading up to having a Viking day. It can be used to generate interest in the next two activities which are about making a Viking costume.

Younger students

Some students may need help in following the instructions and taking care in cutting out. They may also need help in sticking the safety pin to the back of the brooch.

Outcomes

The students can:

- Follow instructions.
- Design a simple piece of jewellery.
- Use materials and simple equipment safely.

Older students

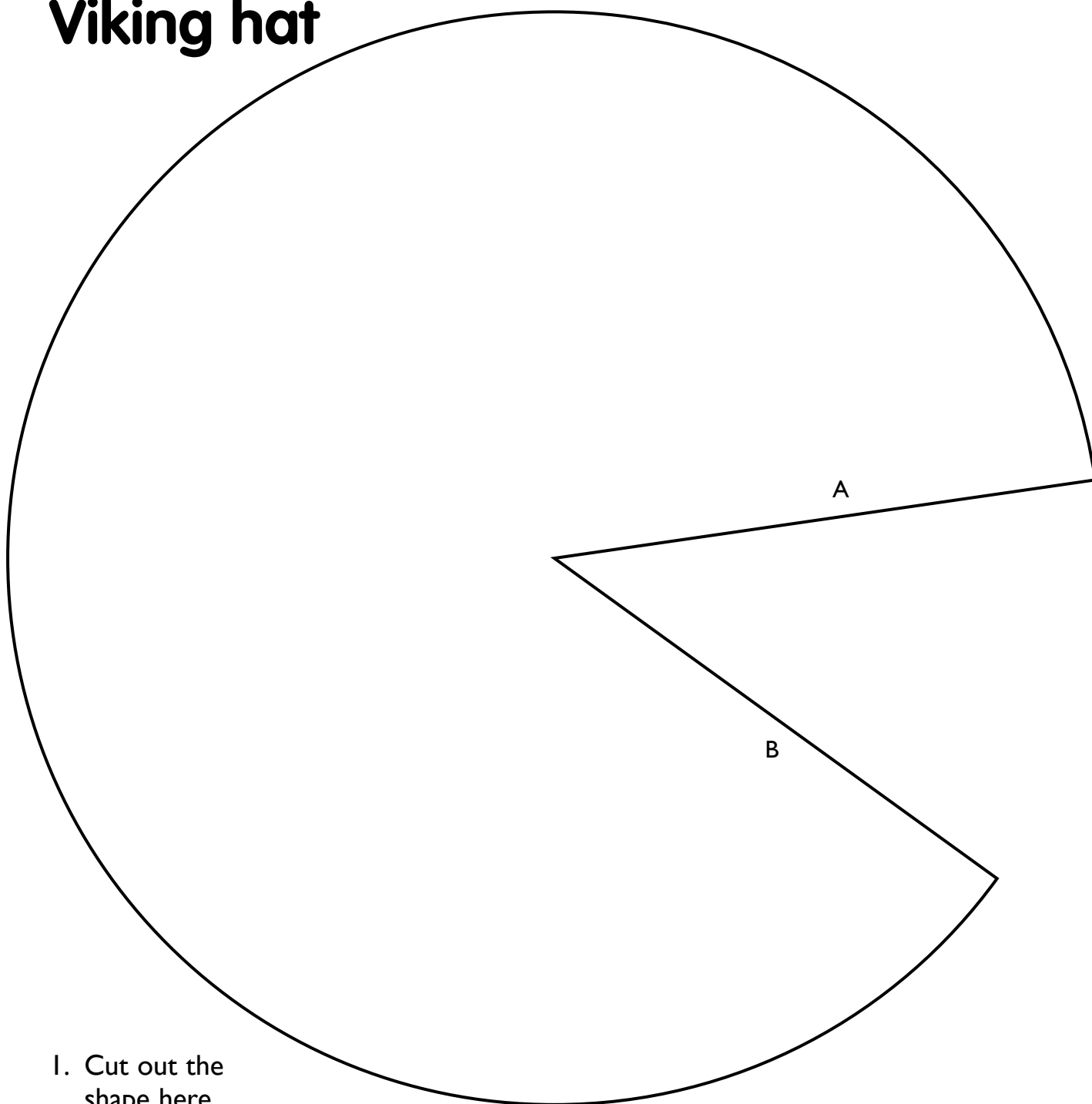
The students should be able to follow the instructions and make the brooch. They may like to use secondary sources to look at the designs of Viking brooches to make more elaborate designs.

Outcomes

The students can:

- Follow instructions.
- Design a simple piece of jewellery.
- Use materials and simple equipment safely.

Viking hat



1. Cut out the shape here.
2. Mark out the shape on a piece of felt.
3. Cut out the felt and stick the edges marked A and B together to make a cone hat.
4. How could you use the shape you have cut out to make hats with a taller cone? (Hint: move edge A or edge B).
5. Make a felt hat with a taller cone.

Viking hat

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, felt (grey, brown, blue, red, yellow), a marker pen, sticky paper.

Using the worksheet

You could use this activity as an introduction to making costumes in readiness for activity 11c. The hats made here may also be used in activity 18 which is about testing heat loss from a model head.

You may like to use activity 16 'Make a helmet' after this activity.

Younger students

The students may need some assistance to draw round the shape on the felt and help with cutting out. They could wear their hats as they do other activities in this book.

Outcomes

The students can:

- Follow instructions.
- Use materials and equipment safely.
- Work out the relationship between overlapping the material and height of the cone.

Older students

The students may make their hats on their own. If the students have learned how to stitch they could stitch the edges of their hat (A and B) together. Decorative patterns could also be stitched into the felt.

Outcomes

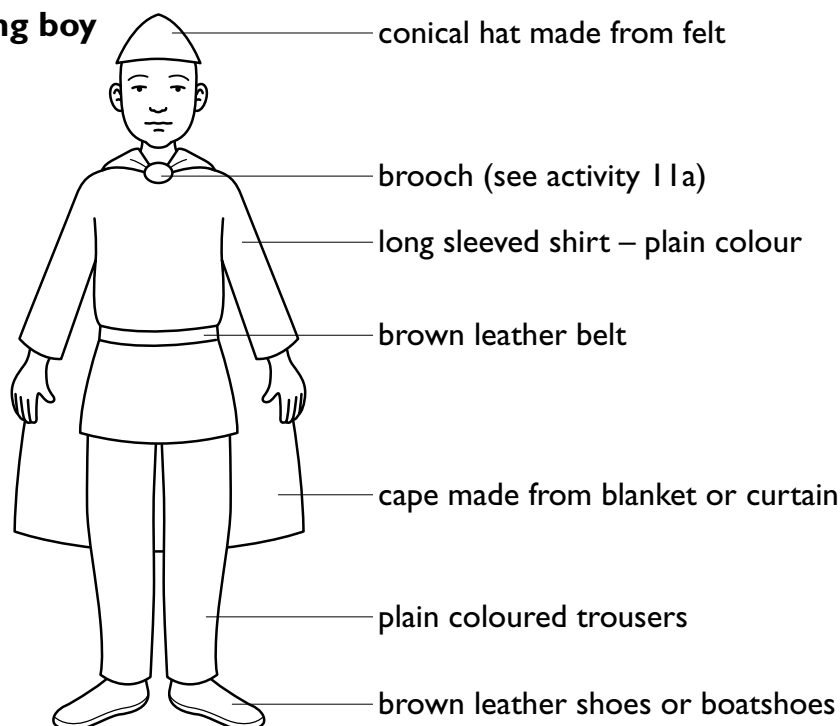
The students can:

- Follow instructions.
- Use materials and equipment safely.
- Work out the relationship between overlapping the material and height of the cone.

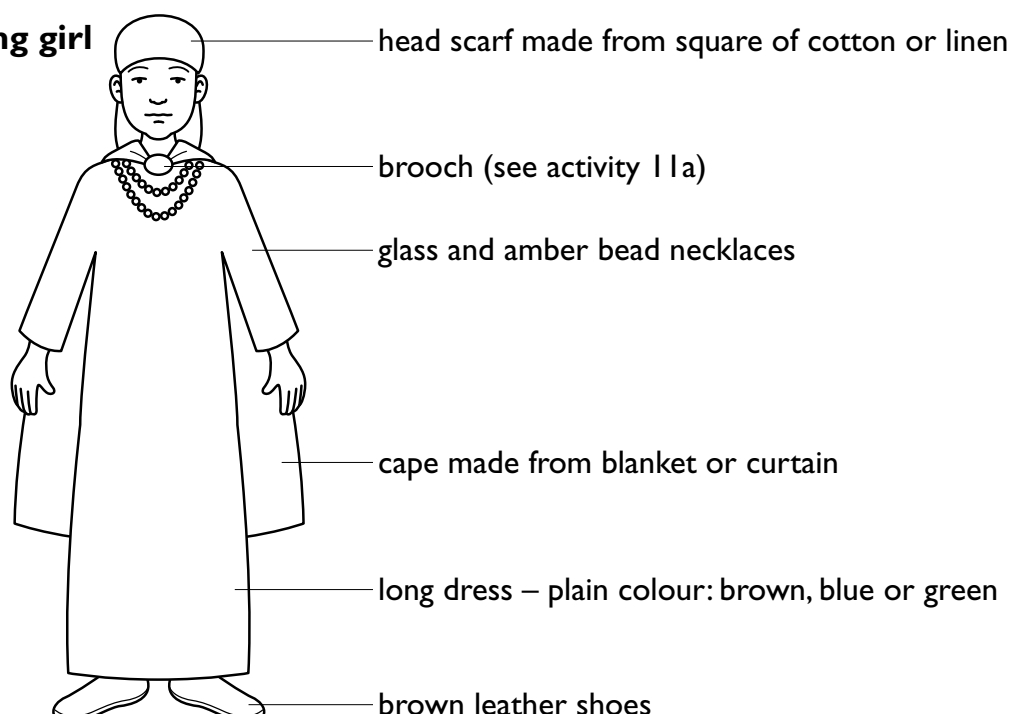
Viking costume

Here are two Viking costumes with suggestions about what to use to make them.

Viking boy



Viking girl



Viking costume

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, items of clothing mentioned in the worksheet – plain coloured clothes in greens, browns, blues and reds – long dresses (or top and long skirt), shirts, trousers, curtains or blankets, cotton or linen squares for scarves, pieces of felt made into cone hats (optional, boys can be bare-headed), brown leather shoes or boat shoes, brown belts, necklaces of glass beads and imitation amber. Secondary sources on Viking costume for older students (optional).

Using the worksheet

This activity could be used after activities **11A** and **11B** in preparation for a Viking day. A copy of the sheet could be sent home with a letter to parents explaining about your planned Viking day (see pages 10 to 15). It has been found not to be too prescriptive as some parents and grandparents have a talent for making striking costumes. For example, the capes may be hemmed in false fur. You could suggest that suitable clothing for making into costumes can sometimes be found cheaply in charity shops. You may like to assemble a couple of costumes for boys and girls to keep in reserve for students who for any reason cannot bring a costume to school.

Younger students

You may like the students to keep their costume on throughout the Viking day. If you do, be prepared for some students becoming upset if their costumes get dirty in the lunch-break.

Outcomes

The students can:

- With help from adults, assemble a Viking costume.

Older students

The students may like to look at a range of secondary sources on Viking costume and decide what they would like to make.

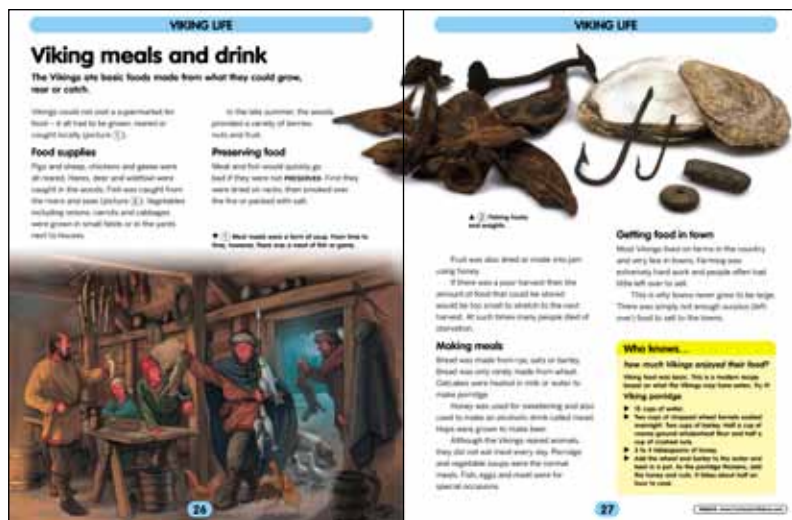
Outcomes

The students can:

- With help from adults, assemble a Viking costume.

