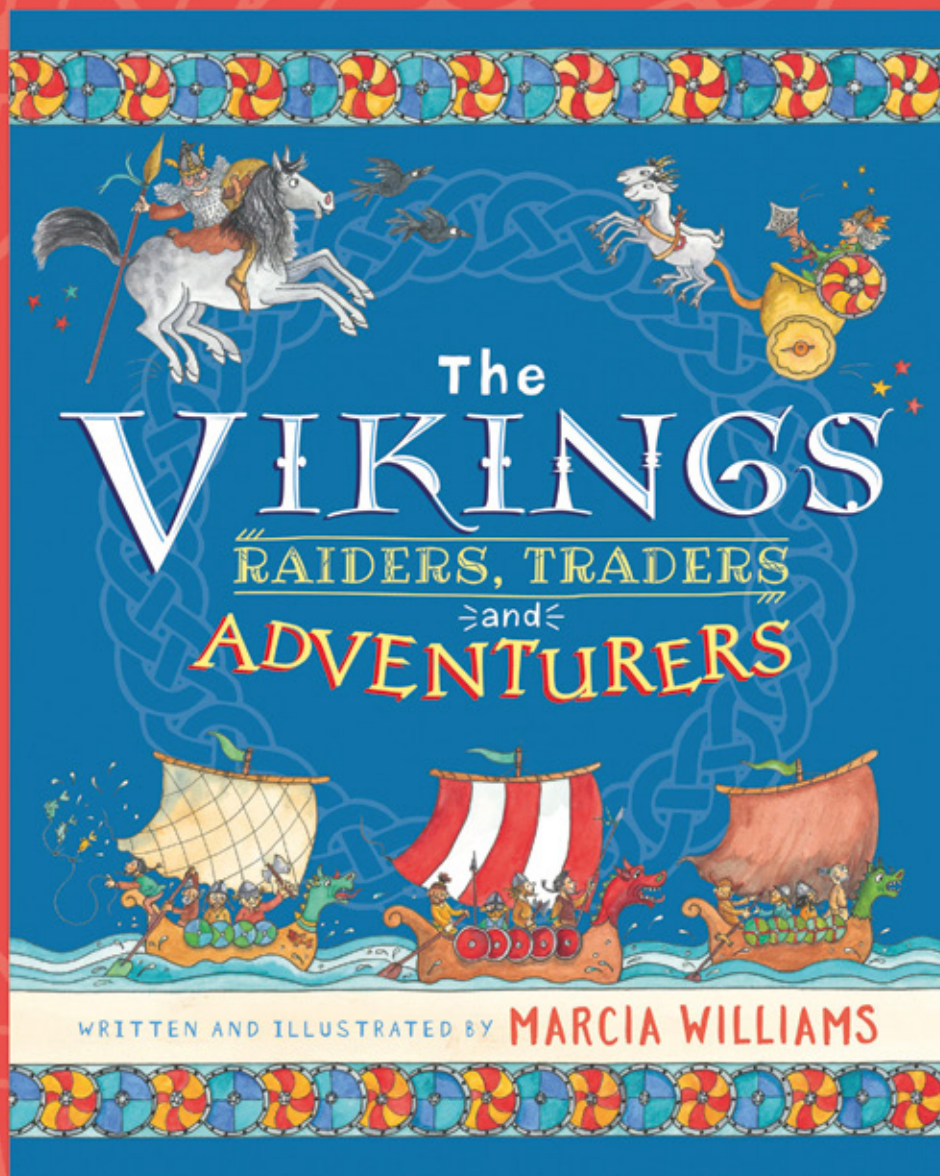


TEACHERS' NOTES

The  
**VIKINGS**  
RAIDERS, TRADERS  
and  
ADVENTURERS



**MARCIA WILLIAMS**

9781406392173 • £12.99 • Hardback • 7 years+

  
WALKER  
BOOKS

*These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.*

## Reading aloud and key talking points:

- Share the front cover of the book with the children and ask them if they have heard of the Vikings before. If so, what do you already know or think you know about the Vikings? Collect the children's initial thoughts and ideas around a copy of the front cover of the text to come back to as you read and learn more.
- Look carefully again at the cover of the book and read the title. What do you expect from this book? What kind of book do you think it is? Do you think it is a fiction title, non-fiction, or a combination of the two? What makes you think this?
- You can also ask if there is anything they would like to know about the Vikings that this book might support them to find out. Take a note of these points and come back to these if they come up in your reading or look at where else you could look for this information if these are not covered.
- Look at the title. Do they know what **Raiders, Traders and Adventurers** are? Discuss these key words with the children, clarifying meanings where necessary with dictionary definitions supported by photographs or images to support children's growing understanding of words in context. What words come to mind when you think of the Vikings? Are these words what you would have thought of, or does this surprise you?
- Read aloud the introduction at the very start of the book and ask the children to reflect on what they notice about the way in which Marcia Williams describes the Vikings; is this what you expected? Does this confirm any of your existing ideas about the Vikings? Does this challenge any preconceptions you had about them? Explore any unfamiliar language with the children such as **navigators and craftspeople**.
- After reading, ask the children to consider what they have already learned about the Vikings from this brief introduction. What insights does the passage give us about how the Vikings might have lived? What do you learn about what they did and how they might have behaved? What do you learn about their history?
- Consider with the children what they notice about the author's description of how she conducted her historical enquiry into the Viking era. Discuss with the class the different types of historical sources available and the ways and means we have to find out about the past.
- Ask the children to discuss and clarify the terms primary and secondary sources. Reflect on the reliability of different sources as well as how rich the source is in information.
- Following this, ask the children to work in groups to order a range of pre-prepared primary and secondary sources in order of most reliable to least reliable. Share their ideas and discuss as a whole class the ways in which they have categorised and sorted these sources.
- Next ask the children to order them from richest in information to least rich in information, again giving time to reflect and discuss their decisions. *Have they ordered the sources in the same way? Why? Why not? What does this tell us about the ways in which historians have to work to gain an understanding of the past? How can we therefore use sources to gain an accurate picture of history?*
- Reflect on the type of sources Marcia Williams has drawn on in order to write her book; why are there only a limited amount of sources available to someone trying to find out about the Viking era? What impact does the fact that the written evidence is written by others and not by the Vikings themselves have on the credibility of the source? Reflect on archaeological evidence for the Viking period. What types of objects might survive in the ground and what might not survive? Why do some types of material survive better than others?



