



Wider Curriculum Spring 2 Curriculum Plan for Home learning

Subject: History Unit: **Why did people fear the Vikings?**

Year: 4

Remember you to be a historian. What is the evidence? How do we know?

Session 1

How can we think like a historian using artefacts?

- Find out how historians look at artefacts with an expert [here](#).
- Take a trip to a museum! What can you find out from the artefacts [here](#)?
- Look at the pictures of **artefacts (objects from the past)** ([Session 1 resource 1](#)).
- Think about what they might be and what we can learn about Vikings from them.
- Use the attached questions to help investigate and make predictions about each **artefact**. Use the answers ([Session 1 resource 2](#)) to check if your predictions were correct and find out more.
- What questions do you have now about the Vikings? (Write down your questions)

Challenge: Which piece of evidence tells us the most about the Vikings?

Session 2

Why did the Vikings come to Britain?

- Think back about where the **Anglo-Saxons** came from and how they changed Britain (watch this [video](#) to help you). Remind yourself about push and pull factors.
- Find out who the **Vikings** were and where they came from using this [video](#) to help you. You can find out more by watching this [BBC video too](#).
- Answer the key question **Why did the Vikings come to Britain?** You can do this in writing in your own words or as a voice recording to share with your teacher.
- Label a map of the journey the **Vikings** made to Britain using the picture to help (Session 2 resource).

Challenge: Which other parts of the world did Vikings raid, invade and settle in?

[This resource](#) might help you get started with your research.

Session 3

What were the Vikings like? Why were they feared?

- Lots of the images of Vikings are not true! You need to be a historian to look for evidence about what they were really like. Look at the resource showing the Anglo Saxons and the Vikings in battle. What are do you notice?
- Look at the picture of Viking warriors ([Session 3 resource](#)).
- Make a list of the clothing and equipment you can see and any questions you have.
- Watch [this video](#) about the Vikings as raiders.
- Use the information to draw and label a Viking warrior or a Viking longship. What were the Viking raiders like?

Challenge: Read the [information](#) about Viking raiders. Was it right that the Vikings were feared? Explain your reasons.

Session 4

What did the Vikings believe?

- Think about beliefs you have learnt about in previous topics – which Gods and Goddesses do you remember?
- Watch the [video](#) about Viking beliefs.
- Research the nine worlds of the Yggdrasil Tree [here](#) draw your own version of the Yggdrasil Tree using the attached illustration to help your ideas. ([Session 4 resource](#)).

Challenge: What similarities are there with other people from history you have studied?

Session 5

What was Viking life and language like?

- Write down 5 things you know about Viking life and 2 questions you have.
- Watch [this video](#) What were the 5 most surprising things about Viking life?
- Compare the information with [this video](#). Which was most useful and why?
- Read the information about Viking surnames ([Session 5 resource 1](#)) and work out what your Viking surname would be.
- Look at the mixed up Modern English, Old Norse words and definitions ([Session 5 resource 2](#)) and decide which match together.



	<ul style="list-style-type: none">• Write up your list of matched words including the definitions. Challenge: Research other Vikings names and words in the English language.
Session 6	<p><u>What was Viking law?</u></p> <ul style="list-style-type: none">• What kinds of laws do you know that we have now in Britain? Who makes them?• What kind of laws might the Vikings have made? Think about what you know about how they lived and how they arrived.• Find out about Viking laws in these video here and here.• What was Viking law? Answer this question and you decide how to present your learning. You could just write your answer or do a poster, record as a voicenote or video, or even make a Viking law song. Be as creative as you like.• You could answer the challenge question instead if you prefer. Challenge: Would you like to live under Viking law? Explain your reasons. Share your thinking.

Session 1 Resource 1

VIKING ARTEFACTS



Use these questions to guide your investigation of each artefact.

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)

Session 1 Resource 2

VIKING ARTEFACTS ANSWERS



Drinking horn and spoon

Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.



Flint and Steel

The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.



Ring Money

As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.



Tools for Leatherwork

Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a stronger seam they used two needles. Each **iron needle** passed through the same hole, this



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doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.





Session 2 resource

Where did the Vikings settle in Britain?

Vikings travelled from **Scandinavia** (now Norway, Sweden, Denmark) to Britain.

They mostly settled in the **Danelaw**, to the north and east of England.

Some Norwegian Vikings or 'Norse' sailed to **Scotland**.

They made settlements in the north, and on the **Shetland and Orkney Islands**.

Vikings also settled on **the Isle of Man** and often raided Wales, but few made homes there.

In Ireland, the Vikings founded the city of **Dublin**.





Map of Viking Homelands and Settlements

Key



1. Find and label these countries on your map:

- England
- Scotland
- Wales
- Ireland
- Denmark
- Sweden
- Norway

2. Colour the Viking homelands in yellow.

3. Colour the Viking settlements in red.

4. Draw arrows on your map to show the routes of the Vikings to the different Viking settlements.

5. Make a key on your map to show the Viking settlements and homelands



Session 3 resource



Session 4 resource



Session 5 resource 1

Viking Language

Old Norse was the language spoken by the Vikings, and the language in which the Eddas, sagas, and most of the other primary sources for our current knowledge of Norse mythology were written. Old Norse is a member of the Germanic family of languages, which also includes English, German, and several other languages that are widely spoken today.