Spread 12 (pages 26–27)

Viking meals and drink



Viking food



Making oat flour



Make Viking hearth cakes



The purpose of the spread

This spread will give students a feel for the life and times of the Vikings by considering what they ate.

Background

As with other peoples, the Vikings were mostly vegetarians, supplementing their diets with meat as and when it became available.

Cooking was done in either a pot placed on or over a fire or on a spit. Ovens consisted of heated stones or clay ovens. Corn was stored as whole grain and had to be ground whenever needed. Bread or oatcakes were a staple part of the diet.

Most of the vegetables were boiled up to make a soup or a stew. Oatcakes could be added to water and milk and made into a porridge.

The kind of food the Vikings ate would have depended on their social status. The Vikings were a slave society, so the slaves got the worst food.

In general, eating was often a precarious business, in part because the Norwegian Viking homelands were in areas of poor climate and soil. Harvest failures were common even in Denmark, and near starvation not uncommon. In fact, poor diet and lack of resources at home must have

been an important factor in encouraging the development of a culture in which exploration and invasion formed a major part.

It is important that students realise that the food problem – most people were entirely subsistence farmers creating no reliable surplus – was a major reason that towns did not grow. There was simply no surplus to feed them. Thus, Jorvik and other places should not be regarded as large towns by modern standards, but more as villages, containing not more than a couple of thousand people. The surplus from the surrounding countryside could support no more. Even then food would have been traded in from distant places.

A Viking family meal

If you visited a Viking family you would be asked to stop for a meal. What might you expect to be served?

In the centre of the house would be a fire. There would be stones round the fire to keep the embers in but they also helped with the cooking of food. Over the fire would be a huge iron pot called a cauldron. It would be held in place by a chain attached to a hook in the roof or from a chain attached to a tripod placed over the fire.

You may be offered a hearth cake. This is a flat cake made from ground up barley grains



and oat grains. When it was decided to offer you the cakes, the cook would go to a basket by the wall which contained barley grain. This was harvested from a field close by last year. The grain has stayed fresh because it has been kept dry. The cook would scoop some grains into a quern and tell a slave to grind them up into a powder. She would then go to a basket of oat grains and get the slave to grind them up, too.

When the grains have been ground they would be mixed with a little butter and made into flat cakes. These would then be put on the hot stones to bake.

You may be offered some meat. The meat would be skewered on a spit. The iron bar that made up the spit would not be placed on a rack above the fire as you may have seen in a Tudor kitchen. The ends of the spit would be placed on the stones at either side of the fire and the meat would cook close to the embers.

While the cakes are baking and the meat is cooking you may also be offered vegetable soup. This would be made from cabbages, carrots, peas and onions, which were grown in a garden close to the house. They would boil and bubble away in the cauldron.

While you are waiting for the main meal of the day, your hosts may offer you a plate of berries freshly picked from the woods close by. They might offer you some cheese made from the milk of the goat tethered outside the door. To wash your food down you may be offered milk.

As you eat your snack one of the family might tell you about how he collects gulls' eggs by climbing up the cliffs or catches fish in the waters just off the shore. He might also tell you about a hunting expedition when he killed a wild boar and everyone celebrated with a feast. Wild boar was believed to be the food of the gods and the Vikings who died bravely in battle feasted on it in Valhalla.

When the meal was ready the soup would be spooned into a bowl. When you had finished you would have used a knife to cut the meat from the spit and finished your meal with a hearth cake.

Activity: What happens to damp food?

Aims of the activity: Investigating the effect of moisture on food in a Viking house.

The Vikings tried to keep their grain dry. They also dried fish and meat.

Examine the effect of moisture on food by following these steps.

Take two slices of bread. Make one slightly moist with four drops of water.

Put the slice of damp bread in a transparent polythene bag and seal it.

Put the slice of dry bread in another transparent polythene bag and seal it.

Leave the two slices in a warm place. This represents the warm inside of the Viking house.

Look at the bags every day and record what you see.

When you have finished your experiment, ask your teacher to get rid of the bags of bread.

What do you conclude from the experiment?

Viking food

Here are some of the foods that Vikings ate.

1. Which of these foods do you eat today? Put a tick next to them in black ink.

- cod ☐ herring ☐ haddock ☐ eels ☐ trout ☐ salmon ☐
 pike ☐ ham ☐ beef ☐ lamb ☐ venison ☐ goat meat ☐
 wildboar meat ☐ horse meat ☐ bear meat ☐ seal meat ☐
 whale meat ☐ walrus meat ☐ reindeer meat ☐ chicken ☐
 duck ☐ goose ☐ grouse ☐ golden plover ☐ sea gulls ☐
 hens eggs ☐ sea gull eggs ☐ peas ☐ cabbage ☐ carrots ☐
 celery ☐ blackberries ☐ raspberries ☐ apples ☐ plums ☐
 cherries ☐ oat cakes ☐ porridge of oats ☐ barley bread ☐
 wheat bread ☐ rye bread ☐ milk ☐ honey ☐ cheese ☐

2. Imagine that you were a Viking. Which of the other foods would you not mind eating. Put a tick next to them in blue ink.

3. Write a list of the foods that you definitely would not eat.





4. Compare your list with the lists of others in your class. How are they similar and different?

5. Select foods that you would use to make breakfast if you were a Viking.



6. Select foods that you would have as an evening meal if you were a Viking.





Viking food

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Although the worksheet lists a large number of foods there were times when crops failed and animals could not be found to hunt. At these times the Vikings starved or ate seaweed, lichen and tree bark to stay alive. When food was plentiful they had two meals a day. Breakfast was called *davre* and the evening meal was called *nadver*. You may tell the students this information for setting the scene for looking at food.

Younger students

The younger students may work through the worksheet on their own and then compare the food they dislike. If you have been doing work on healthy eating you might like to remind the students of this before they try steps 5 and 6. The students should try and produce a meal which supplies protein, energy and vitamins and minerals. You could ask the students if they thought the Vikings ate a lot of meat and ask them why. Vikings had only small amounts of land to grow crops while the forests, rivers and seas provided them with many places to hunt.

Outcomes

The students:

- Know that Vikings ate a wide range of foods.
- Can select Viking foods to make meals.

Older students

The older students may work through the worksheet on their own and then compare the food they dislike. You may like to raise issues of eating unfamiliar foods if you were desperate due to starvation. You may link this aspect of diet with Vikings looking for other lands to live in. The students may then go on to steps 5 and 6. Review their answers to these steps with the whole class and assess the meals for their healthiness.

Outcomes

The students:

- Know that Vikings ate a wide range of foods.
- Can assess the healthiness of meals based on foods available to Vikings.
- Can understand why Vikings ate some foods that might not be acceptable to us today.

Making oat flour

How good are you at grinding flour?

One way is to find out how much flour you can make from a certain amount of oats.

1. Weigh out an amount of oats that you want to grind into flour.
2. Place a small amount of the oats on a flat stone and grind it up by placing a second flat stone on top of it. Move the second flat stone around on the oats and press down. Make sure oats do not spill off the lower stone onto the table.
3. When you think you have ground the oats as much as you can, remove the top stone and scrape the ground oats into a sieve over a cup. The oat flour will pass through into the cup while the unground but squashed remains will stay in the sieve.
4. Repeat steps 2 and 3 with other small amounts of oats until the whole weighed amount has been ground up.
5. Weigh the amount of flour produced by grinding up the oats.
6. How does the weight of the white flour compare with the weight of oats.



7. Why do you think the flour used by Vikings was coarse and had pieces of unground and squashed remains in it?







Do not use your flour to make any food as the stones are not clean.

Making oat flour

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, flat stones, oats, a balance for weighing the oats, a sieve, a cup, a spoon (optional).

Using the worksheet

You may like to look at flour making in the context of a scientific investigation. This involves the use of a sieve in separating particles of materials of different sizes. Students enjoy grinding flour and sometimes compare how much flour they can make. This can be investigated scientifically to see if some people are really better at grinding flour than others. You may link this work with flour production today and reflect on the lack of machinery in Viking times and the lack of huge quantities of cereals to produce white flour leading to coarse flour being used.

Younger students

The younger students may need help in weighing out the amounts of flour and keeping all the flour under the stones. They may enjoy having a competition to see who can make most white flour.

Outcomes

The students:

- Know how to make flour by grinding a cereal.
- Can carry out an investigation safely.
- Can weigh materials with care and compare their numerical results.

Older students

The older students may like to try the investigation and then think of ways of making it fairer. For example, should they grind the stone in a circular fashion a certain number of times? Should they sweep the surface of the lower stone a certain number of times to remove the flour into the sieve? Should they shake the sieve a certain number of times to let as much white flour pass through or should they stir up the flour in the sieve with a spoon a certain number of times to make sure as much flour as possible passes through.

Outcomes

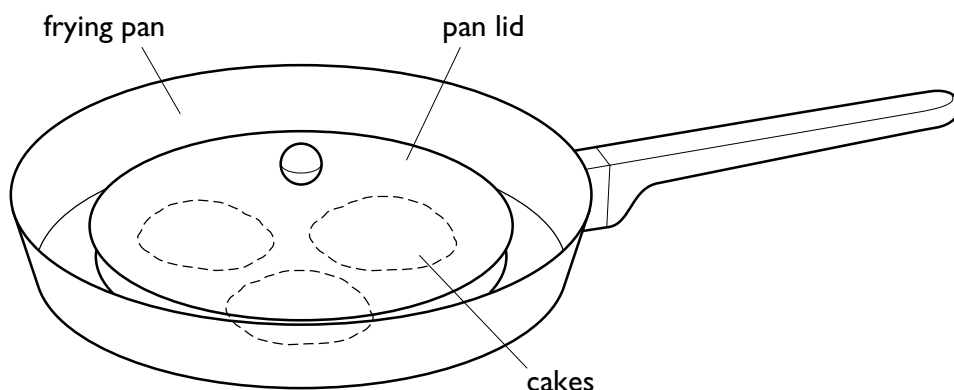
The students can:

- Perform a fair test.
- Make suggestions to improve an investigation.
- Make accurate measurements.

Make Viking hearth cakes

Vikings used to make cakes of ground barleymeal and oat meal and put them on stones around the fire in the house. They may have placed a metal bowl called a cauldron over them to make an oven to help the cakes bake.

1. You will need some finely ground oatmeal, some barley flakes, butter, salt, a bowl, a tablespoon, weighing scales, a frying pan, a saucepan lid, oven and an adult to help you.
2. Grind the barley flakes with a mortar and pestel to make fine ground powder. If you cannot do this ask an adult to grind up some barley flakes in a food processor.
3. Measure out two tablespoons of oatmeal and put it in a bowl.
4. Measure out two tablespoons of barleymeal and put it in the bowl.
5. Weigh out 57g of butter and add it to the bowl.
6. Add a pinch of salt.
7. Mix the butter, oatmeal and barleymeal together by rubbing the butter into the meal.
8. Divide up the mixture into three or four lumps and make into flat cakes about 6 cm in diameter and 1 cm thick.
9. Carefully place the cakes in the frying pan.
10. Slowly heat the frying pan and keep the heat supply low.
11. When the butter starts to melt and bubble, put the pan lid over them as the diagram shows.
12. Leave the cakes to bake for about an hour but check them regularly to see that the meal is not burning.
13. Switch off the heat and allow the pan to cool before removing the cakes.



Make Viking hearth cakes

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, barley flakes and fine ground oatmeal (from a health food shop), butter, tablespoon, weighing scales, mortar and pestel, food processor, frying pan, saucepan lid, oven, adult supervision.

Using the worksheet

This activity could be done at school if hygienic conditions can be provided. Alternatively it can be given out as an activity for the students to do at home with adult supervision. If you have done the previous activity on grinding oatmeal you may wish to remind the students of it when they are using a mortar and pestel. (Do not use oatmeal from activity 12b as the meal will not have been prepared in hygienic conditions.) The cakes can be made with meal ground in a mortar and pestel but there is less chance of the meal burning if it is ground finer in a food processor.

Younger students

You may feel that younger students should only participate in the weighing, measuring and mixing part of the activity and the whole baking process is done by adults.

Outcomes

The students can:

- Measure out amounts of materials.
- See how materials change.

Older students

You may feel that older students can carry out most of the activities on the worksheet and only need adult supervision for activities around the oven.