### *The Vikings: Raiders, Traders and Adventurers!* Teachers' Notes © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- Ask the children if they know what the word saga means. Have you heard this word before? When have you heard it and in what context? Define the meaning of the word together, a long story of heroic achievement, especially a medieval prose narrative in Old Norse or Old Icelandic, and explain that you will explore these further as you read on in the text.
- Following this, you may want to separate the class into different groups representing the different people within Viking society mentioned in the introduction, for example craftspeople, raiders, storytellers and warriors and give the children time to investigate how these different groups would have lived during the Viking era. They could then share their findings with the rest of the class. Give the children time to consider how they will ensure information they research and present is historically accurate and think about the different ways they could present what they have explored and found out.

## The Incredible Vikings

- Read aloud the first page 'The Incredible Vikings' and give the children time to consider what they have heard. Again, check children's understanding of any new and unfamiliar words, such as **seafarers**. Consider what more we learn about the characteristics of the Vikings from what we have read. What in the text makes you think this? Encourage the children to go back and scan for specific language that justifies their opinions.
- Consider if any of the information presented here challenges any initial ideas they had about the Vikings and reflect on the Vikings' love of storytelling and poetry.
- Using the information in the book as a starting point, create a class timeline that supports the children in seeing where the Viking Era sits within other areas of familiar history, such as the Stone Age, Ancient Egypt, the Shang Dynasty, Ancient Greece, the Mayan Civilisation, The Roman era, the Anglo Saxons, the Middle Ages, the Tudors, the Victorians, the World Wars and the present day and defines for them how long ago the Vikings lived.
- Following this, consider the Viking Sagas mentioned earlier and the God Loki, mentioned in the introduction and now featured in the margins of the pages. Discuss with the children the importance of oral storytelling in a time before most people could read or write and before the invention of the printing press. Talk to children about their experience of storytellers. Have they heard a storyteller before? What does a storyteller do? How might storytelling be different from reading aloud? If children have experienced both, ask them what they prefer and why?
- At this point you may want to model storytelling for your pupils. For example, you could learn a Norse myth to retell to the class, there are a large number of published collections and online sources that you could use to find a suitable tale, such as these that feature on the BBC website:  
<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrmy9q>
- Don't feel that you need to learn the story 'as written' from whichever source you find it: learn the outline of the story and retell it in your own words.
- After telling the class your story, discuss what made it an effective retelling of the saga. What made it different to having a story read aloud? Were there any moments in the story that are particularly memorable? If so, what made them memorable? Was it a particular phrase? Or was it a technique, such as repetition or alliteration that made it memorable? Was it dialogue or sound effects?
- Consider what they noticed about the saga you chose to tell, what did it focus on? Did it remind you of stories you have heard before? What did you notice about the characters that featured? Where was it set? Why do you think the Vikings would have told stories such as this one? What does this suggest to you about Viking customs and culture?



