

# NUFFIELD PRIMARY HISTORY



## HOW DID THE VIKINGS TRAVEL SO FAR?

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### ROMANS, ANGLO-SAXONS, AND VIKINGS

#### Teachers' notes

The Year 3 class have already worked for four weeks on this Viking case study. They have studied maps to gain an understanding of Viking routes and the distances travelled from their homelands. They have some knowledge of the reasons why Vikings travelled, and to which countries they travelled. On a field trip (2 days) to York the question: "What evidence is there that the Vikings settled in Britain?" was addressed by visits to the Archaeological Resource Centre and the Jorvik Centre.

Below we describe the first day of the fifth week of the study (Monday), which was taught all week during the literacy hour. The focus was on using pictures and a non-fiction text as sources of historical information and on whole class discussion, questioning and evaluation.

**Year group/class:** Year 3, mixed gender, mixed ability.

**Teaching time:** One hour, on day 1 of the week.

#### Learning objectives: History

For the children to:

- develop discussion and questioning skills in relation to pictorial and written sources
- find out about Viking longboats
- make inferences about the Viking way of life.

#### Literacy, ICT, PSHE

For the children to develop:

- literacy skills through listening to, and reading of, information texts within a purposeful context
- literacy skills through an adjective game and shared sentence work
- ICT and literacy skills through the use of a 'speaking' program, 'Pages'
- social skills through co-operation in pairs and small groups.

## Key questions

What state might the remains of this Viking longboat have been in when the archaeologists discovered them?

Why do you think this Viking longboat was built?

How do you think it was built?

## Resources

Three pictures of the Gokstad burial ship, 8 sets. Try topic books and or the internet. A good, free picture can be downloaded from

<http://community.websites.com/photo/369495160/369495160XfGOW>

Photocopied double-page spread about Viking ships, A3 size, one per pair of children (from a Viking topic book with a Viking ships section)

ICT: 'Pages' program

## The teaching

### Episode 1

*Focus: Breaking into the pictures through listening to a brief account of the Gokstad ship; discussion of possibilities.*

I began by giving the class a brief account of the finding of the Gokstad ship. In groups, the class then studied the pictures of the Gokstad ship (each group had a set of three pictures). I gave them 15 minutes to examine, question and discuss the pictures. I then asked:

When do you think this ship was first built?

What might it have had on board?

Why might it have been built?

What state might the remains of the ship have been in when the archaeologists discovered them?

Drawing on the knowledge the children had built up about the Vikings during the previous four weeks, they came up with very good ideas in answer to my 'what', 'when' and 'why' questions about the ship.

### Episode 2

*Focus: Creating word banks for later research and writing.*

We now turned from history to literacy: I asked the children, working in pairs, to brainstorm adjectives for the Gokstad ship (5 minutes). We then pooled the adjectives, with me scribing them on the white board.

The words were then rewritten on card for the word bank wall. I asked the children to classify their adjectives by word endings. We classified the cards into words with '-ed', '-y' and 'others' endings. (Most of the words ended in '-ed'; e.g. 'rotted'.)

### Episode 3

*Focus: Developing writing through the use of ICT; or through engaging in a word game; developing social skills through pair and small group work.*

A less able group of pupils undertook a guided task for 20 minutes (15 supported, 5 independent). They wrote sentences about Viking ships using five of their brainstorm words. This small group used Pages to enter their sentences and to replay them to hear the pronunciation. They changed word endings and replayed them to find out if they sounded right. They then listened to their full five sentences before printing out a copy of their work.

The guided task for the rest of the class, working independently, was to play an adjective game and then, like the first group, to write five sentences. In pairs, they played the game *The Viking's Ship* to extend their range of adjectives. This involves going through the alphabet, finding adjectives for the Viking's ship; e.g. the first child might say: 'The Viking's ship is an artistic ship'. The second might say: 'The Viking's ship is a big ship', and so on. Like the ICT group, the children, in groups, now wrote sentences using five of their adjectives, incorporating words from *The Viking's Ship* game.

### Episode 4

*Focus: Reading an information text, highlighting key words and phrases; sharing completed work.*

I read the class a short passage about Viking ships from a non-fiction topic book, modelling using the index and content pages to access the information. I then gave out copies of the page, blown up to A3 size. In pairs, the children scanned the photocopied page, looking for key words and phrases that told them more about Viking ships. They highlighted the key information (e.g. about how ships were built, where they went, what the Vikings had on board) and listed it, adding it to the words they'd brainstormed in Episode 2. I asked them to revisit their five sentences and see if they could improve them using the additional information they had read – or write new sentences.

To end the lesson, we shared sentences, with each group reading out three of their sentences. I wrote one sentence from each group on the board and invited the class to evaluate each one (History: What does it tell us about Viking ships? Literacy: structure, use of capital letters, use of adjectives). This was a useful way for the children to review and assess their own learning and they left the classroom aware of what they had learnt.

Follow-up: The next day, using writing frames, the children listed the items they would take with them on a voyage in a Viking ship, and the reason for taking each item. Here they drew on the information gained during the Viking ship lesson.

## Learning outcomes

The children:

- were able to discuss the pictures cogently, drawing on prior knowledge
- developed an understanding of Viking ships through the close observation of detail in the pictures and through reading an information text
- were able to identify key information in a non-fiction text
- extended their vocabulary through an adjective game and shared sentence work
- developed their social skills through co-operation in pairs and small groups
- evaluated their own learning.

## Reflection

The children were enthused by the picture work and motivated to discover as much as possible about Viking ships. They seemed amazed that any had been found.

Literacy was developed throughout the session, with shared evaluation of peers' work encouraging positive feedback and the development of social skills. The adjectives given by the children helped to develop their vocabulary. At times the discussion was a little chaotic, as once the session got going each child was intent on having his or her words scribed on the white board.

The use of Pages encouraged the less able children to develop their word bank, gain confidence to say their words out loud, and develop their ICT skills. The support provided by the Pages program motivated the group to complete and print their task.

### Nuffield Primary History project

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