



Learning Scotland

Fridays 11.40-12.00

21 November to 5 December

BBC 2

These notes relate to re-transmitted programmes, and were conceived within the 5-14 framework. While the 5-14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals,



Vikings in Scotland

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Programme Two

In addition to the books and websites listed in the introduction to the unit, you should have the following items available.

- Worksheet 2 the longhouse.
- Drawings or photographs of spinning and weaving tools, and raw sheep or goat wool to allow children to feel their texture.
- Research materials about craft skills

Programme Three

— Transmission date 5 December 2008

Programme Three is introduced with an explanation that nowadays the Vikings are known as the Norse. The programme recaps the main points of Programmes One and Two, then goes on to demonstrate that Orkney and Shetland were key Viking settlements where much archaeological evidence has been found. Two Norse settlements are examined, highlighting the decisions the Norse may have taken when looking for a suitable location.

Many place names and personal names in Viking settlement areas, especially in Orkney, have Norse influences. There are Norse words within the English language. The programme also looks at runes, an ancient means of written communication.

The programme goes on to present archaeological evidence suggesting that, in the latter stages of the Viking Era, the majority of people within Orkney's Viking settlement were Christian.

Children should revisit their initial observations from Programme One in identifying where the Viking raiders landed in the North of Scotland and especially in Orkney. They should also participate in some individual and paired investigative work in assessing how, and to what extent, the Viking invasion and settlement of 800 A.D. has influenced Orkney today.

Ensure that the children have a fairly broad understanding and appreciation of the life and times of the Viking peoples and their impact on Britain, particularly Scotland. Discuss the extent to which their influences remain today, especially within the English language. As a summary assessment, it is suggested the children are asked to complete a second mind map, and compare it themselves with the mind map they made before programme one.

The following specific exercises may also be useful.

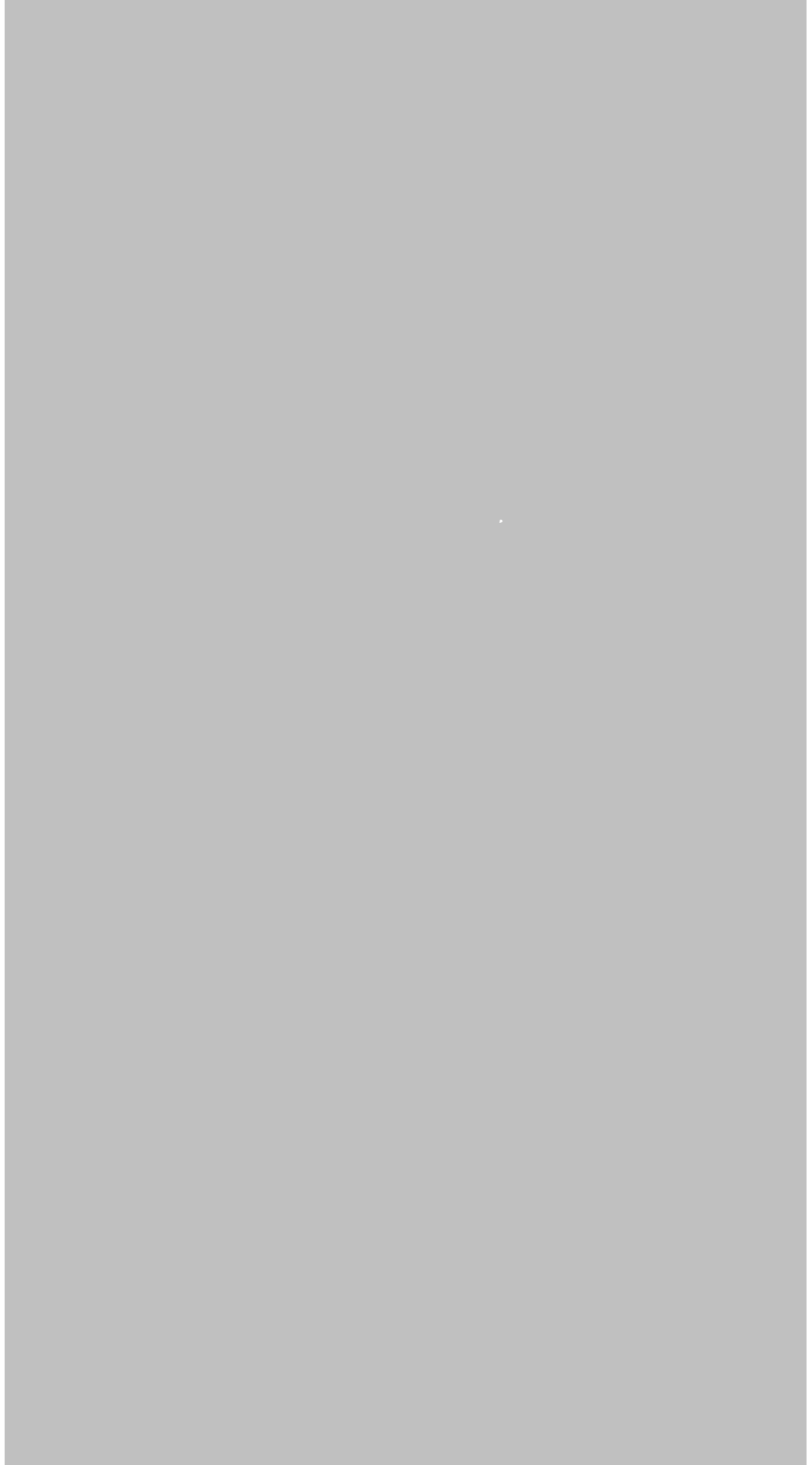
- 1 Ask the children to research personal names and place names with Norse origins, and link the names to their original meanings. They could choose a Viking name for themselves and say why they have chosen it.
- 2 Do some work with runes. Investigate the meanings of runes, and carry out research to find where else in the world runes have been found and what messages have been decoded from them. Working in pairs, the children could create their own symbolic or pictographic language and write messages for other class member to try to decode.

