BFER Vikings on the Brecks Education pack - *Year 6 Unit*

The lives and stories of the Vikings of the Brecks

Subject Knowledge Fact File

During this 6-lesson curriculum pack you will look over the following key events in Viking history. Below is a brief overview of those key historical facts?

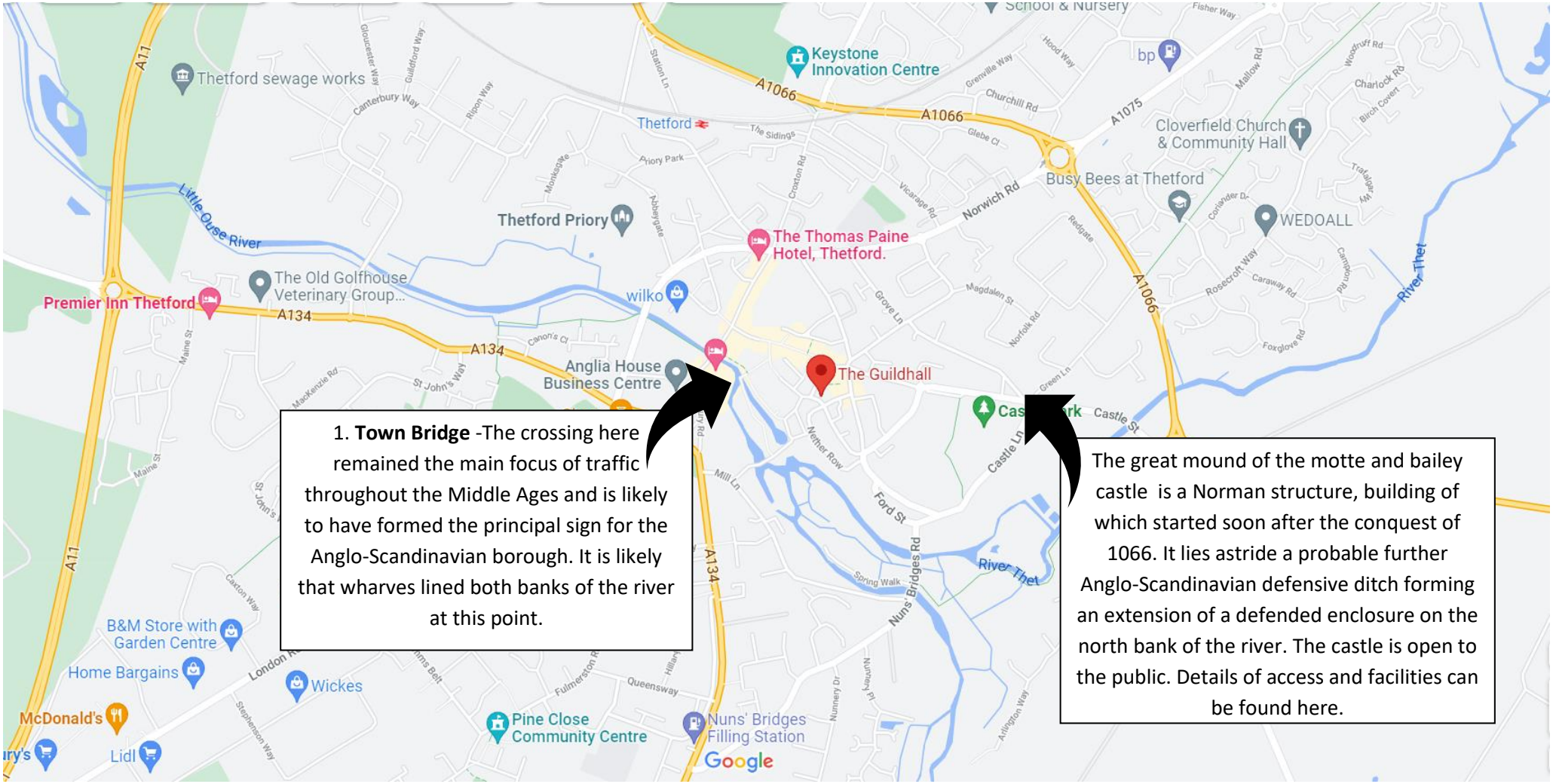
- **Who were the Vikings?** The Viking age was from about AD700 to 1100. Many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark. The Vikings sailed the seas trading goods. They bought silver, silks, spices, wine, jewellery, glass, and pottery to bring back home.
- **Why did the Vikings leave Scandinavia?** The Vikings travelled thousands of miles across the sea from their homeland of Scandinavia where they were farmers, fishermen, seafarers, and traders. Some historians believe the Vikings left their homes because of overcrowding. There was not enough good land for everyone to share.?