*The Vikings: Raiders, Traders and Adventurers!*  
**Teachers' Notes** © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

## Yggdrasil, The Tree of Life

- Read the text that accompanies the page "Yggdrasil, The Tree of Life" which explains the beliefs of the Vikings and explore the accompanying illustration. You may want to show the children the following animated saga which explains how Odin is believed to have created the world to support their understanding:  
<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas-ep1/zm23d6f>
- Reflect on what the children have read and seen; what do you notice about the way in which the Vikings imagined Earth and the other worlds inhabited by gods and mythical creatures? Does the way in which this is presented remind you of anything else you know about? What do you notice about the different worlds that the Vikings believed in? Have you heard of mythical creatures before? Which mythical creatures did the Vikings believe lived alongside them? Do you know any other stories which feature mythical creatures? How do they compare?
- How is this story similar and how is it different from other religious stories that you know? Allow children of different faiths and backgrounds to share examples of creation stories that they know and look for common factors across these stories, such as the creation of people, animals and the world and the ways in which these are different.
- In separate read aloud sessions, you may wish to read and explore a wider range of creation stories from a range of faiths and cultures to broaden children's experiences. You may then be able to categorise these into stories with different patterns.
- Following this, you may want to encourage the children to become a "skald", a Viking storyteller and to learn a Norse saga well enough that they could retell it to another group of children. You may decide that you want children to retell their story to a small group of pupils in another class, or to be able to take their story home and retell it to their family; they could even retell the story to other members of their own class, or work in small groups to retell their story in an assembly.
- Give time for the children to prepare a group retelling of the story. They can do this in their group in any way they wish. They may choose to pass round sections of the story or to collaborate on certain parts.
- Once the children have had time and space to compose and rehearse their storytelling, allow time for each group to perform to their chosen audience, and a chance to reflect on and evaluate each other's performances.
- The children may wish to go on to record their stories to share with a wider audience, for example on a school website or blog.

## The Viking Gods

- Read the text that accompanies this page and discuss what further information the children have learned about Viking beliefs and culture. Consider with the children if this reminds them of other historical periods they have knowledge of, for example if the children have already studied ancient Rome or Greece they may draw comparisons between the Gods featured here, as well as the Greek and Roman myths and legends that they already know.
- Following this, read in turn the descriptions of each of the Viking Gods that feature on pages 8-9, stopping after each God that is introduced to summarise your understanding and thoughts about them. Keep short summary notes about each as you go, to come back and refer to.
- Re-read the information about the Viking Gods again, and this time, think about the characteristics of the Gods you hear about. How did they behave? What were they like? If you were to summarise your thoughts and feelings about them in a phrase or sentence, what would this be and why? Record the children's ideas to come back to at a later point.
- Come back together to discuss the Gods as a whole. Think about the things that the Gods were Gods of. What do these things tell us about life in the Viking era, if these were the Gods that were revered so highly? What do you think were important aspects of Viking life and character? For example, bravery in battle, sailing, the harvest. What do you think was the role of religion in Viking society? How does this compare to other historical eras you know about? How do you think this compares with contemporary British society?