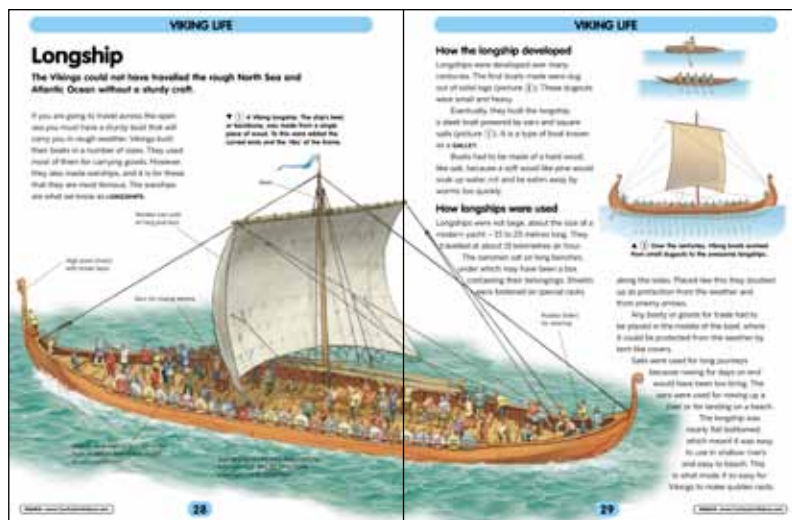
Outcomes

The students can:

- Follow instructions.
- Measure out amounts of materials.
- Follow procedures safely.
- See how materials change.

Spread 13 (pages 28–29)

Longship



Make a longship



On a longship



The purpose of the spread

This spread explores the use and development of the Viking longship.

Background

The Viking longship is regarded as one of the main symbols of the Viking culture, yet the Vikings were not the only people to use this kind of vessel. It was commonplace around the coasts of Europe and had developed over many centuries. The main factor influencing the Viking association with longships was how they used them. At this time, for example, England did not have a fleet of warships. It was therefore pretty defenceless against attack from the sea. (This was something King Alfred tried to put right in later years by building ships – which were also longships – bigger than the Viking ships.) The Vikings had used their longships for centuries as trading ships. The modifications that made them into warships were rather small.

In the land of the Vikings there are lots of inlets from the sea called fjords. There are also many rivers and lakes. These water ways were used by the Vikings for travel. In AD 98 the Romans visited these lands and noted that small rowing boats were used. In the eighth century sails were used to harness the power of the wind and ships could sail much further.

If a ship has a very rigid hull it can break up when the large waves of a storm pound against it. The Vikings solved this problem by making longships with slightly flexible hulls. When a strong storm wave struck the hull it bent slightly and did not break. When the wave passed, the hull returned to its normal shape.

When a group of Vikings made a longship they first laid out a very long T-shaped piece of wood*. This was the keel. The sides of the ship were then made from planks called strakes. The planks were arranged so that they overlapped. This type of boat and ship construction is called clinker built. Pieces of wood were attached to the keel at right angles to it. They made the keel look as if it had got ribs. The sides of the ship were then attached to the ribs and made watertight by filling any gaps between the planks with rope and tar. Cross beams were attached to the ribs. They connected one side of the ship to the other and planks were nailed to them to make the floor of the ship.

In the centre of the ship a large heavy piece of wood called the mast fish was set down. The mast post was attached to this. Holes were bored in the top most planks on each side for the oars to pass through. Some long ships had a wooden disc attached close to each hole. It could be moved so as to close the hole



when the oar was not in use. Closing the hole prevented water entering the ship when large waves crashed against its sides.

A long pole called a spar was attached to the mast. It had the sail attached to it. The sail was square-shaped and made from wool. It might be interesting to consider what a wool sail was like when it got wet. The spar, sail and mast were attached to each other in such a way that they could be easily brought down to the deck and stored on a frame. This was important when the ship was leaving or entering a harbour. The wind blowing the sail could make the ship difficult to control so at these times oars were used to move the ship. Also when a ship was on a raid and going up a river in enemy country, taking the sail down made the ship difficult to see. It also allowed the ship to pass under overhanging branches of trees.

At the back of the ship on the right hand side looking towards the front, was a steering board. It was like a large oar with a short handle. Styra is a Norse word meaning “to

steer” and from this steering board we get the English word starboard which means the right hand side of the ship.

On the front of the ship was a carved head of a dragon. It is thought that the head was detachable and put in place just before a raid. The heads were painted. Some were covered in gold and silver which would flash in the sunlight and made the approaching ship more alarming. Vikings loved their longships and gave them names such as Ocean Striding Bison, Wave Walker and Raven of the Wind.

Because of their design, the Viking longships were easy to land where there was no deep water. They would, however, have been hard to steer in bad weather. Viking warriors would wait weeks to get a favourable wind before setting out across the sea.

* The wood had to be hardwood because softwood would rot. Hardwood was not common in Norway, although more so in Denmark. It would therefore have to be obtained by trade.

Activity: Make a wind vane

Aims of the activity: Making an object believed to be used on a longship.

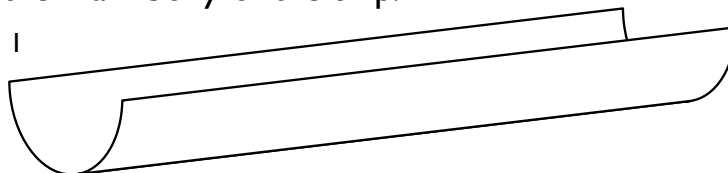
It is thought that a longship had a wind vane on its mast or prow to show the direction of the wind. This could help the Vikings navigate across the sea and find the lands they wished to raid or to find their way home.

Make a model wind vane in the following way.

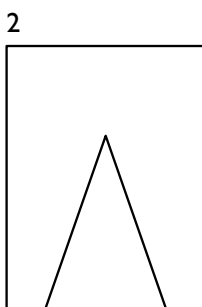
1. Take a ballpoint pen that has a transparent plastic body. Remove the plastic plug at one end of the body and pull out the metal part with the ball and the tube of ink attached to it.
2. Take a plastic straw and put it in the wide end of the plastic body. You should find that the plastic straw freely moves inside the body.
3. Cut a piece of paper to make a right-angled triangle with sides of about 9 cm, 12 cm and 14 cm.
4. Use sticky paper to attach the shortest side of the triangle to the straw sticking out of the body of the pen. The side at right angles to this shortest side should be near the end of the straw.
5. Hold up the wind vane and blow it. You should find that the paper points in the direction that the air is blowing.
6. If you have a compass you could take your wind vane outside on a windy day and find out the direction that the wind is blowing.

Make a longship

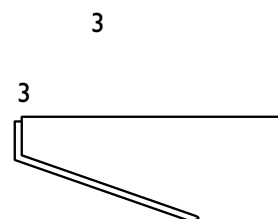
1. Take the cardboard tube from a kitchen roll and cut it in half lengthways. Use one half (diagram 1) for the main body of the ship.



2. Cut the other half in half crosswise then snip out a triangle of cardboard as diagram 2 shows. These two pieces will form the ends of the ship.

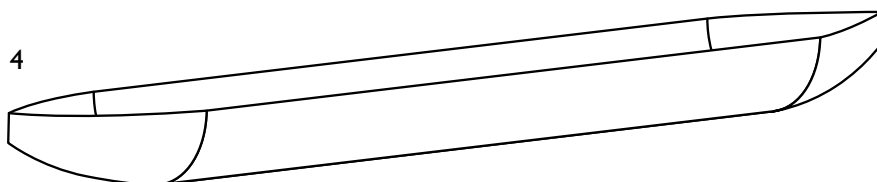


Top view (open)

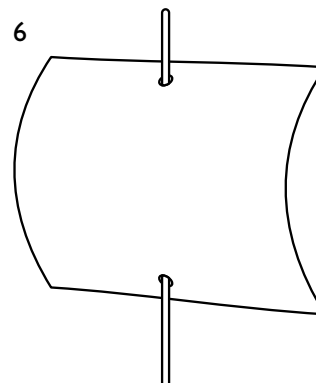
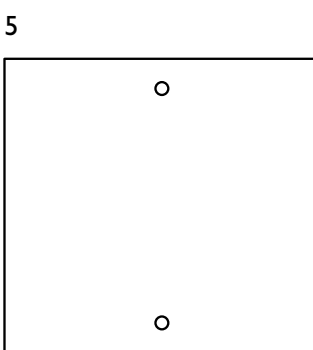


Side view (folded)

3. Nip the cut end of one of the ship ends together and connect together with sticky paper as diagram 3 shows.
4. Stick each end in place with sticky paper as diagram 4 shows.



5. Cut out a piece of white paper 13 cm x 15 cm. This will become the sail.
6. Measure 7.5 cm from one end of the paper then 1 cm in and make a mark for the mast hole as shown in diagram 5.



7. Cut holes in the sail for the mast then insert a straw for the mast as diagram 6 shows.
8. The mast and sail can then be held in place in the middle of the longship by a piece of Plasticine.



Make 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, cardboard tubes from the centre of kitchen rolls, straws, white paper, Plasticine, scissors, sticky tape. Clean milk bottle tops and pieces of cardboard (optional with older students).

Using the worksheet

The students can use this activity after they have read about the longships in the student book. If they have made a Viking town by putting a number of houses together (see activity 7) they may like the ships to put next to the town.

Younger students

Younger students may need help with the various stages in the ship's production. It may be useful to have classroom helpers on hand to assist.

Outcomes

The students can:

- Use simple materials and equipment safely.
- Follow instructions.

Older students

Older students should be able to assemble the ship on their own. They may like to use the picture in the student book as a guide to adding other features such as shields (clean milk bottle tops or discs specially cut). They may also like to make a head from a piece of cardboard to stick on the front of the boat (but see also activity 15).

Outcomes

The students can:

- Use simple materials and equipment safely.
- Follow instructions.
- Improve a basic design of a model.

On a longship

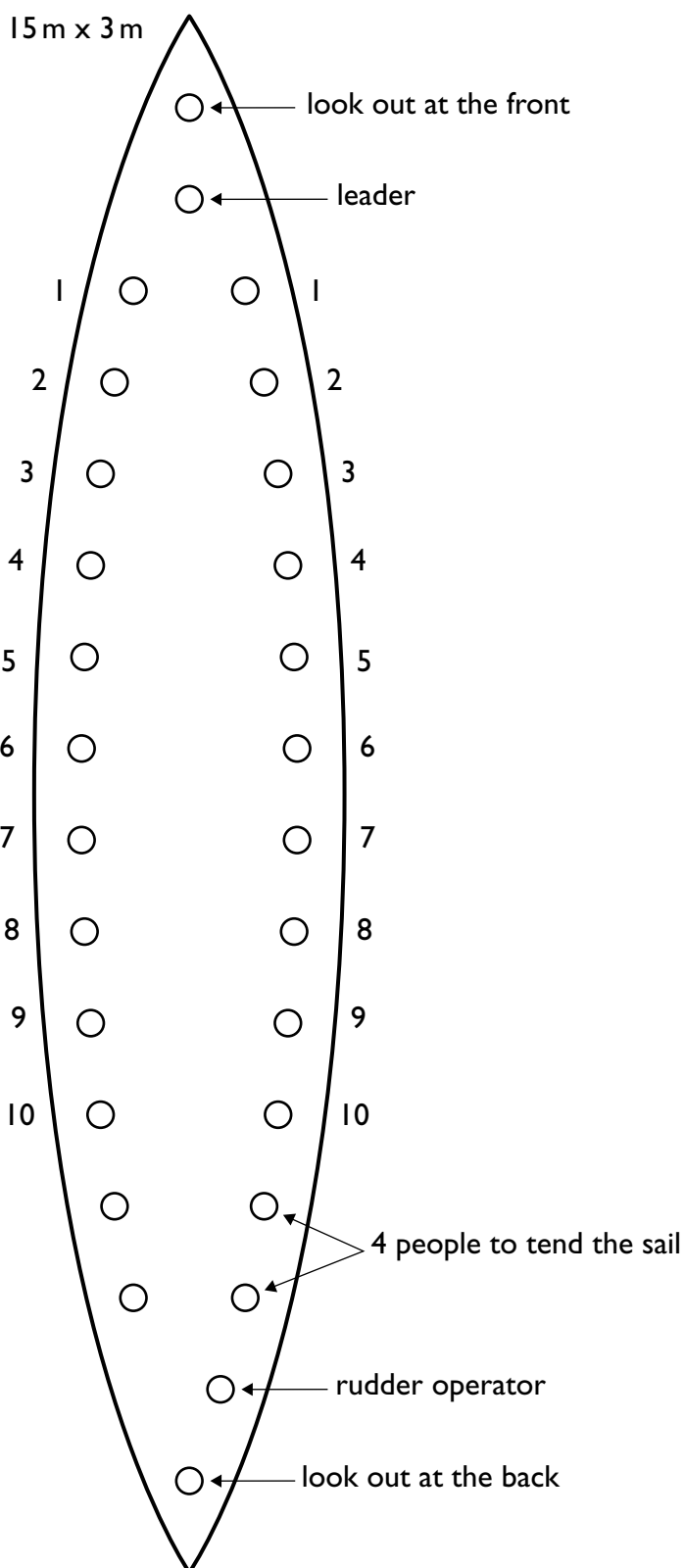
1. Mark out an area in the hall or playground in the shape of the longship shown in the diagram.