- **Viking Invasions of East Anglia** - The Great Heathen Army of mainly Danes landed in East Anglia in AD865. Within nine years the Vikings had attacked and established their rule, or Danelaw, over the kingdoms of Northumbria and East Anglia, their former Anglo-Saxon kings having been put to the sword.

- **What was everyday life like in Viking Society and in the Viking Village.** Daily life for most men and women during the Viking Age revolved around subsistence-level farm work. Almost everyone lived on rural farmsteads that produced most of the goods used by the people who lived there. The work on a farmstead was divided by gender/sex. Women were customarily charged with the tasks that were performed “within the threshold” of the house, while men were charged with those tasks that lay outside of the house.

- **Vikings of the Brecks, Exploring individuals -** Sweyn Forkbeard 960 – 3 February 1014) was king of Denmark during 986–1014. He was the father of King Harald II of Denmark, King Cnut the Great and Queen Estrid Svendsdatter. Edmund the Martyr (also known as St Edmund or Edmund of East Anglia, died 20 November 869) [note 1] was king of East Anglia from about 855 until his death. Few historical facts about Edmund are known, as the kingdom of East Anglia was devastated by the Vikings, who destroyed any contemporary evidence of his reign.

Local Heritage hotspots map



1. **Town Bridge** -The crossing here remained the main focus of traffic throughout the Middle Ages and is likely to have formed the principal sign for the Anglo-Scandinavian borough. It is likely that wharves lined both banks of the river at this point.

The great mound of the motte and bailey castle is a Norman structure, building of which started soon after the conquest of 1066. It lies astride a probable further Anglo-Scandinavian defensive ditch forming an extension of a defended enclosure on the north bank of the river. The castle is open to the public. Details of access and facilities can be found here.

Session	Learning Outcomes	***Who were the Vikings ?***	
1	• I can place myself and key historical events on a timeline relative to the Vikings. • I can use evidence to form an understanding of a historical character. • I can locate Thetford and Scandinavia on a map. **Resources;** Timeline printouts - resource 1 Template - resource 2 Audio clip 1 and 2 Map of England - resource 3	**Teacher Script / Key Question**	**Activity**
		This pack will be lead through by Odger and Ulf two Vikings that will help teach about Vikings in East Anglia. • First, they will look at a power point that will introduce where Vikings sat in History.	**Timeline Activity – Using the jumbled-up timeline slide and the printouts put the timeline in order (could peg to a washing line or blutac on board)** **Use this activity to gauge the pupil's understanding of where key events and figures go and how well they understand 4-digit number sequencing. Once you have put the timeline together get the children to stand up a slot themselves into the timeline where they were born, (If you will be keeping this up as a timeline there is potential for the children to draw a picture of themselves to add on)** **Finally, with the children highlight that Vikings where around in AD700 to 1100 and this is where our investigation begins.**
		Why Might you leave your home? What do you know about Vikings? Discussion and thoughts activity. Throughout history, Vikings have been portrayed as brutish murderers, but most of the first contact with Vikings was pleasant and all about trade, they came to England to trade as their lands had dried up and been taken over. There was a lot of overcrowding. Most Vikings where farmers and came to Thetford because of the rivers, it was a perfect place to get to and trade.	**Activity - Ask the children to share their ideas of what they think a Viking is? Why did they come to England? why might someone have to leave their home?** **After the discussion, using the template resource, write a sentence for the two questions in the relevant image. House and Viking ship. After this, you can have a sharing session to see what different answers individuals have come up with.** **Look at facts and listen to audios.** **Now you know the facts can you draw a Viking? Think about what he/she might be wearing, what tools he/she might carrying.**
		The reason the Vikings came to Thetford is that East Anglia looked very different, and the wash came right inland. Perfect for traders looking for new land.	Activity - split the class into groups and give them resource 3 – the map of England, get them to pinpoint east Anglia and then Thetford, then give them resource 4 the old map of England, get them to trace in on tracing paper and then lay it over the first map. Discuss how its changed and how this might have resulted in the Vikings landing here.

	Old Map of England – Resource 4 Map of Scandinavia – Resource 5 Labelled Map of Scandinavia – Resource 6 Map of Europe Resource 7	Highlight where the Vikings came from, where might they have sailed? Look at the maps of Scandinavia, and of Europe	**Activity – look at the map and get them to as a group or in pairs can you identify Scandinavia and England - make a travel line from Scandinavia to Thetford , makings sure the sail down the wash**
		Wrap up the session by a recall knowledge. Maybe make a display of the work created.	Activities – ask the questions on the slide from Odger and Ulf and see how much they remember.