*The Vikings: Raiders, Traders and Adventurers!*  
**Teachers' Notes** © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- Support the children in their understanding of the relationships between the Gods by constructing a family tree showing their relationships and what each God was God of. You might decide on different symbols for this to make these aspects easy for the children to reference and remember such as a Raven for Odin, a hammer for Thor or a golden tear drop for Freya. Demonstrate for the children how to go back and skim and scan for information from the text to check their understanding. Allow opportunities for the children to share and discuss any questions they have about the different relationships.
- Come back to talk about which Gods or Goddesses interest the children most. They may wish to do some additional research around their chosen God or Goddess and create a fact card about them to display in the classroom. Decide together on subheadings that could help them categorise different information about their chosen God or Goddess and which readers could then use to cross-reference information between the different Gods and Goddesses chosen. Talk about how to summarise information effectively so that readers can quickly grasp the basic information about each God or Goddess.
- Following this you may also want to encourage the children to create their own Viking God or Goddess based on their own interests or what they consider to be important.

## The Viking World

- Using the map on this page and other maps you may have available, explore where the Vikings originated from and support the children to identify Scandinavia, drawing comparison with the map featured in the book and contemporary maps.
- Explore the Viking routes highlighted on the map in the book and consider what this reveals about the way in which the Vikings travelled the seas and how far they were able to travel in their ships. What do you notice about the different places they travelled to? Do any of the places they went to surprise you? What do you think happened when they arrived?
- Read the text on page 10 and consider what this further reveals about Viking life, does it surprise you that for many years the Vikings never left Scandinavia? What does this passage suggest about a day in the life of an ordinary Viking? What do you think were the challenges of living somewhere so cold and dark? Explore together the reasons why the Vikings may have eventually decided to explore outside of Scandinavia and what may have happened when they arrived in other countries, particularly given that Viking means “raider”.
- Read the text on page 11 and the accompanying comic strip and reflect on the Vikings’ skilled boat building which supported their travel and exploration. Looking at the description of the ships and the images ask the children to consider what they notice about the shape of the ship and how the boats travelled. Consider how it may have protected the people on board the ship and what they imagine life on board would have been like. What challenges might the Vikings have faced on these long journeys? This clip shows a reconstruction of a Viking longship and explains what life on board would have been like which will support the children’s understanding: <https://www.bbc.co.uk/bitesize/clips/zgmxp4>
- You may want to support the children to work in groups to make a model of a longship and in doing so explore why they were so essential to the Vikings’ success as explorers and invaders. Supporting resources can be found here: <https://www.bbc.co.uk/history/handsonhistory/vikings.shtml>
- Following this the children could create a detailed annotated diagram of a longship labelling all the different features, or they could create a leaflet or poster to encourage other Vikings to join them on a Viking raid in their longship, ensuring they include features labelled on the image of the boat which would be important to a Viking.

## Going A’ Viking

- Read both pages and the accompanying cartoon strip on pages 12-13, giving time for the children to reflect on what they have read.



### *The Vikings: Raiders, Traders and Adventurers!* Teachers’ Notes © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- What do you notice about the reasons the Vikings had for migrating? Do you think these reasons are similar or different to other periods of migration you know about? In what ways are migration patterns similar throughout history? In what ways are they different? What do you notice about the way in which the Vikings behaved when they arrived in a new country? What is your opinion of the Vikings' raiding of other countries and taking what belonged to others? What does it mean to conquer land? Why do you think the Vikings wanted to do this? What would this have meant for the people who lived on the land before?
- How do you think the Vikings were viewed by the people already living in Britain? What do you think the attitude was towards other invading nations? Who else had invaded Britain up to this point?
- Reflect on the raid on the monastery and the enslavement of the Monks. Why would monasteries be such a good place for the Vikings to raid? How do you think people felt when they heard about these Viking raids? How do you think the Vikings could be stopped?
- Consider the information presented in the comic strip, that Viking society is structured into Nobleman and Kings, Freeman and Slaves. You may want to support the children to explore this hierarchy through investigating the life of an enslaved person, a freeman and a noble; what would be the key differences in how they lived? Who had the most challenging life as a Viking? Why?
- Following this investigation, reflect on the fact that the Vikings enslaved people; does it surprise you that people didn't have the most basic of rights in this era?
- You may want to use this as an opportunity to explore the Universal Declaration of Human Rights that was announced in 1948. Article 4 of the declaration states that: No one should be held as a slave, and no one has the right to treat anyone else as their slave.
- Reflect with the children on why they think an International Body came together to draw this declaration together. What is its purpose? How does it strive to ensure a better society for all? Why do you think there was such a long duration in time before this legislation came to be?
- In citizenship, go on to look more broadly at the importance of Human Rights. The Amnesty International resource: Learning About Human Rights in the Primary School provides excellent materials for looking in depth at Human Rights with children of primary school age. This can be found at:  
<https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack>