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 ores (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

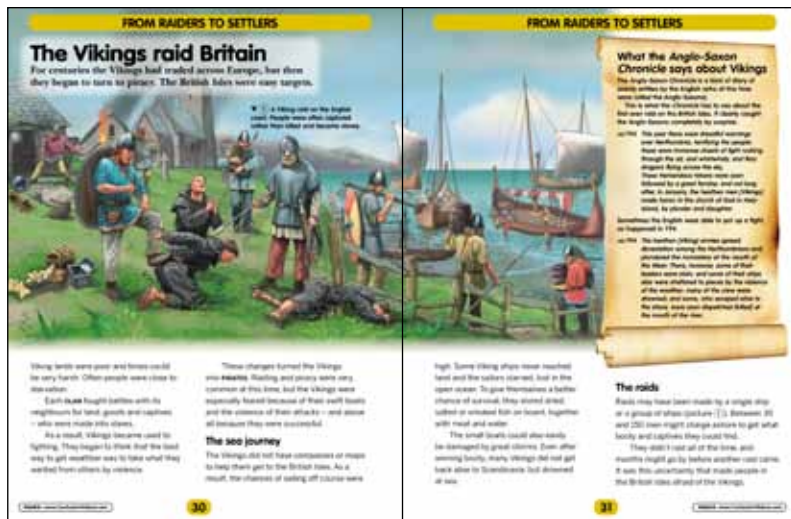
The students can:

- 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.

Chapter 3: From raiders to settlers

Spread 14 (pages 30–31)

The Vikings raid Britain



News reporter

14

The purpose of the spread

This spread looks at why and how the Vikings began to make their raids on Britain.

Background

One of the most famous events in Viking history is their raid on Lindisfarne (Holy Island) on the Northumbrian coast in 793.

No one is quite sure what caused the first raid, but it was a bold and highly risky move. The raiders had to come over the open sea in relatively small boats, they had to find a suitable target and then make their way back.

It is likely that the raiders used knowledge gained from previous periods of trading. Thus they became aware of the locations of Christian wealth and would have known that it was undefended. This was all the more frightening because nobody had before experienced this kind of seaborne raid.

Because communications were so poor, it would be many days before a raid could be reported to any local defences, and by then the Viking pirates would be well away.

The Viking raiders were looking for valuables, such as gold and silver as well as jewels. These could be traded with other

Europeans for the goods (including food) the Vikings could not get at home. They were also on the lookout for slaves.

Being pagans they had no respect for the church and, indeed, often chose moments when the faithful were at church for their raids.

It is important that students differentiate raiders from invaders (and therefore settlers). This period of raiding lasted for about half a century. Any one location would only be raided occasionally, as it took time for people to gather some wealth back and therefore be worth raiding again. Thus, although many people were killed, it made no sense to kill everyone during a raid because then there would be no one to rebuild the wealth and make further raids possible.

The main raiding events are recorded in the *Anglo-Saxon Chronicle*. There were no recorded raids on the Northern Isles, but raids were common against the people of Ireland.

The change from raiding to invading is concerned with the increasing centralisation of power in Viking kingdoms and the change to Christianity, where fighting and dying in battle were not glorified as they were in pagan religions.



A story of a raid

This is a fictitious story about a group of Vikings setting off on a raid. Although the story is not true, it describes how Vikings may have been driven to carry out raids and how they prepared for them.

Asmund was the chieftain of a clan in Denmark. The clan had suffered badly over the last year. The summer had been cold and wet and few of the crops ripened. This meant that the women and children had to search for nuts and berries in the woods but there were few to be found. When the men went hunting for wild geese and ducks they found that there were fewer than in earlier years. Only in the winter did the hunting improve when the men found a large herd of deer, but by the spring everyone was very hungry. It was just at that time that a neighbouring clan attacked and stole Asmund's gold and silver. He had nothing to trade when the merchants arrived later in the year.

Asmund decided that the only way to make things better for his clan was to organise a raid on England. He had heard that there was plenty of gold and silver there and slaves were easy to capture. Asmund gathered his warriors,

strong fighting men he paid to defend him and called in all the fit and able men who farmed his lands. He found he had enough fighters to fill three ships.

The men did not wear a uniform. They dressed in whatever they could afford. They also brought different kinds of clothing for the battle. The warriors had iron helmets and a tunic of chain mail that reached down to the hips or the knee. A chain mail tunic was called a byrnie. The farmers were poorer than the warriors and could not afford metal helmets and chain mail tunics. They wore a leather hat and a leather jacket. The leather was tougher than cloth and gave some protection from arrows and swords.

When the time arrived to go, the men loaded the ships. They had chests of clothes, weapons and shields. Dried meat was taken on board to provide food for the journey. The men dipped the oars in the water and rowed away from Asmund's camp. Asmund stood at the prow of the leading ship. The women, children and old men stood on the shore and watched them go... (continued on page 102)

Activity: Making chain mail

Aims of the activity: Simulating part of the chain mail process, empathy.

What would it have been like to make chain mail? It is made from a huge number of small metal rings linked together. They protect the body from arrows and the blows of swords and axes.

You can get some idea of what it was like to make chain mail by using paperclips.

Link twenty paperclips together and lay them in a line on the table. Now link another twenty paperclips and lay them next to your first line of paperclips. Repeat this procedure until you have five lines of paperclips.

Now imagine that you had to link each paperclip in one line to the ones next to it in the other lines. If this could be done simply, estimate how long it would take.

Look at the five lines of paperclips. How much of a byrnie do you think it would make?

Estimate how long it would take you to make a byrnie for yourself.

Making chain mail was a long and tedious task and that is why it was so expensive and only worn by the wealthy. If a warrior lived to old age, he gave his chain mail to his son.

News reporter

Interviewing a Viking

Why have you come to this country?



How difficult was the journey?



What happened when you arrived?



Do you have any regrets about what you have done today?



What will the people back home think of you?



Interviewing a monk

What did you think when you saw the Viking ships approaching?



Did you think there was a chance of a peaceful meeting?



Did you do anything to upset the Vikings when they arrived?



You managed to get away from the Vikings. What happened to the other monks who were not so lucky?





News reporter

Age range

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

Resources

Copies of the worksheet.

Using the worksheet

The students can use this activity after they have looked at the picture in the student book and read about the longship on the previous spread. They could also try and use all their knowledge about Vikings when taking part in the activity. The activity can be used to support work in citizenship and the media. The questions are only presented to give an idea of how an interview may proceed and in some way mirror the kinds of questions asked by news reporters at incidents that occur today.

Younger students

Younger students may need help to think of simple questions to ask the Viking and monk. You may let them use the questions on the sheet to interview you and you pretend to be a Viking and a monk. When you have given your answers you could ask the students what answers you gave and test who was paying attention. You may also ask them if they agreed or disagreed with the reasons the Viking gave for attacking the monks.

Outcomes

The students can:

- Listen carefully to an interview.
- Think up questions to use in an interview.

Older students

Older students may like to divide themselves up into Vikings, monks and news reporters. The Vikings and monks can use as much information as they like from the student book and other sources in readiness for an interview. First they should prepare answers for the questions on the sheet but try and have more information which they can give to answer other questions the reporters may think of. The reporters should try and think of other questions to follow up the ones on the sheet. The students may prefer to work in groups for the interviews but the more theatrical members of the class may like to perform the interview as a role play exercise in front of the whole class. They could use costumes for added authenticity.

Outcomes

The students can:

- Research the lives of Vikings and monks.
- Answer questions in the form of a news interview.
- Formulate questions for a news interview.
- Compare two different points of view.



Spread 15 (pages 32–33)

The raid

FROM RAIDERS TO SETTLERS

The raid

In our saga of the brave Björn, our hero is now a chieftain and makes raids on the shores of Britain.

It had been many days since Björn had set sail, and he was now a chieftain in his own right, and he had a band of thirty men with him.

Björn looked down the length of the longship that was under his command. Everyone was in high spirits. The ship was full of young men who thought of war as their life and of their horses and to be strong men.

Everyone was relaxing. There was a great wind and the sail was carrying them along to their target – Britain. The land was all shrouded and the water of the sea was still empty. But for long, thought Björn. There is plenty of room for gold and silver, a good load of food and drink, and some slaves.

Björn remembered the trouble when he got to Britain. He had been well treated and had many horses, and in any case he was going to get a soft target – a woman. Lots of lovely and so soft to protect it. He paid to himself. Golden goblets and other precious things that he had taken with him. The horses would be the things they call slaves. Yes, it was going to be all very easy. Well, it was not that simple, with their swords, they seemed to have them taken.

Björn looked right and left to where other longships were waiting. Soon, together they would make a big attacking force.

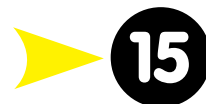
There had been quite a long wait for some hours now – a long wait that had been close. Then, suddenly there was a shout and someone pointed. There on the grey, hazy horizon, was a dark line of land. There was no doubt about it – it was land.

The water was great, the sail turned, and went out into the water. Now everyone got some. They cut through the water as they made their first approach to the shore. The dragon's head on the prow of the boat was a symbol of the warrior spirit of the men inside the boat. And so for there was no sign of danger and people were away to the sea, not to be captured and taken to slaves.

"No, thought Björn. This will be all the more."

(Note: This is a modern story, telling again the story of the old saga. The story is written in easy to read, and the text is different from the story of the old saga, being written in the past of the old of the story.)

The dragon head



The purpose of the spread

This is a story in the form of a saga and told from the same character as the earlier saga. It is designed to show students the nature of a raid from the viewpoint of a Viking.

What happens all too often is that people (as, for example, in the *Anglo-Saxon Chronicle*) see the Vikings as raiders from outside. We see them approaching us as raiders.

Here we see the raiding from the Viking point of view, so we see ourselves approaching the shore and consider what the Vikings may have thought.

You may care to use this story as a foundation to get students to think of stories of their own. What would a wife or daughter of a Viking think while they were away? Were these Vikings sanctioned for raiding by the king of Norway, for example, or were they independent raiders, and what was their relationship to the king?

All of these viewpoints make for fascinating opportunities to develop ideas of relationships within the Viking culture.

A story of a raid (continued from page 99)
When each ship reached the sea, the spar was hoisted up the mast and the sail was released. The wind caught the sail and pushed the ship along. The oars were stowed away and most

of the men rested. Just a few stayed awake tending the sail and steering the ship towards England. The ships stayed close together as they made their journey across the North Sea. In the middle of the night a storm broke and a great wind blew over the water. It made huge waves which crashed over the sides of the ships. The men awoke and used buckets to bale out the water. On Asmund's ship and one other the sail was pulled down quickly but on the third a rope jammed and the wind blew the ship over. When the morning came and the storm had weakened, nothing was to be seen of this ship and its crew.

Asmund decided to sail on. The crews of the two remaining ships put up the sails again and the ships travelled on to the English coast. While the ships were still out at sea, the crews took down the sail, the dragon's heads were fitted to the prows and the men rowed for the shore. The dragon's heads were to scare people away but strangely the shore was deserted. Asmund and his men steered the two ships into a river. They could see a village ahead. Everything seemed quiet so they brought their ships to the river bank, gathered their weapons and climbed out onto the land. One young man ran off into the woods to spy on the village.



When the young man returned, he told Asmund that a large number of peasants had gathered in a field outside the village. They had swords and spears and looked if they were prepared to fight. There was a wood behind them. The young man thought that if Asmund and his men went into battle the peasants would run away into the wood.