Session	Learning Intentions	***What was it like to be a Viking?***	
2	• I know what it might have been like to be Viking. • I know how the Vikings used the rivers in East Anglia • I can use information from a source to create my own poem about meeting a Viking. **Resources.**	**Teacher Script / Key Question**	**Activity**
		Vikings where farmers and traders In Scandinavia, most came over to England wanting to do the same.	
		• Many Vikings worked as **farmers.** Everything had to be done by hand on a Viking farm, so life was tough. • Farmers grew **oats, barley, and wheat**. They ground the grain to make **flour, porridge,** and **ale**. They planted	Look at the tools of the trade. • What might they be used for? • Do they look like any tools today? Use the cut-out resource and in groups get them to see if they can label what these items might be and there modern day counterpart.

	Resource 8 Tool shapes (might be worth laminating them) Farm examples Resource 9 & 10 Black felt tips. First Contact – Meeting a Viking Monologue - resource 11. Blackout poem sheet- resource 12 Senses poem starter sheets - resource 13	vegetables, and kept animals like cows, sheep, pigs and chickens. *Key Questions* • What might a Viking Farm have looked like? • Can you remember what Vikings farmed? • Look at the tools of the trade that have been found.	Think about bring a farmer back in Scandinavia, what might it have been like, look at the images of the farms, get the class to draw their own Viking farm. • What are they going to farm? • Draw their Viking Farmer as well, is there just one farmer? • Think about what is going to look like. Is it the same as farms we have today. **Activity – Get the group to read the monologue in pairs (resource 11) and make a list of what information it gives about seeing Vikings for the first time. Feedback as a class, can make one large list.**
		Using the monologue, we are now going make a blackout poem. A blackout poetry is when a page of text is completely blacked out except for a select few word. When only these words are visible a brand-new story is created. Once they are finished get the children to share their work and they can discuss why they chose different words of phrases. *(These written elements could extend into longer lessons in your literacy curriculum. Blackout poetry is a great way to help with writer's block.)*	**Look at the example of black out poetry on the 1st slide.** **Activity – create a piece of Blackout Poetry (resource 4).** **1st the children should use a pencil to circle interesting words or phrases that stand out to them. Now they need to pick 1 or 2 'anchor words' these are words that really stand out to them to build their poem around. Draw a box around these in their black pen. Once they have their 'anchor words' identify some other words that relate to the theme or idea of their anchors. It may also be helpful to select some connecting words. Draw around the words they have chosen in black pen. Once they have all their words use a black pen to black out all the other words. They can use straight or wavey lines or if they wanted**

			to be more visual, they could draw a design that relates to their poem.
		Now we are going to create a 'Senses Poem' based on the Viking monologue. (This helps children take information and digest it by transforming it into another form.)	**Have the children close their eyes and visualise meeting a Viking for the first time. Work through the senses and use the sentence starters on the board/resource sheet to scaffold (resource 5)**
		Invite the pupils to share their Senses Poems. What was powerful in the language? What improvements could be made? Which phrase had the greatest impact on you and why? What facts about Viking's have the poems managed to communicate? **<u>Extension</u>-put them into groups and get them to bring their poems to life. Act them out. How can they bring the Senses Poem to life for their audience? Think about how they can use their voices and bodies/movement to portray what it might have been like meeting a Viking like.**	

<u>Session</u>	Learning Intentions	***Viking invaded East Anglia?***	
3	• Do I express empathy with the Vikings? • I can create a timeline and map of Vikings invading East Anglia and other places around the uk. • I can plot a fame graph through interpreting information from primary sources. **Resources.**	**Teacher Script / Key Question**	**Activity**
		Let's recap? What do you remember about Vikings so far? • **Where did they come from.** • **Why did the come?** • **Facts about them.** • **Farming** • **The rivers.**	**Get the students to take part in the quiz on the power point? You can either do this as a class or get them to do it individually then mark their sheets.** **Ask the children to recall what they remember about the monologue? It is the last question of the quiz so let the class discuss what they remembered.** **Activity – At this stage in the learning do the students have a positive outlook on Vikings? Ask them to write a sentence of how they feel about Viking life. And Vikings in general.**
		What Happened Next? • **For 17 years the English lived in harmony with the Vikings, but then in 787 we had the first**	

		recorded blood shed of an English man at the hands of a Viking. • **The Vikings became fearful of Christianity.** • **Also, the Monks seemingly flaunted Gold and Silver Riches.** • **So, were the raids more to do with greed and plunder or the fear of a different religion?**	**Activity - why do you think things changed? In groups discuss about change, what happens when something changes.** **Was it language barriers? Did the Vikings get greedy? Did the English become hostile?** **Why would you change? In a group list why you think you might change in a situation (think about a situation at school) could this have been what happened to the Vikings?**
	Resource 14 – work sheet – Vikings	• The raids on monasteries and religion continued all the way up to 806. • Thirty years later attacks started again. But this time they were different, The Vikings wanted to take England for their own. • The great Heathen army was formed - A fleet of 30 ships and 1,500 warriors came to England to claim it as their own. • These kinds of Attacks happened lots over the next 30 years. • The Army then decided on Thetford to Attack, But this time the army was as big as 15,000. • Thetford at the time only had 1,500 people living there and they were farmers.	**Activity – how might this have felt, get each student to complete the worksheet from the resources, really focusing on how it might have felt.** **What would you do?**
	Resource 15- Timeline Pictures	Timeline of events • **Vikings leave Scandinavia.** • **Vikings land in East Anglia coming in via the wash and rivers.** • **Vikings use the rivers to find new settlements for trade, to eat and to wash.** • **Vikings farmed the land like they did in Scandinavia.**	**Activity – Timeline** **From the resources give out images and wording and see if they can in groups match the phase to the picture.** **Then get them to put them in a timeline of events.** **Power points to match**