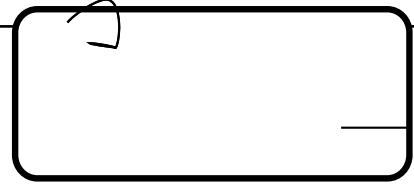
Worksheet 3 about Norse influences within the English Language.

In addition to the books and websites listed in the introduction to the unit, the websites following will be useful. (The BBC is not responsible for the content of external websites.)

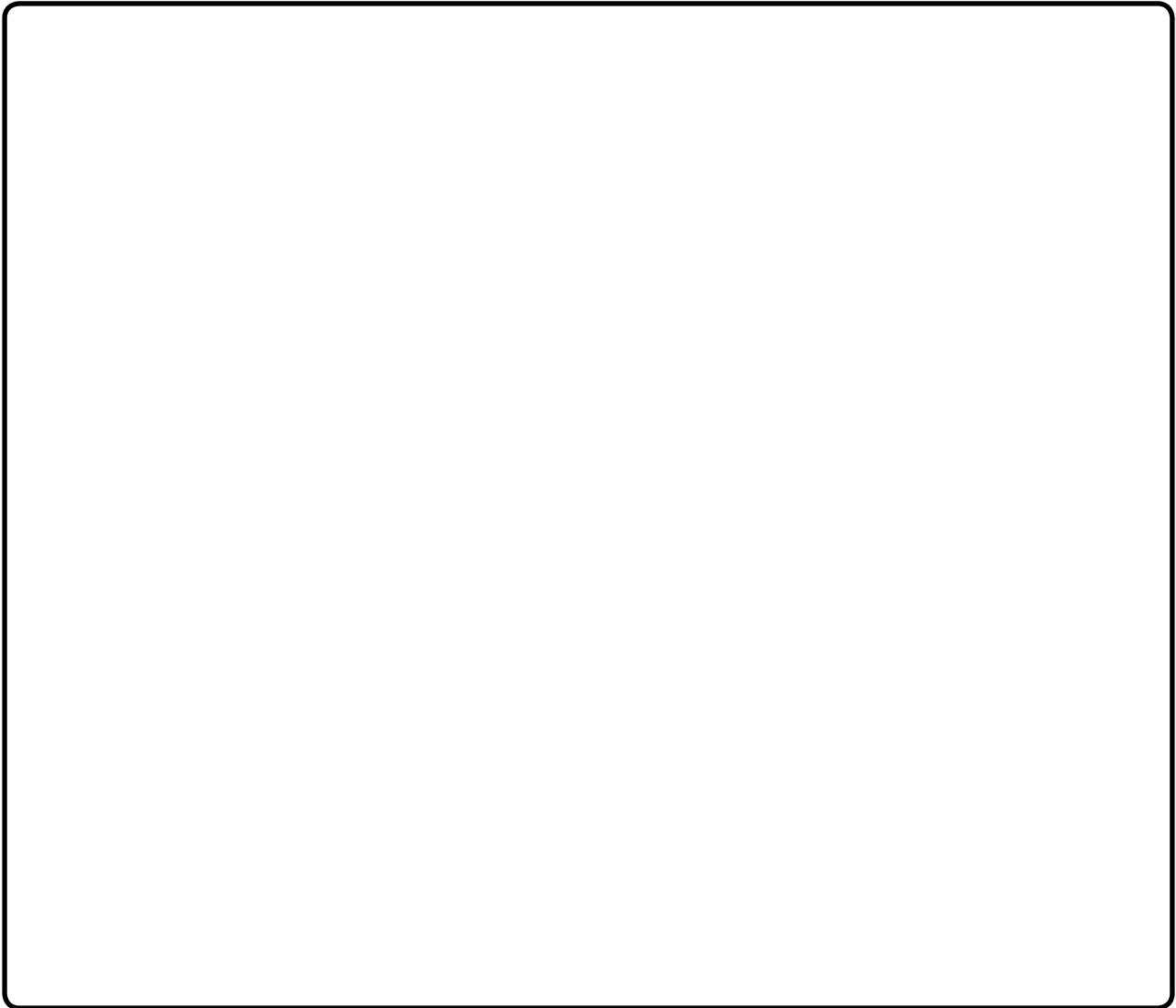
<http://www.orkneyjar.com/placenames/index.html>
lists place names with Norse origins.

<http://odin.bio.miami.edu/norse/words.html>
lists Norse words used in modern English.