Asmund decided it was time to fight. One of his warriors raised a banner on a pole. It was red and had a black dragon's head on it. The men cheered when they saw it. The men put on their chain mail and iron helmets of leather jackets and hats. One group of warriors began shouting and boasting about what they would do in battle. They put on bear skins and began to behave wildly. They were known as berserkers. The other warriors gathered their swords. Each sword had a name. One was known as leg biter and another was known as the adder. Some men took up their bows and gathered their arrows together into a quiver. Other men had their sword, shield, dagger and spear ready for fighting. Asmund called out to his men how good and brave it is to fight and if they died in battle they would go to Valhalla and live with the gods. He said how when the battle was won and the booty was taken from the village every man would have his share to take home to his family. When the men heard

this they cheered again and Asmund led them into the field.

When the Vikings saw the peasants they started to shout. The berserkers howled like wolves and some warriors blew on horns. The great noise was designed to scare the army away. The peasants stood their ground and the Vikings approached. When the Vikings came close the peasant army split in two – one ran to the left and the other ran to the right. Out of the wood ran Anglo-Saxon warriors in chain mail. The raised their swords and charged right at the Vikings. Asmund and some of his warriors gathered round the banner and the berserkers ran past them into the Anglo-Saxon warriors. A great fight began but soon the berserkers started to win it. When Asmund saw this, he sent in the rest of his men to help the berserkers. When the battle was over, some of his men ran after the peasants. The peasants surrendered quickly and many were taken as slaves. The rest of Asmund's men went into the village and returned with small items of gold and silver and more slaves. All the booty was placed round the banner then divided up among the survivors. After a rest the Vikings returned home with their booty and were greeted as heroes. Asmund's clan now had plenty of booty to trade and if the crops and hunting failed again they could buy some food from luckier clans.

Activity: Viking weapons

Aims of the activity: Appreciating the size of the weapons. Using simple materials to make models. Researching other sources to make the models more authentic.

Here are some sizes of Viking weapons:

Sword blade – 80 cm long, 5 to 6 cm wide. The handle could be 3 to 20 cm long and about 3 cm wide.

A shield – 1 metre in diameter, 3 to 4 cm wide.

Axe head – about 20 cm long and about 18 cm wide at the cutting edge. Axe shaft – 1 metre long.

Use cardboard to make models of the weapons and see how large they were. You might like to make a handle for the back of the shield and use a few thicknesses of cardboard to make a rigid sword.

Use the pictures in the *Viking raiders and settlers* student book and other resources for ideas to decorate your weapons. What would you call your sword?



Name:..... **Form:**.....

Based on **pages 32 and 33** of *Viking raiders and settlers*

The dragon head

On the front of a warship was a dragon's head. It was meant to strike fear into the enemy and make them run away.

Draw a front view of a dragon head in the space below.

Draw a side view of the dragon head.

If your teacher agrees make a model of the head in Plasticine.

If you have made a model longship in activity **13A** you may like to make a small model of your head to stick on the front.



The dragon head

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, Plasticine or modelling clay which hardens without firing. Secondary sources showing dragon heads.

Using the worksheet

You may use this activity as part of work in art. The students may like to look at a range of dragon heads from different sources to help them with their designs.

Younger students

Younger students may need reminding to make a large drawing of the head so that all its features can be clearly seen. They may like to make a head for their model ships before making a larger model out of Plasticine and clay.

Outcomes

The students can:

- Make a drawing of a dragon head.
- Attach a model head to their model longship.
- Make a model in Plasticine or clay of their drawing.

Older students

The students should make a large clear drawing. They may like to design intricate curves and swirls into their creation. They may also prefer just to make the large model and omit making a model for the model longship.

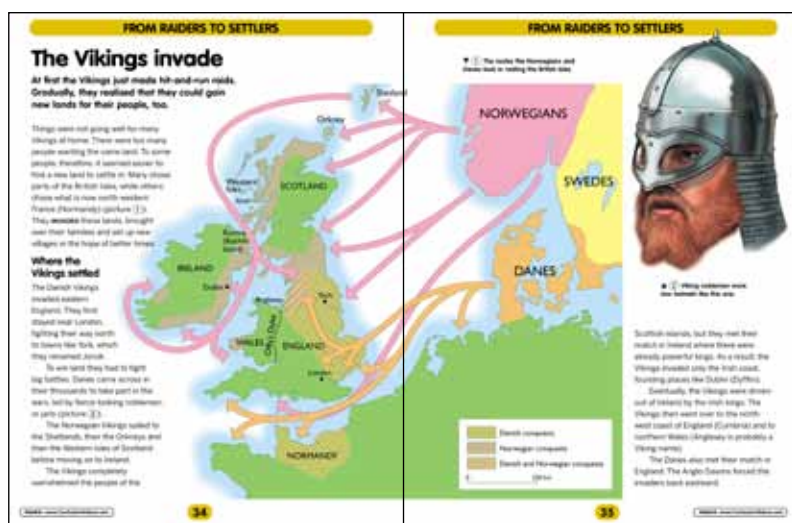
Outcomes

The students can:

- Make a drawing of a dragon head.
- Make a model in Plasticine or clay of their drawing.

Spread 16 (pages 34–35)

The Vikings invade



Make a helmet



The purpose of the spread

This spread shows in detail where the Vikings came from and where they settled.

Background

The Vikings raided on and off for half a century. During this time, conditions at home worsened for many, with conflicts between themselves and with others in Europe. At the same time, their population continued to rise, so the land they lived on was put under more and more pressure, until some clans (tribes) were ready to leave and find a better land elsewhere.

At the same time, there is little doubt that the Vikings harboured territorial ambitions, so that an invasion became more and more likely for a number of reasons.

The beginnings of the invasion occurred in the south east of England to either side of the Thames estuary. Here the Danish Vikings raided in the summer and then did not go home, but stayed throughout the winter. Having gained a foothold, they were able to test the strength of the native peoples (in this case the king of Mercia and his army). Fuelled with the belief that the defending forces would be a pushover, the Danes thus gathered themselves for a major push.

It is important, at this point, to note that the Vikings in the south of England were not the

same as those attacking Scotland and Ireland. The northern Vikings were Norwegian. Although Vikings are often all lumped together, it is important to realise that there was no love lost between Norwegians and Danes and they only joined forces when there was a common foe. In all other respects they were rivals, each with their own heritage.

The Norwegian Vikings were also invading the Scottish Islands, particularly Orkney and Shetland. Here all sign of the native Picts disappears, suggesting a complete takeover of the land. The lands that they occupied would have seemed not unlike those of their homelands and they understood how to live successfully in such places.

Invasion in northern British Isles continued with invasions of Ireland. The mainland of Scotland was never invaded, or at least there is scarce evidence of the fact. Only a small number of mainland battles were ever fought.

The Vikings had some success in Ireland and often intermarried with the Irish (Celts) so that, when the Vikings colonised Iceland, it was mainly with people of mixed Viking and Celtic blood. Half the people of Iceland have Celtic Irish heritage as well as Norwegian.

One point to be noted was that the Vikings used their warrior class – people whose job was to fight. The people being invaded used part-

time soldiers. It might be interesting to reflect on the comparison between the Roman and Viking invasions in this regard.

After many raids and battles, the Vikings set up permanent homes in England. The first Vikings to stay in England were men but soon their families joined them. Eventually the Danes occupied an area of England, which became known as Danelaw. There were many small settlements in Danelaw and just a few large settlements. The small settlements can be recognised today by the endings of their names. Viking settlements had names ending in by, beck, holm, thwaite or thorpe. Vikings had meetings called Things. They were similar to courts of law today. Some places where a Thing took place had the word “thing “ or part of it in their name. In Suffolk there is a place called Thingo and in Buckinghamshire there is a place called Tingewick.

The capital of Danelaw was York. In those times it was known as Jorvik. The other large settlements were Lincoln, Leicester, Derby, Nottingham and Stamford. All were on large rivers up which Viking longships and merchant ships could sail. Lincoln, Leicester and Derby had been Roman towns and had Roman defences. The Vikings also used these defences to protect themselves from Anglo-Saxons. Some of these towns also had Roman roads running by them, which allowed people and goods to be transported along them quickly.

The Viking towns were smaller than most towns. It is thought that Jorvik, the capital, had only between ten and fifteen thousand people living in it by 1066.

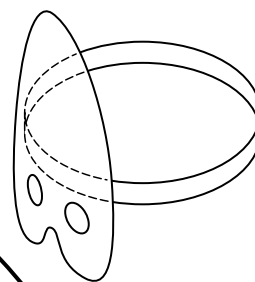
Activity: Finding Viking towns in England

Aims of the activity: Locating places on a map.

Use an atlas of the British Isles (or a road atlas) to find York, Lincoln, Nottingham, Derby, Leicester and Stamford.

Find the river which flows through or near them and trace the river back to the sea.

Make a helmet



1. Make a design on this helmet.
2. Shade in the helmet grey.
3. You may wish to stick grey wool on the swirls, curves and lines in your design to make it stand out more.
4. Cut out the helmet.
5. Stick the helmet onto card and cut round its outline and eye holes.
6. Put a strip of card around your head and remove it while holding the place where it overlaps. Cut the strip so that the overlap can be stuck with sticky paper to make a ring that rests on your head.
7. Attach the front of the helmet to the cardboard strip as the diagram above shows and place the helmet on your head.
8. Make sure you can see through the holes.



Make a helmet

Age range

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

Resources

Copies of the worksheets, scissors, card, long strips of card. Sources showing designs on helmets (optional for older students).

Using the worksheet

You may like to use this activity after activity 11B 'Viking hat', as you prepare the students to make costumes for a Viking day.

Younger students

The students should be able to work out their own designs. They may try and make some which are fearsome if they have done the activity 15 on making a dragon head. The students will need help making the head support from the strips of cardboard and you may wish to enlist some classroom helpers for this activity.

Outcomes

The students can:

- Make a simple piece of costume.

Older students

The students can work on their own. They may like to look through the student book and other resources to research the designs on helmets. They should be able to help each other make the head bands to which the front of the helmet is attached.

Outcomes

The students can:

- Make a helmet for a costume.
- Research designs and use one for their project.

The Vikings in England



▶ 17A



17c

their gods. They believed that the ringing of church bells kept their old gods away.

Where the Vikings settled

This provides an opportunity for looking at place names as a key to the past. Depending on which part of the country you are in, there will be more or fewer Scandinavian place-name elements. If you are in a place where Viking place names are few and far between, consider choosing a project area that is within the Danelaw. This might also be an opportunity to combine history with geography and study the Lake District as an example of a mountain area in Britain (QCA 15) and use the maps and places of the Lake District to identify and search out place names.

If you are in the Danelaw area then you will most probably use the names from your locality.

Place names have been studied thoroughly and good reference sources such as the *Oxford Dictionary of Place Names* are available. You should therefore be able to identify the origin and meaning of places right down to village level.

Students can be taught two things: how by identifying place names we can produce a map which shows the location of Scandinavian influence even though the Vikings wrote down no documentary evidence. Secondly, place names allow students to find out about the landscape at the time. For example, they can look at place names to find out about fords, wooded areas, meadows and the like.

Activity: Locating Viking sites

Aims of the activity: Looking at artefacts, making comparisons, modelling findings.

There are few places where evidence of Vikings remain. Jorvik, or York, has the most remains which have been dug up from a site in Coppergate in the City. Here are some other places where evidence of Vikings can be found. Look for the places in an atlas of the British Isles (or a road atlas). Compare their positions with the map of Danelaw on page 37 of *Viking raiders and settlers*. Are they found in Danelaw?

St Andrew's Church, Middleton, near Pickering in Yorkshire has a Viking cross which features the Middleton Warrior.

At the church at Lythe, North Yorkshire, hogback tombstones can be seen.

A hogback stone is a large stone about 1 to 5 metres long. The central part is like a curved house roof and at either end is a beast like a bear holding it up.

Viking crosses can be seen in the churches of Collingham in West Yorkshire, Nunburnholm in East Yorkshire, and in the parish church of Leeds.

In the churchyard at Gosforth in Cumbria is a cross, while inside the church are two hogback stones.

Heysham church in Lancashire also has a hogback stone.

Alfred the Great

Alfred was born in 849. He became the king of Wessex in 871. Wessex was a large area of land in south west England. At that time there were three more kingdoms in England. They were Northumbria, East Anglia and Mercia. In 865 the Vikings invaded these three kingdoms and took them over. They decided that they needed to conquer Wessex to take over the whole of England.