Viking names

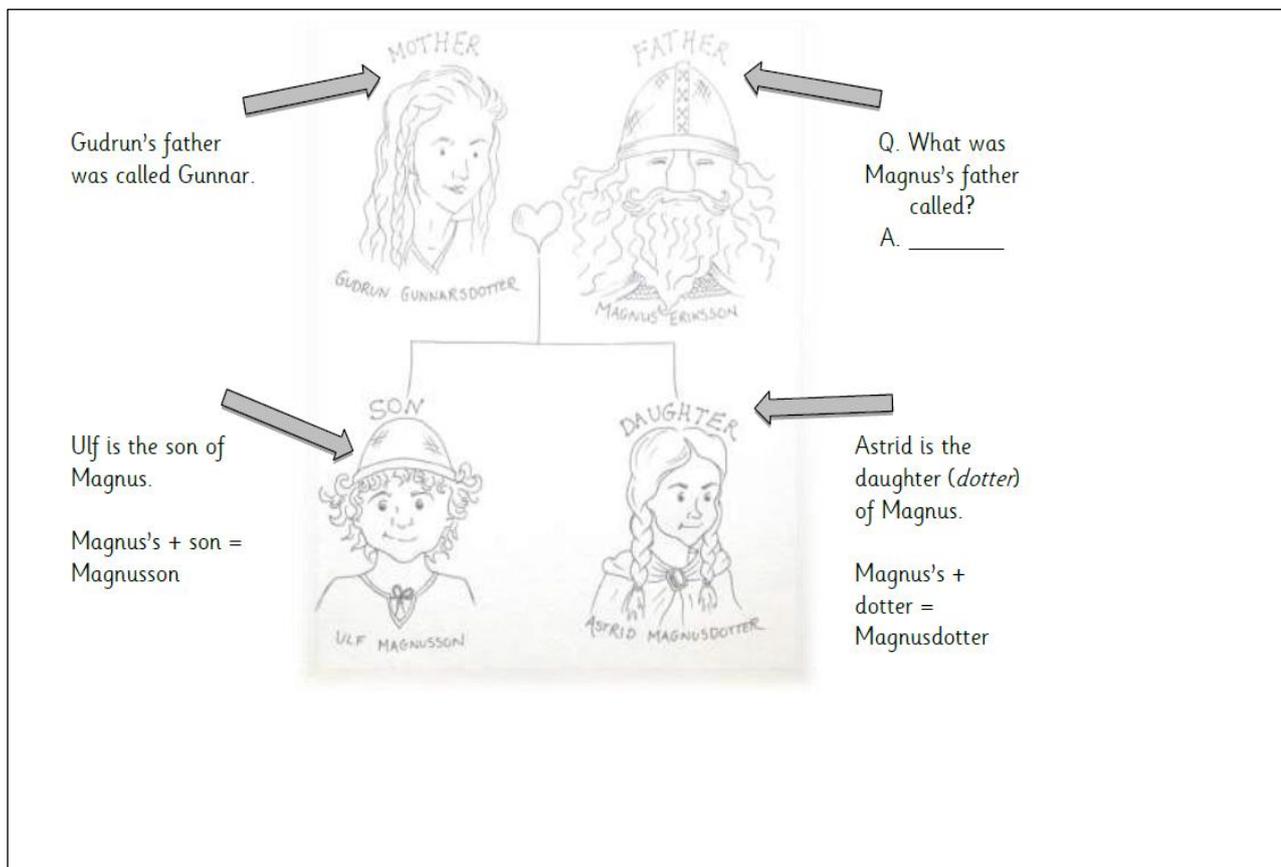
Viking surnames were made up of **two** parts.

The first part was your **father's first name** e.g. Magnus.

The **second** part depended on whether you were **male or female**.

If you were a boy, your surname would be 'Magnusson' which meant Magnus's son.

If you were a girl, your surname would be 'Magnusdotter' which meant Magnus's daughter





Session 5 resource 2

Modern English	Old Norse	Definition
Thursday	<i>boltr</i>	meaning 'grief'
ugly	<i>slatra</i>	meaning 'cloud'
window	<i>anгр</i>	meaning 'round object'
husband	<i>rangr</i>	The day of the week belonging to Thor, the Norse god of thunder.
ball	<i>vindauga</i>	meaning 'cry loudly'
call	<i>Thor's Day</i>	meaning 'crooked' or 'unjust'
slaughter	<i>husbondi</i>	meaning 'dreadful'
anger	<i>skie</i>	meaning 'house holder'
sky	<i>kalla</i>	meaning 'wind-eye'
wrong	<i>uggligr</i>	meaning 'to butcher'