## Ragnar Shaggy Breeches

- Read the text on page 14 which introduces the Viking King Ragnar Lothbrok, or Ragnar Shaggy Breeches and explore the accompanying illustration of him. Ask the children what they notice about his clothes and weaponry, is this the typical image of a Viking you are familiar with? Does anything surprise you about his clothes or weapons? What kind of image does this present to you? How would you have felt if you had seen thousands of Vikings dressed like this descending onto the beaches where you lived?
- You can use this page as an opportunity to further explore Viking clothes and weapons and what this tells us about how the Vikings fought as well as the natural resources available to them. Supporting resources can be found here:  
<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv>
- Share with the children the fact that the Vikings would often give their swords names such as leg-biter, which we would refer to as a Kenning. A Kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending) for example mouse catcher = cat.



*The Vikings: Raiders, Traders and Adventurers!*  
Teachers' Notes © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- The Kenning has its origins in Anglo-Saxon or Old Norse. For example, in the Anglo-Saxon poem Beowulf the sea is variously known as the “whale-road”, “sail-road” and “swan-road”. Kennings can be developed into a poem or a riddle but a Kenning refers to the two-word expression.
- Ask the children to think of other names they might give their own swords such as death-bringer and ask them to think of other kennings to describe the clothes and weaponry used by the Vikings. You could annotate an enlarged copy of the image of Ragnar Shaggy Breeches with the children’s ideas and display this in the classroom. You may want to challenge the children to think of other kennings to describe the everyday items found in the classroom and to see if other children can work out what they are referring to.
- Read page 15 and consider the raids carried out by Ragnar, who raided in England, Ireland and France as well as his defeat at the hands of the King of Northumbria. Ask the children to think about who would have lived in and ruled the British Isles during this time. Display large maps of the UK and establish the different kingdoms and territories that existed in the Viking era, showing how this changed with different invasions and battles, as well highlighting the different groups of people who had settled here such as the Celts, the Romans and the Anglo-Saxons.
- Continue to create new maps of these territories as you explore the book further, which will reveal the expansion of the Viking Kingdoms within the British Isles.

### Alfred the Great and Danelaw

- Read pages 16-17 and create a new map revealing the large territory the Vikings now had control over in England; Danelaw. Explore the different towns and cities that would have come under this rule and consider how life for the people who lived here may have changed.
- Re-read the sentence on page 17 “*Danelaw lasted for less than fifty years, but the influence of the Vikings on British language, culture and customs remains today*”. Ask the children to consider if they can determine what has been the impact of Viking rule on Britain from their research so far and how they might go about investigating this further.
- Begin by exploring the impact of the Vikings on the English language, you can begin by looking at surnames, as surnames ending in -son are Viking in origin.
- Our names for days of the week also come mainly from Norse Gods – Tuesday from Tiw or Týr, Wednesday from Woden (Odin), Thursday from Thor and so on. Many of their other words have also become part of English, for example egg, steak, law, die, bread, down, fog, muck, lump and scrawny. Allow children to investigate these and to record lists of words that originate from Norse.
- You could extend this by looking at place names across the UK which have Viking origins. Share with the children that words ending in -gate, -thorpe, -thwaite, -toft will be Viking names, allow children to explore maps of the UK and to see if they can identify places that still have a Viking name.
- Following this, consider what they notice about where these places are; where did they settle? Why do you think they settled here? For example, near farmland or near water? Near market towns? Where do you think you would have settled and why if you were a Viking?

### Ethelred and Danegeld and Canute the Great

- Read pages 18-19 and create a new map revealing the territory north of the River Thames that Canute would rule over and Wessex that King Edmund would rule over. Consider how often the rulers of England changed and how these territories altered depending on the outcome of battle.