Alfred had only been king for a month when the Vikings invaded Wessex. Alfred's army set out to attack the Vikings. At first, the Vikings pretended to run away. This made the Wessex army chase after them. When the soldiers had spread out in their chase the Vikings turned on them and a battle took place. The Vikings won and Alfred managed to stop the Vikings taking over Wessex by giving them a large amount of money.

In the next five years Alfred built up his army and also built up a navy. Some of his warships attacked Viking ships on the coast. When the Vikings saw that Alfred was becoming a powerful leader again they decided it was time to attack Wessex. At this time the leader of the Viking army was Guthrum, and in the spring of 876 he sent part of his army riding on horseback into Wessex. This surprised Alfred and his men and gave the Vikings time to set up a fort inside the kingdom at Wareham. However Alfred soon gathered an army and it surrounded the fort. In time the Vikings agreed to leave Wessex for good if Alfred would let them go. When he did this, they galloped off during the night to Exeter in another part of Wessex. Exeter was an old Roman town and the Vikings used the Roman walls to protect themselves from Alfred's army. Once again Alfred made them surrender and escorted them out of Wessex in the late summer of 877.

It was customary for Anglo-Saxon armies to disband in winter so Alfred let his soldiers return to their homes in late 877. However, Guthrum attacked Alfred just after Christmas when he was almost defenceless and was lucky to escape to marshland. Alfred spent the winter in the marshland planning his attack on Guthrum.

In the spring Alfred's army gathered and defeated Guthrum's army at the battle of Edington. Alfred and Guthrum made peace and it was agreed that the northern and eastern parts of England should be ruled by Danish law and known as Danelaw while the rest of England would be ruled by English law.

Alfred continued to defend the English against the Vikings until his death in 899.

Alfred the Great

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity is a comprehension on Alfred the Great. You may like to add that it was during his time hiding in the marshes and planning his attack on Guthrum that he burnt the cakes. He was asked to look after the baking of barley cakes by a herdsman but forgot about them as he thought about his plans. If the students have made Viking hearth cakes (see activity 12c) they might appreciate how the cakes can burn if they are not allowed to bake slowly.

Younger students

You may like to use these questions:

1. How old was Alfred when he became king of Wessex? (22).
2. How many kingdoms were there in England? (4).
3. Did the Vikings invade the other kingdoms before or after Alfred became king of Wessex? Explain your answer. (Before, in 865).
4. Why did the Vikings want to conquer Wessex? (so they could take over the whole of England).
5. Where did the Vikings set up defences in Wessex? (Wareham and Exeter)
6. In what year did the battle of Edington take place? (878)
7. How old was Alfred when he died? (50)

Outcomes

The students can:

- Perform simple calculations on sources.
- Extract information from text.

Older students

You may like the students to answer the questions set out for younger students and then try these questions.

8. Why do you think Alfred's army was defeated in 871? (The soldiers were easier to attack when they were spread out).
9. Why do you think Alfred was taking a risk giving the Vikings money? (They could have taken the money and then attacked him anyway).
10. Why do you think the Anglo-Saxons did not fight in winter? (The weather was too bad, food was in short supply to provide energy for fighting).
11. Why was a marsh a good place to hide? (Armies cannot march into them, reeds provide plenty of cover).
12. Do you think that Guthrum was a good leader? (His army was defeated four times so perhaps he was not a good leader. He did have a surprise attack on Alfred that nearly worked so perhaps he was unfortunate in that attack).

Outcomes

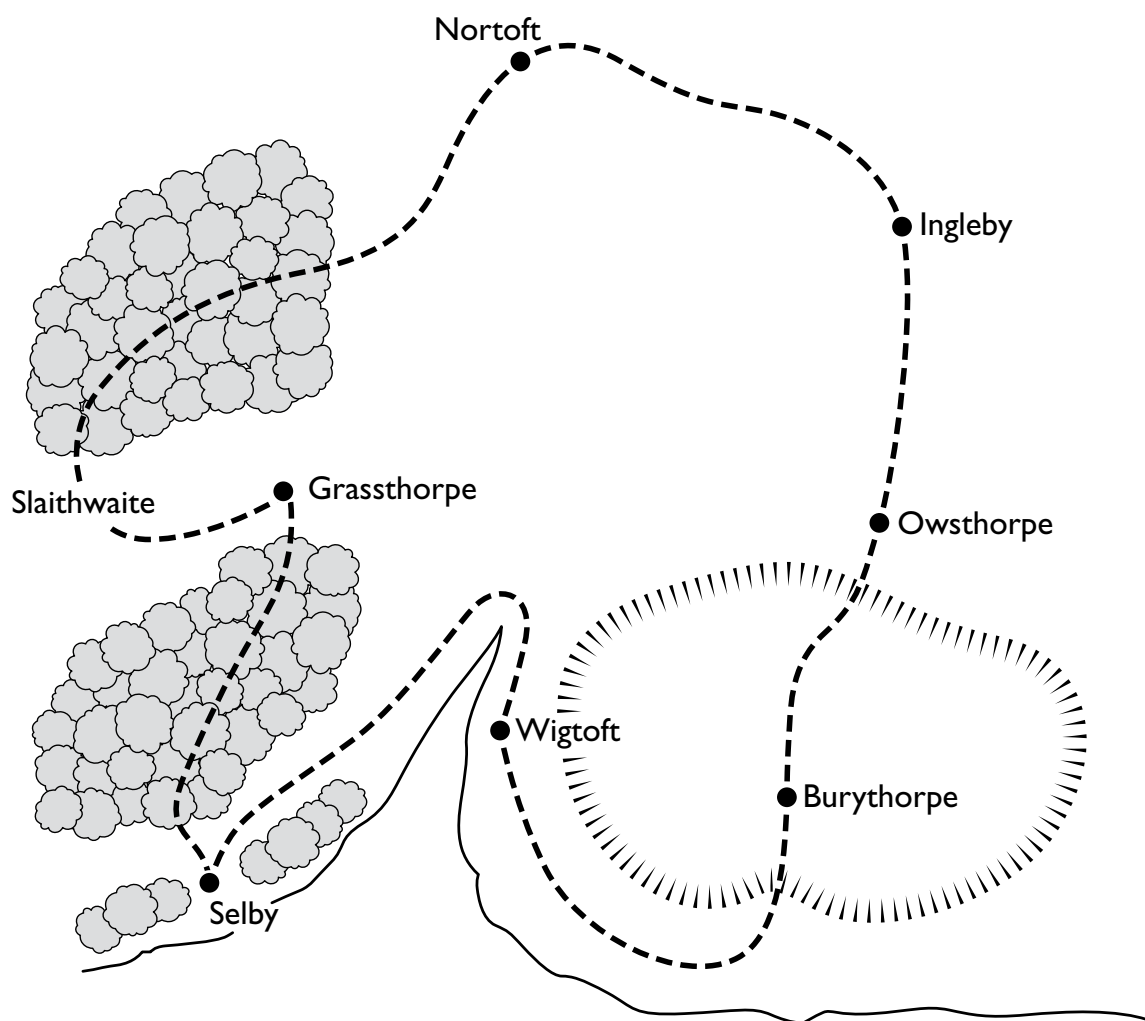
The students can:

- Perform simple calculations on sources.
- Extract information from text.
- Express an opinion on a source.

Place names

Here is a map of a country walk in an area where Vikings once lived. Imagine that you are making the walk and that you start from A and travel clockwise round the walk.

What are the meanings of the places you visit? Use the information at the bottom of the sheet to help you. Write down the meanings on the map.



Viking words used to make the names of places.

thwaite	clearing
by	village
thorpe	small village (hamlet)
toft	homestead

slaith	chopping down trees
nor	north
grass	grass
Ingle	english people

ows	east
bury	hill
wig	on the creek
sel	willow

Place names

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, maps of the British Isles.

Outcomes

The students can:

- Work out the meanings of Viking place names.
- Use their imagination to construct a landscape in Viking times.
- Locate Viking place names on a map.

Using the worksheet

This activity allows you to look at place names even if you are not located in an area which was occupied by the Vikings. This map is fictitious but it features many of the words used by Vikings in naming places. You can follow work on the worksheet with an examination of a map of the British Isles to find real locations that the Vikings named.

Younger students

You may set the activity in the context of a journey – perhaps one looking at the environment and wild life. Make sure that the students appreciate the difference between a village and a hamlet and know that a homestead is a piece of land with a house on it. Let the students work on their own and then compare their answers. The students may need help looking for place names on real maps.

Outcomes

The students can:

- Work out the meanings of Viking place names.
- Locate Viking place names on a map.

Older students

When the students have finished the activity on the worksheet, you could ask them the directions of south and west. You may ask them to write an account about making the walk in Viking times using information from the student book and knowledge built up by using the activities in this book.

Would it have been in Danelaw?

1. Use a map of England to find these places:

Newcastle

Liverpool

Chester

Manchester

Sheffield

Nottingham

Birmingham

Norwich

Bristol

Exeter

Southampton

2. Mark the places on a map of England.

3. Use a map of England to find where you live and/or towns and cities where your family and friends live. Mark them on your map.

4. Use the map of England to find places where you may have been on holiday or made a visit. Mark them on the map.

5. Use the map from the student book to help you shade in the area of England known as Danelaw.

6. How many places that you have marked on your map would have been in Danelaw if it existed today?





7. How many places would have been outside Danelaw.





8. What do you think it might have been like moving into Danelaw from another part of the country?



Would it have been in Danelaw?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, maps of England, copies of the map on page 9 of this book for use as the map of England referred to on the worksheet.

Using the worksheet

This activity allows the students to appreciate the size of the area of land colonised by the Danes. Cities are featured as they are easier to see on a map than small towns and villages. Once the students have used the cities to set up some reference points on their map, they can then begin to look a little closer at smaller towns or villages where they and their family and friends live. Students living in Wales and Scotland may look for places in England where they have visited to see if they would be in Danelaw. All students could use information from other parts of the student book and the activities in this guide to imagine what it may have been like to enter Danelaw.

Younger students

You may like to adapt this activity to use a large map of Great Britain on the wall and mark the places with flags. You could then use a marker pen to mark out the boundaries of Danelaw.

Outcomes

The students can:

- Find places on a map.
- Decide whether a present day place would have been in Danelaw in Viking times.
- Use their imagination to think what it might be like to enter Danelaw.

Older students

The students could work on their own or in pairs. If they find that they would have lived in Danelaw, they could work out how far they would have to travel to reach the border if they wished to leave.

Outcomes

The students can:

- Find places on a map.
- Decide whether a present day place would have been in Danelaw in Viking times.
- Use their imagination to think what it might be like to enter Danelaw.
- Make simple measurements and calculations to work out distances on a map.

Spread 18 (pages 38–39)

The Vikings in Scotland



Does a hat keep the heat in?

18

The purpose of the spread

This spread concentrates on the Norwegian Viking invasion and settlement of Scotland, particularly the Northern Isles.

Background

There is less written evidence for Vikings in Scotland than in England, even though the Vikings – and later the Norwegians (Norse) ruled for hundreds of years longer than they had any influence in England.

There is also a difference between the mainland and the outer isles, where isolation and small populations made them much easier to overrun.

The ferocity of the mainland clans seems to have been one reason that the Vikings never took over large areas of the mainland, although they are more populous in the southwest.

The outer isles were seen as staging posts between Scandinavia and other important places in the Viking world, such as Ireland and Iceland. The people of the isles were not wealthy enough or populous enough to have been able to resist the invaders.

Students might like to notice that evidence of Viking longhouses abound in Orkney and Shetland where the land was not suitable for intensive cultivation and so the foundation walls have not been disturbed.

The invasions

The Vikings were sometimes called the Northmen. There were three groups. The Svei who lived in Sweden, the Danes who lived in Denmark and the Norse who lived in Norway. While the Danes invaded England and settled in it, the Norse invaded Scotland.

In 795 the Norse Vikings attacked the abbey of Iona. It had been set up on a small Scottish island by St Columba. It was a centre for learning but travellers to Ireland and the Isle of Man also called to receive a blessing for a safe journey. In return they left gifts. This made the abbey a wealthy place. As there were only a few monks who lived at the abbey it was easy to attack. In the next thirty years the Norse Vikings attacked the abbey a further three times.

After 800 the Norse began to settle on the north and west coasts of Scotland. The sea lochs (bodies of water which reached into the land from the sea) were similar to the fjords back home in Norway. The summers were warmer than in Scotland today and suitable for growing barley and rye – two important crops that the Vikings used for food.