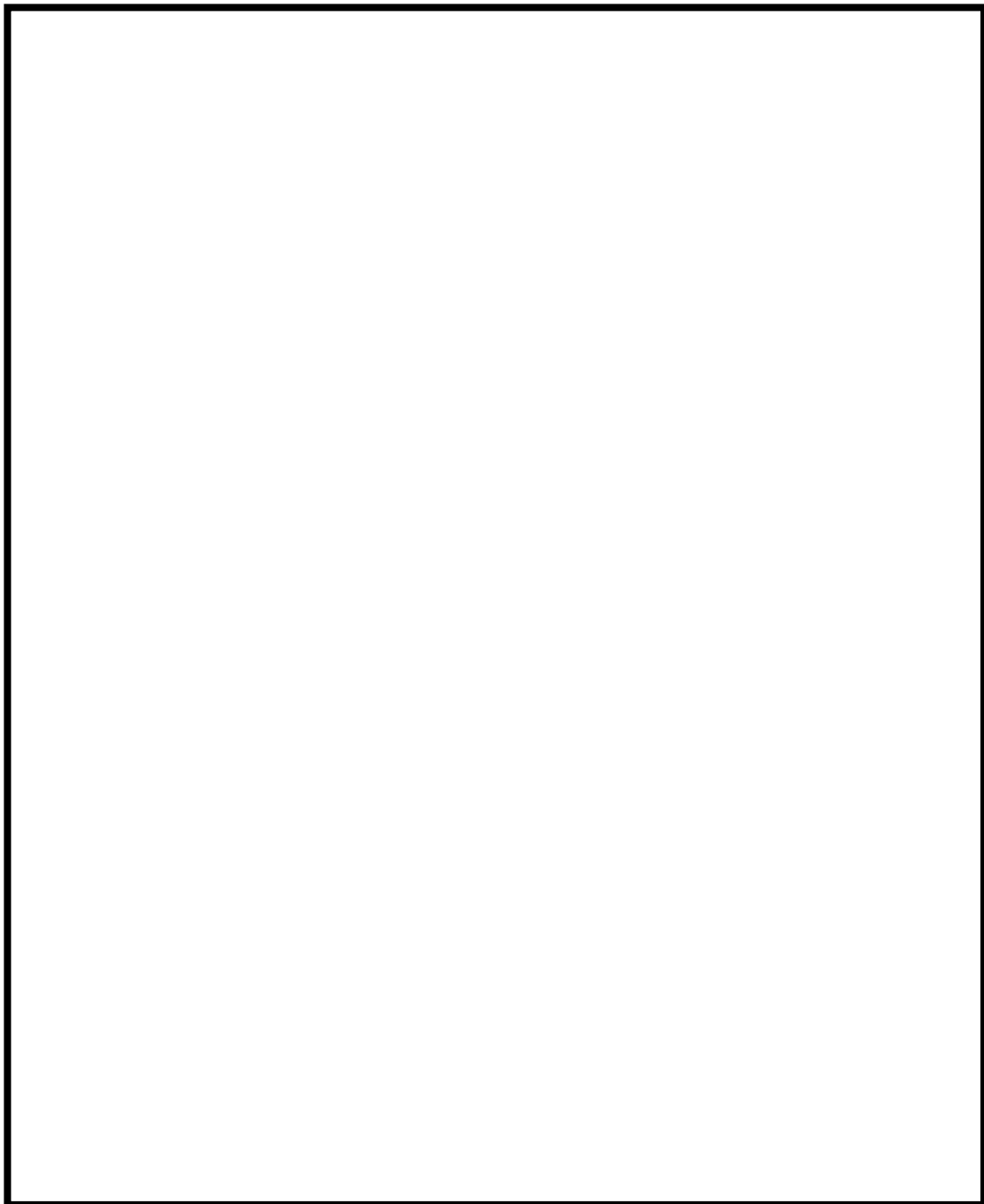


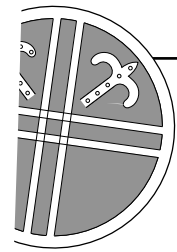
Draw the outside of a Viking longhouse. Add some notes and labels about the features of the house and the materials used to build it.



Describe what the inside of the longhouse would have looked like.

The following words come from the Norse language but we use them in English. Write down what they mean. (Use a dictionary if you're not sure.)





From your research, find two examples of a Viking longship and draw them below.

Example 1

A large, empty rectangular box with a black border, intended for drawing the first example of a Viking longship.

Example 2

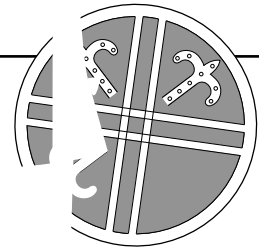
A large, empty rectangular box with a black border, intended for drawing the second example of a Viking longship.

From the drawings, identify three of the key features of a longship . Describe them below. These are features you will have to include in your own longship design.

- 1 _____

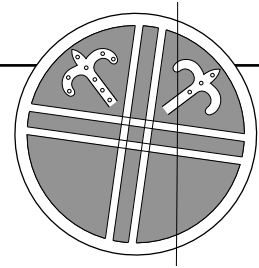
- 2 _____

- 3 _____



Use this sheet to make a drawing of your longship model.
If there are any important details not clear in the main drawings,
add drawings of the details alongside the main drawing.

A large grid of graph paper for drawing.



List each of the stages of building your longship.
Write down any problems you think you might have,
and how you will overcome them.

1

2

3

4

5

Please give an honest response about the work you did on the Viking longship by putting a circle around the appropriate number for each of the following statements.