**The Vikings: Raiders, Traders and Adventurers!**  
**Teachers' Notes © The Centre for Literacy in Primary Education**

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- Consider the impact of this on ordinary people living in England at the time; how do you think ordinary people were affected by the changes in leadership? Do you think ordinary people would have been aware that their rulers had changed? How do you think information like this was spread before news and technology? Do you think this peace between the Anglo-Saxons and the Vikings will last? Why? Why not?
- Read pages 20 and 21 and reflect on Canute's rapid ascension to King of England. What is different about the way in which Canute is ruling as King? What had he done to improve things for ordinary people? Do you think paying the Vikings not to raid was a good idea or not? Why do you think so many Vikings decided to settle in Britain during this time? What challenges do you think would have faced the Vikings who choose to settle in Britain? What do you think people would have said about Canute the Great? Do you think he would have been a respected Viking leader? Why? Why not?
- Following this you may want to encourage the children to use their research conducted into the daily lives of Vikings to role play scenes of Viking life such as life in the village, life at market, life on the seas, reflecting this period of peace and prosperity in England.

## Traders not Raiders

- Read the title of this section of the book and reflect on what the word **trade** means. Ask the children to consider what they think the Vikings traded and why trade made the Vikings rich and powerful.
- Read pages 22-23 and consider the different items the Vikings could trade and investigate why the things they had to trade were so valuable at the time, as well as what this tell us about life in Scandinavia and the raw materials available to them.
- As examples the items the Vikings sold included honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory and what they bought in return included furs, silver, spices, wine, pottery, glass, amber and jewellery.
- Create a "Viking market", perhaps in the school hall if you have space and assign children different roles and goods to trade so that they can see in practice what trading looks like and how some Vikings would have become immensely wealthy as a result.
- Use artefacts or laminated picture cards and distribute different items to different groups of children. Before opening the market and allowing the children to trade their items, consider with them what they will need to survive; what essential items will they need to ensure they have by the end of the market day?
- Allow the children to go to market and to trade their goods in an allotted time period. Afterwards ask the children to reflect on what they did and what they found out; what did they have to trade? How valuable was this? What did they agree would be a fair deal? Who in the group was the most successful and why? Who had the most valuable items to trade and why these were so valuable? Do you think the Vikings would have agreed that these items were the most valuable? Or do you think they valued other items more highly?
- Following this, you may want to explore with the children the establishment of ports and market towns which the Vikings set up in the British Isles that still impact on our society today; do market towns still exist? Where are they? What are they like? Where can you find markets? How do they differ from how else we can choose to shop?

## Erik the Red Discovers Greenland and Leif Erikson Reaches North America

- Read the text on page 24 and share the accompanying pictures. Using maps and atlases that you have available, explore the geography featured on these pages; where is Iceland? What do you think the climate would have been like? What do you think it would have been like to live in Iceland during the 10<sup>th</sup> century? What challenges do you think faced the people living there? Why do you think Eric was in search of new land? Where is Greenland? How long would the journey



*The Vikings: Raiders, Traders and Adventurers!*  
**Teachers' Notes** © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.



have taken in a longship? What do you think they found there? How do you think they were able to survive in a land so inhospitable?

- Read the text on page 25, and consider how the children think about how Eric encouraged others to move to Greenland with him. Ask the children to imagine that they are Erik and they need to persuade someone from Iceland to move with him to Greenland.
- Begin by exploring why Eric would think moving there is a good idea. For example, there is more land and space, the seas are rich with life, they haven't met anyone else there so they will be safe.
- Invite the children to write their speech considering how they will persuade their audience. Encourage the children to read their speeches aloud as they draft using the punctuation they have included. It could also be helpful to give the children opportunities to read each other's speeches aloud, sticking to the punctuation included to ensure that they are expressing clearly what they want to say.
- Once the children have finalised their writing, share the speeches with the rest of the class asking for feedback about how they felt as audience members. *Were they convinced? What made the speech convincing? Would you go with Eric to Greenland based on this speech? What could be improved?*
- Now ask the children to imagine that they are one of the people that agreed to go with him; how do you think they felt when they arrived? What would they have been pleased with? What might have been a disappointment?
- Re-read the final sentence on page 25 and, while hiding the title of the following page read the text on page 26. Ask the children, using maps provided as support, to predict where they think Leif travelled to and what makes them think that.
- Reveal that he had travelled to North America and read the remaining text; does this surprise you? Does this challenge any preconceptions you had about when North America was "discovered" by Europeans? In what ways might North America be much more appealing than Greenland? Why do you think they wanted to settle there? How do you think they felt when they realised that they were not able to defeat the indigenous population and take control of the land? How does this compare to the other Viking invasions we have read about? What does this suggest to you about the people who already lived in North America?
- You may want to use this section of the book as a springboard to exploring the indigenous peoples of Canada.