The Norse Vikings made homes with stone and turf walls. The roof of thatch, animal skins or turf was supported by a framework of wood or even whalebone.



In 860 Harald Finehair became King of Norway. He had to fight some of his chieftains to stay in control of the country. Some of these Vikings left Norway and became pirates. They used the Orkney Islands as their base. From here they raided Scotland, Ireland and even Scandinavian countries. Harald and his men attacked the islands in 874 and defeated the pirates. Harald gave the islands to two warriors called Rognvald and Sigurd. He made them jarls of the Orkney Islands and in return they had to keep the Viking pirates from settling on the islands again. This meant that the Orkney Islands now belonged to Norway.

Other jarls followed after Rognvald and Sigurd. They extended their territories to include the Hebrides and Galloway region of Scotland and even the Isle of Man.

The Shetland Islands also became part of Norway but in 1468 things began to change. At that time the islands were ruled by King Christian of Norway and Denmark. He was about to pay for the marriage of his daughter but did not have enough money. To raise the money he needed he sold the Orkney Islands to Scotland and in the following year also sold them the Shetland Islands. This marked the end of Viking times in Scotland.

Activity: Make a timeline for Scotland

Aims of the activity: Sequencing information to make a timeline.

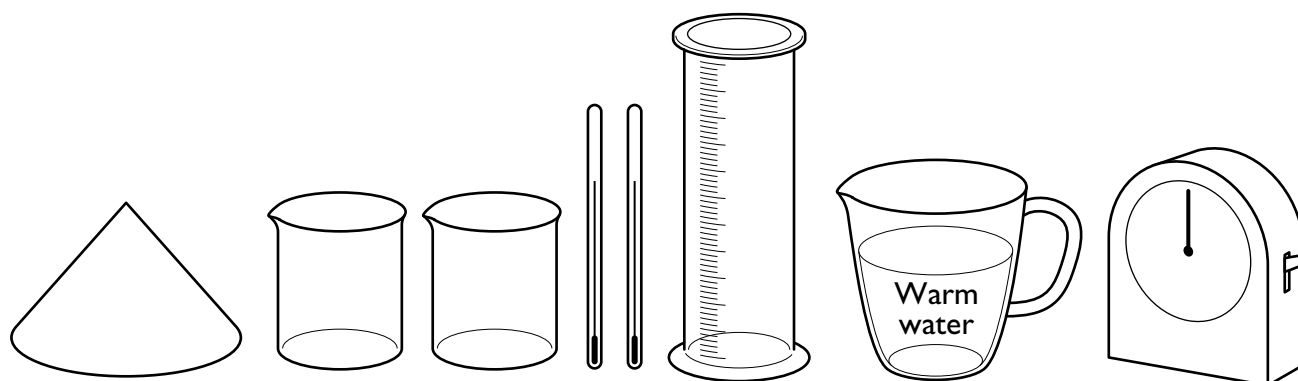
Read through this information, then make a timeline for the Vikings in Scotland.

- 1137 The building of Saint Magnus Cathedral is begun in Kirkwall – the capital of the Orkneys.
- 798 The Hebrides are invaded by Vikings.
- 1468 The Orkney Islands are sold to Scotland.
- 1101 The Vikings are paid by King Edgar of Scotland to stop attacking his land.
- 795 The Vikings attack the abbey of Iona.
- 830
- 840 Vikings begin settling in the Orkney Islands and the Shetland Islands.

- 1469 The Shetland Islands are sold to Scotland.
- 894 Einar, the turf cutter, nicknamed because he demanded his people cut peat for fuel, becomes the jarl of the Orkney Islands.
- 1266 The king of Norway gives the Hebrides to the king of the Scots.
- 1000 The islands are ruled by a jarl called Sigurd the Fat.

Does a hat keep the heat in?

How would you use the items in the diagram to test the question in the title.



Make a plan.

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Show the plan to your teacher and, if your teacher approves, try your investigation.



Does a hat keep the heat in?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, a cone felt hat from activity 11B, two plastic beakers, two thermometers, a measuring cylinder, a jug of warm water, a stop clock.

Using the worksheet

You may use this worksheet after the students have tried activity 11B and made felt hats. Scotland, like the Viking homeland, has particularly cold winters so insulation was important to survival. As a great deal of heat is lost from the body through the head, it is important that the head is suitably insulated in cold weather. This activity may be used when investigating the properties of materials and studying insulation. You may say that in this investigation the two beakers of warm water represent model heads. The students should realise that one head is kept bare while the other is covered with a hat.

Younger students

The students may need some guidance in writing a procedure and deciding how often they should check the temperature of the water in the two beakers. They may need to be reminded to keep watching the clock over a period of about twenty minutes.

Their investigation plan should include putting the same amount of water in each beaker. Checking the temperature of the beaker at the same time. The results of the investigation can be recorded and presented using ICT.

Outcomes

The students can:

- Plan a fair test.
- Carry out a fair test.
- Draw conclusions from results.

Older students

The students can work in pairs or on their own. They should produce a plan similar to the one featured in the section for younger students. The students should be asked how they could make the investigation more accurate. They may mention making a small hole in the top of the hat through which to insert a thermometer so the hat does not have to be removed for the temperature to be read. They may find that the thermometer has to be pulled up through the hole to be read and, when this is done, the bulb of the thermometer leaves the water in the beaker and gives an inaccurate measurement. If the students have used a range of ICT equipment they may suggest using temperature probes instead of thermometers.

Outcomes

The students can:

- Plan a fair test.
- Carry out a fair test.
- Draw conclusions from results.
- Suggest ways in which to make the investigation more accurate.



Spread 19 (pages 40–41)


The first to the New World

FROM RAIDERS TO SETTLERS


The first to the New World

When Leif, a chieftain in Iceland, was banned from the island for misdeeds, he sailed west and became the first European to reach America – the New World.

The Vikings became great explorers. They didn't think of the British Isles as the end of the world. They had been visiting the North Sea for centuries, and this way they reached the Faeroe Islands and Iceland as well as all of the Scottish islands. They had also sailed around the coast of Sweden and explored the length of the Mediterranean Sea. (See the map on page 1.)



There are two theories about how the Vikings discovered North America. One theory is that they followed the coast of Greenland and then sailed west. The other theory is that they followed the coast of Greenland and then sailed west.



There are two theories about how the Vikings discovered North America. One theory is that they followed the coast of Greenland and then sailed west. The other theory is that they followed the coast of Greenland and then sailed west.

FROM RAIDERS TO SETTLERS

To the New World

Although they sailed around Europe, sailors knew what lay to the west of Greenland. Many people at this time thought that the world was flat and that if you sailed west you would fall off the edge of the Earth.


Leif Erikson (known as Leif the Lucky) was the son of Eric the Red, a famous Viking who discovered Greenland. Around 1000, he led a small expedition that sailed west from Greenland. He reached a new, wooded coast at a place which was later called Vinland (or New Brunswick) (see the map on page 1) and finally here the Viking explorers built

some houses using stones, and wild grapes (see page 1) and (2). But they only stayed a few months.

Later, lots of how they found just berries (possibly strawberries), which they thought could be used to make wine. As a result, they called the newly discovered land Vinland.

For the next few years, many people went to Vinland. By 1000, however, the Viking expeditions finished and from then on no one from Europe reached any part of North America until Christopher Columbus's famous voyage in 1492.

• The Viking settlement at L'Anse aux Meadows was proved with a piece of iron to have cut the cloth during the long winter.



A Viking sailor's story



The purpose of the spread

This spread takes a brief look at the most famous of the Viking explorations – the exploration to the New World.

Background

Notice that the Vikings (who beat Columbus by nearly 500 years, and in smaller vessels) made it easy for themselves by hopping from island to island. This meant that they used the Faeroes, Iceland and Greenland as bases where they could rest and repair their ships and take on more food. They did not have the great sea voyage of Columbus, but they had colder seas and less clement weather.

While the ships were under way across the ocean, the Vikings ate dried meat and fish. They had goats to give them milk and chickens to give them eggs. When the ships landed at the island bases, the Vikings could eat fresh food.

The stars form patterns in the sky called constellations. One star in the northern sky is called the pole star. Its position does not change during the night but as the Earth turns the other constellations seem to move. By using the pole star and the positions of the constellations the Vikings could work out roughly their position on the water. In the day they used the shadows cast by the Sun to help them find the direction

to sail. They also studied the way the ocean currents flowed and the positions of fish shoals feeding in shallow ocean water. They could tell the position of the shoals by the flocks of sea birds hovering above them and diving into the water to catch a meal.

By island hopping, navigating by the stars and Sun, and observing the world around them it was possible for the Vikings to make such a long journey between Scandinavia and North America and return.

Vinland

Although no one is sure where Vinland was, the chances are it was at L'Anse aux Meadows in Newfoundland. This is now a world heritage site and can be accessed via www.ParksCanada.ca

The reconstruction of people on the edge of the known world, meeting with Native Americans and fending for themselves is extraordinary even when seen only from photographs of a deserted site.

Lots of controversy surrounds the location and the name. It has recently been suggested that the name Vinland is not from the finding of grapes, and hence Wineland or Vinland. Instead it is thought that the fruits found were cranberries and that what

the Vikings actually reported was having found grazing land, which can also be a derivation of Vinland. The older explanation is put in the student book, however.

In this way the book nears its end with another great adventure and although the Vikings themselves never stayed for more than a few years on North America, their adventure is one of the landmarks in history.

Activity: Making cloth waterproof

Aims of the activity: Performing an experiment to test a Viking activity.

When Vikings made long journeys, water would spray over the side of the ship and wet the deck. Boots made of skin could soak up the water and make the feet wet and cold. The boots could be made more waterproof by coating them with animal fat.

Butter and margarine are similar to animal fat. See if the children can make a cloth more waterproof by trying this experiment:

1. Take two plates and cut up two squares of kitchen towel and lie one on each plate.
2. Cut up two squares of cloth that are the same size as the squares of kitchen towel.

Place one piece of cloth on a bread board and smear a layer of butter or margarine over it.

3. Place a square of cloth over each square of paper.
4. Use a small jug or pointed spoon to put three drops of water on each square.
5. Leave the squares for 30 seconds then remove each one carefully. Record the dampness of each paper.
6. Does the experiment support the idea that Vikings used animal fat to waterproof their clothes?

A Viking sailor's story

"I am Ingolf. I have spent most of my life sailing. Not with the raiders in their longships but with settlers trying to find new lands to farm and live on. The ships I sail are shorter and wider than longships. They can hold livestock such as cattle and sheep. The people who travel on the ships are not warriors but craftsmen such as carpenters and stone masons. Women travel with them too."

"I have sailed from the land you now call Denmark to the Faeroe Islands. From there I have travelled to Iceland and Greenland. At each place there are Viking settlements where we can rest. Sometimes we travel back to Denmark taking people who want to go home."

"In around 985 a merchant called Bjarni set off from Iceland to sail to Greenland. The weather was very windy and he was blown off course. His ship entered a fog and he sailed for many days before he got out of it. When he did, he found a land which had a lot of trees. Bjarni decided it could not be Greenland because it had too many trees. He also decided that he did not want to explore it so he set a course for Greenland and eventually arrived safely."

"About ten or fifteen years later my friend Leif decided to see if he could find the place Bjarni had visited. He set off from Greenland and I went with him. There were thirty five of us on the ship."

"The first land we found was covered in rocks. Nothing was growing there. Leif called it Helluland. I think you call it Baffin Island today. The next place we found was better. It had plenty of trees. Leif called this Markland. I think you call it the coast of Labrador."

"After a couple more days sailing we landed at this place where lots of berries grew. Leif called it Vinland I think you call it Newfoundland. We spent the winter there then sailed home in the spring. Leif was so excited about Vinland that his brother, Thorwold, went there the year after but he was killed by an arrow fired by a skraeling. I'm glad I didn't go on that journey."

"I went back with Thorfinn Karlsefni. There were over a hundred of us. We took livestock and set up farms. We even traded with the skraelings for a while. We traded milk and red cloth for furs. They also wanted to trade for our swords but we would not do this. In the end the skraelings started to attack us so we came home."



A Viking sailor's story

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, a map of the Northern Hemisphere.

Using the worksheet

You may like to use this activity after studying activity **2A**. Alternatively you may wish to study it as it appears in this sequence of activities. This story is based on information in sagas so some of it may or may not be true. If the students have done the bartering exercise in activity **9B** you may like to remind them of it when they read about trading with the skraelings.