	Resource 16 - Timeline wording.	• **Vikings trade in harmony with the inhabitants of England.** • **The First blood shed by a Viking on an English man.** • **Vikings start to raid and plunder Monasteries and sites of religion.** • **The great Heathen army is formed, and raids and attacks happen across England and the Vikings want to claim England as their own.** • **The Vikings raid and take Thetford, Claiming England.**	**Extended exercise – get them to pick one of the events form the timeline and make up a short, dramatized scene, if possible get each group to do a different event and then put them all together. Give the groups instruction of keeping it short and key points.**
BOOK IN A VISIT FROM ODGA AND ULF – Odger and Ulf will come and visit you school with a short theatre show and to answer and questions the students might have.			

Session	Learning Intentions	***What was Next ? Who is Edmund? And who has a folk beard?*** Odger and Ulf will aid in the story telling of what happens next in the Viking time line. .	
4		**Teacher Script / Key Question**	**Activity**
		It's Time to meet Odger and Ulf, Try and keep this form the class until the day, then it more of a surprise. Odger and Ulf will come in and do a mini performance looking at what happened next for the Vikings and Thetford.	Questions and answers with Odger and Ulf. The Class will have the opportunity to ask Odger and Ulf questions. This is also an opportunity for you as teachers to ask anything you would like. The questions can be about anything they have learnt not just what Odger and Ulf have just told them.
		They will be looking at the sacking of Thetford, King Edmund, and Sven Folk beard. They will also Recap what has been learnt.	
		You are now going to bring together all your learning in an extended piece of writing. This is going to be in the form of a Diary entry from either a Viking or an Angelo Saxon meeting.	**Start to plan their Diary. Use key questions to create a structure together.** **1) what is the purpose of the Diary?** **2) what features does a Diary have?**

Session	Learning Outcomes	***What transformations happen across this historical timeline ? Is this history worth retelling?***	
4/5	I can draw information from historical sources to form a narrative by a character involved. I can write an effective informal letter. **Resources;** Tea Bags and card	**Teacher Script / Key Question**	**Activity**
		You can Start this lesson the same day you see Odger and Ulf and then carry it on for lesson 5. You are now going to bring together all your learning in an extended piece of writing. This is going to be in the form of a Diary entry from either a Viking or an Angelo Saxon meeting. Continue the process of writing up the Diaries .	**Start planning, writing, and editing the letters.**
		How could we make these documents appear authentic?	**If time, students could write these up on tea-stained paper (pre-made) in ink pen. They could add a name and address onto a similarly stained envelope.** **Alternatively, they could use ICT to type up their letter and select fonts and paper backgrounds which add character.**

		What progress have we made so far on our letters? Are they historically accurate? Which sources have you drawn information from? ***Children read and review on another's.***

Session	Learning Outcomes	***How can we share the story of the Vikings in East Anglia and celebrate our learning?***	
6	• I can reflect on my learning and its value. • I can present my work to a local place of heritage and celebrate!	**Teacher Script / Key Question**	**Activity**
		Do you think that the people of Thetford should celebrate and re-tell this story? Why or why not?	• Can the class make up a short play using their diary entries or their favourite part of their learning that celebrates the Vikings in East Anglia? Maybe they can even be a version of Odger and Ulf. • What part of what they have learnt do you want to tell? • Start by putting them into groups and make a series of freeze frames (Maximum of four) of the part they wish to tell. • Get them to show these to the class. • Then go back int their groups to add dialogue (think of some of the words they have learnt and try and add them in)

			• Again, perform these to the class. Can you think of any costume or props?
		Celebrate the learning by presenting these diary entries, timeline play and above play to BFER in a special assembly where the children share their learning with the rest of the school. These Diary entries could become part of the display for BFER. ***Please contact Nicole.hudson@suffolk.gov.uk to discuss the above events.***	

Acknowledgements

With thanks to BFER and the National Heritage Lottery Fund who have funded and championed this project. Thank you to Dave Griffiths for his writing of the First contact monologue. Magicfloor productions – created the education packs and the characters and recordings within it, they also created the play that goes with it.