Younger students

Read through the sheet with the students then help them answer these questions

1. How do you think a raider is different from a settler? (Raiders attack people and take things and land belonging to other people. Settlers look for places where no one else lives to set up home).
2. How are settlers ships different from raider's ships? (They are shorter and wider).
3. Look at a map of the Norwegian sea. Are there any islands between Denmark and the Faeroes that the Vikings may have visited? (Shetlands, Orkneys).
4. Why didn't the Vikings sail straight to Greenland without stopping at the other islands? (They needed to stop to get new supplies of food and fresh water).
5. Why do you think Bjarni did not explore the new land he found? (He was scared or did not have the time, he wanted to go home.)
6. The three places Leif discovered are called in English, Wineland, Slabland and Forest land. Match them with the names Leif used. (Helluland = slab land, Markland = forest land, Vinland = wineland).

Outcomes

The students can:

- Distinguish between a raider and a settler.
- Use a map to find information.
- Express an opinion about information from a source.

Older students

Let the students read through the sheet then answer the questions in the section for younger students followed by these questions.

7. When did Leif set off to find the land Bjarni had discovered? (995 to 1000).
8. Why do you think Leif and his sailors stayed in Vinland over winter? (They did not want to risk sailing in winter storms).
9. What do you think we would call a skraeling? (A Native American).
10. Why do you think the Vikings would not trade their swords? (The skraelings could use the swords as weapons against them).
11. Why do you think the Vikings did not set up camps and invade Vinland as they had done in England? (It was too far to get an army across to fight the skraelings).

Outcomes

The students can:

- Distinguish between a raider and a settler.
- Use a map to find information.
- Express an opinion about information from a source.
- Perform a simple calculation on information in a source.

Spread 20 (pages 42–43)

The end of Viking times



Words from Viking times



Make a Viking timeline



Viking raids



The purpose of the spread

This final spread involves the change from Viking times to the gradual development of each of the countries of the British Isles.

Background

In some ways, just like the Romans, the invasions did not really disrupt the thread of life that went on through the ages. But the differences are, of course, very marked. The Romans brought a leadership to the country, and they left many features like roads and walls, but their settlement was limited. The Vikings left few landmarks, yet they brought a whole people to the islands and their long term influence on the people can be seen as arguably greater.

We carry the 'strange' Scandinavian placenames to this day, just as we carry the 'strange' Roman placenames of cities. We carry parts of the language of these invaders as well.

Vikings were masters of an age. They were most effective when they had a warrior culture, just like the Romans, but on a much smaller scale. When their culture changed, they started to blend in to the countries that they had settled.

The Danelaw, set up in the time of King Alfred, was gradually taken over again by the Anglo-Saxons but in 1013 Sweyn Forkbeard

invaded England. His son called Cnut (or Canute) became King of England and Norway in 1016. Under his rule England was a peaceful place. Many of the people in his court flattered him by saying he was very powerful. It is thought that he showed the courtiers that he was not so powerful by going to the shore and trying to stop the tide coming in. He failed, as he expected, but he showed the flatterers that his powers did have limits.

After Cnut died his sons ruled after him for a short time but in January 1066 Harold Godwinsson, the Earl of Wessex, became King of England. This displeased Harold Hadrada (Hadrada means ruthless) who was the King of Norway. He thought that he should be the King of England, too. He gathered a fleet of 300 ships and sailed from Norway to the mouth of the River Humber on the east coast of England. His ships then moved up river towards York.

On September 20, 1066, Harald's men defeated the armies of the Earl of Mercia and the Earl of Northumbria at Fulford near York. On September 25, Harald and his army met Harold Godwinsson and his army at Stamford Bridge, also near York. In the battle that followed Harald's army was defeated and Harald was killed. This day is usually used to mark the end of Viking times in England.

However, there was another person who claimed that the throne of England belonged to him. He was William, Duke of Normandy. After Harold Godwinsson had won his battle at Stamford Bridge he had to march to Hastings to fight William and his invading army of eight thousand men. The Battle of Hastings took place on October 14, 1066. Harold was killed and his army was defeated. After the battle, William marched to London and was crowned King of England on December 25.

In a way the end of Viking times did not end in 1066. Over a hundred years before there was a Viking called Rollo the Ganger. A ganger is someone who walks. Rollo had this nickname because he was so large and heavy there wasn't a horse that could carry him. Therefore he had to walk. Rollo was a cattle stealer in Norway and was made an outlaw. He moved to France and began raids there. In 911 Charles III of France (known as Charles the Simple) made peace with Rollo by giving him and his Norsemen an area of land known as Normandy. William was from Normandy and therefore his ancestors were Vikings but he was very unlike a Viking. He was Christian and spoke French and his army was not a howling mob but a well disciplined group of soldiers.

Activity: Life in Viking times

Aims of the activity: Using a range of sources to construct a view of Viking times.


Imagine that you lived in Viking times. You lived on a farm near the sea. What would your home be like? What would you wear? What would you eat? What would you do all day? (Vikings did not have schools). What games would you play? What would you believe the world to be?

Answer these questions by looking at other information on the Curriculum Visions web site, the *Viking raiders and settlers* student book, and the activities you may have done in class while reading this book and perhaps having a Viking day.

Words from Viking times

Here are some words that come from the languages used in the homelands of Vikings.

anger,
 bang, big, blunt, both, build,
 clip, clumsy, crash,
 dash, doze, drip,
 fidget, flash, flit, fond, frown,
 gasp, gaze, glum, grab, guess,
 hit, hurry,
 jumble,
 kill, kneel,
 low, lift, loose,
 meek,
 nab, nasty,
 odd,
 rinse, raise, rip, rotten, rush, rustle,
 scowl, scream, scare, scarf, scrape, shallow, shiver, shriek, shrug, slam, sly, smack,
 smash, sniff, split, squeak, stagger, swagger, sway,
 talk, thump, tight, tip,
 ugly,
 wag, weak, whirl.

1. How many of these words can you mime to a friend? 
2. Look for these words in stories.
3. Listen for these words when people are talking.

Words from Viking times

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The worksheet shows a selection of words which are derived from languages in Scandinavia. The activity can be used in conjunction with activity **8** 'Speaking Icelandic' to give an idea of how Vikings spoke. You may like to point out that while many people in Britain have some Viking "blood in their veins" everyone uses words from Viking times.

Younger students

The activity could be used in the context of a game. It could perhaps be used as an activity on Viking day. The students could pair up, select five or ten words from the list and then mime them to their friend and see how many are successfully identified. The students could look for Viking words in the stories they are reading at home and listen for Viking words in everyday speech or on television programmes.

Outcomes

The students:

- Know that many words we use today originate from the homeland of the Vikings.
- Can use drama to remember Viking words.

Older students

The students may prefer to omit the miming of the words and construct sentences in which one or more words are used. They could look for the words in a range of texts.

Outcomes

The students:

- Know that many words we use today originate from the homeland of the Vikings.
- Can use words of Viking origin correctly in sentences.

Make a Viking timeline

Cut out these dates and events and arrange them in the correct order.

Check your answers with pages 44–45 in your book.

1013 Sweyn drives Ethelred II into exile and becomes King of England and Denmark.
871 The Great Army defeats King Alfred's army.
793 Norwegian Vikings raid the coasts of the British Isles.
1042 Hardecanute dies and Viking reign in England ends.
937 King Athelstan defeats Vikings and Picts and becomes "King of all Britain".
830 Danish and Norwegian Vikings raid British Isles.
1035 Canute dies but his sons carry on ruling England.
865 Danes bring the Great Army to invade England.
991 Danish Vikings beat English in Essex.
878 King Alfred's army beats the Danes at Edington.
1016 Canute becomes the King of England.
886 King Alfred captures London from the Danes.

Make a Viking timeline

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, scissors, the student book.

Using the worksheet

You may like to use this activity as an introduction to the revision of Viking times. When it is set up you may like to recall things that the students have done in the activities and relate them to specific times or indeed the whole of Viking times in England.

Younger students

The students should cut out the dates and events and arrange them in order then use the student book to check their answers. You could also add questions of your own for the students to answer using the student book. Examples of questions might be When was Holy Island attacked? When was Ireland attacked?

Outcomes

The students can:

- Arrange events that occurred in Viking times in the correct sequence.
- Answer questions about dates in Viking times.

Older students

The students should cut out the dates and events and arrange them in order then use the students book to check their answers. They could then construct a timeline beginning at 750 and ending at 1100 and select a scale which allows all the events to be spaced along it. They can then stick the dates and events to the timeline.

Outcomes

The students can:

- Arrange events that occurred in Viking times in the correct sequence.
- Construct a Viking timeline.

Viking raids

AD 793 Holy Island in Northumberland was attacked.

AD 794 The Viking armies spread through Northumberland and attacked a monastery at the mouth of the river Wear.

AD 832 The Vikings attacked the people on the Isle of Sheppey and defeated them.

AD 833 The Vikings defeated King Egbert at Charmouth.

AD 837 Alderman Ethelhelm and his men fought the Danish army at the Isle of Portland but were defeated.

AD 838 The Viking army had many victorious battles in Lindsey, East Anglia and Kent.

AD 839 The Vikings killed many people in London, Canterbury and Rochester.

AD 840 King Ethelwulf fought the Vikings at Charmouth but was defeated.

AD 845 Alderman Eanwulf, Bishop Ealstan, and Alderman Osric and their men fought and beat the Viking army at the mouth of the river Parret.

AD 851 King Athelstan and Alderman Elchere and their men fought and defeated the Viking army at Sandwich in Kent.

The Vikings did not go back to their own country but stayed on the Isle of Thanet over the winter.

Three hundred and fifty Viking ships arrived in the mouth of the Thames. The Vikings attacked Canterbury and London and then marched into Surrey. Ethelwulf and his son Ethelbald and their West Saxon army fought the Vikings at Ockley, and beat them.

AD 853 Elchere and his army from Kent and Huda with his army from Surrey, fought the Vikings at the Isle of Thanet and beat them.

AD 854 The Vikings stayed on the Isle of Sheppey over winter for the first time.

AD 860 The Vikings attacked Winchester but armies led by Alderman Osric and Alderman Ethelwulf beat them.

AD 866 A large Viking army came to East Anglia and set up a camp there. They stayed over winter, used horses to travel about the land and made peace with the people living there.

AD 865 The Viking army made a camp on the Isle of Thanet. They demanded money from the people of Kent to live peacefully with them. When the people of Kent agreed the Vikings moved all over their land.

AD 867 The Viking army went from East Anglia over the land to York where a great battle took place. The Vikings won and made peace with the people who survived the battle.

AD 868 The Viking army went to Nottingham and camped there for the winter and made peace with the people there.

AD 869 The Viking army went back to York, and stayed there for a year.

AD 870 The Viking army went back into East Anglia and set up camp at Thetford. They fought King Edmund and his army and defeated them. King Edmund was killed and the Vikings took his lands and destroyed the monasteries on them.

Viking raids

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, an atlas of the British Isles, an outline copy of the British Isles from page 9 (for the older students).

Using the worksheet

This activity may be used after activity 20A to look more closely at Viking raids. You may wish to photocopy and cut up the dates and events on the page and let the students make a timeline or you may wish to use it as an exercise in locating where the events took place on a map. You may, of course, let the students make a timeline and then try to locate the sites of the events. The information has been extracted from records of the *Anglo-Saxon Chronicles* and simplified so that a wide range of abilities can access it. You may wish to show the students other sources which feature in the *Anglo-Saxon Chronicles* and emphasise that the chronicles provide evidence of events that took place in the past.

Younger students

You may like to issue the worksheet without cutting it up and ask the students such questions as “How long was it between the raid on Holy Island and the monastery on the river Wear?” (One year). “How long was it between the attack on the monastery on the river Wear and the attack on the Isle of Sheppey?” (38 years). “When did the Vikings not return home after raiding but stayed on the island of Thanet?” (851). The students could then, with your help and the help of classroom assistants look on maps for places mentioned in the chronicles. From this they can see how the raids and battles spread across the country.

Outcomes

The students can:

- Perform simple calculations on dates.
- Extract information from sources.
- Locate places on a map.

Older students

The students could find the places mentioned in the timeline on a map and mark them on their outline of the British Isles giving the date and location and use a key such as A, B, C. Below the map they could display the key. For example A – A monastery was attacked.

Outcomes

The students can:

- Extract information from sources.
- Locate places on a map.
- Mark places on a map.
- Construct a key.



This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



Viking raiders and settlers Teacher's Resources