## The Last Great Viking

- Read the final part of the book, establishing that the battle of Hastings and the Norman invasion of England marked the end of the Viking era and the beginning of a period called the Middle Ages. Reflect on this and add this to the timeline generated earlier in the session. What do the children think happens at the end of a historical time period? Does the world stop completely? What do they think happened after the Viking era?
- Begin to draw the children's learning together by thinking about how civilisation in Britain altered from the start of the Viking era to its end. What advances happened during this time? How did they come about? What benefits did they have for the people of this era? What disadvantages or challenges did the Viking era bring to the people living in Britain? Summarise this information at the end of the timeline.
- Reflect on what historical information they learned from the book, what questions they have answered, what they will need to investigate further and any other historical questions their reading of the book has generated.
- Explore with the children how they can work to develop their own lines of historical enquiry to answer unresolved questions or investigate aspects of interest further in individual, paired or grouped projects to present to the class or wider school community.



***The Vikings: Raiders, Traders and Adventurers!***  
**Teachers' Notes © The Centre for Literacy in Primary Education**

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

## Drawing the learning together:

- Re-read the book and allow the children to begin to explore their responses to the texts shared through booktalk with the help of what Aidan Chambers calls 'the four basic questions'. These questions give children accessible starting points for discussion:
  - Tell me ... What did you like about the text?
  - Was there anything that you particularly disliked...?
  - Was there anything that puzzled you?
  - Were there any patterns ... any connections that you noticed...?  
Did it remind you of anything else you've read or seen?
- The openness of these questions, unlike the more interrogative "Why?" question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the "wrong" answer.
- Asking these questions will lead children inevitably into a fuller discussion than using more general questions. You may, for example, ask the children if they had favourite parts of the story, and why this was.
- Extend the children's thinking through more evaluative questions, such as what do you think about the way in which the historical information is presented in this book? Did you like the use of the images and the text together? What did you think about the comic strip at the bottom of each page? Did this support your understanding? What did you think about the use of Loki throughout the text, giving you additional information?
- Think about how this book compares with a more traditional information text. Do you like the way she has chosen to present facts about the period in this way? Why or why not?
- Leave multiple copies of the books in the book corner for the children to revisit and re-read in independent reading time, by themselves or socially in a group.

## After reading, you could also:

Think about different ways to share your knowledge of this period in history. This could include turning your classroom into a class museum at the end of the work and using different activities to share information, such as:

- Children could explore traditional Viking patterns and designs, including the use of runes and rune stones.
- If undertaking a wider study of Viking culture, children could design and build their own model of a longship, longhouse or hall.
- Children could consider how past civilisations have been stereotyped, or think about how our current period in time will be remembered.
- Using some of the information in the book as a starting point, the children could investigate the role of women in Viking society and how women are portrayed in historical accounts of the Viking era.
- The class could discuss why archaeology is a vital source of information about ancient people and their lives.
- Children could use some of the evidence seen in the book to begin to construct their own views of everyday life during Viking times.
- Children could also explore the advantages and disadvantages of using reconstructions to find out about the past.
- Sharing information about the achievements of the Vikings, for example: ship builders, great storytellers and poets, successful traders.



*The Vikings: Raiders, Traders and Adventurers!*  
Teachers' Notes © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

- Talks or presentations on different aspects of Viking history to give at an open day for your class museum, where parents/ carers or other classes in the school are invited to attend.
- Articles on different aspects of the Viking era for a class magazine to give out at the open day.
- Information about different aspects of the Viking era for a class blog or webpage to share information beyond the class museum.

## Other links to support the widening of historical knowledge explored in the texts:

- Teacher Guide to the Vikings: <https://www.history.org.uk/resource/3867>
- BBC Bitesize: Vikings - <http://www.bbc.co.uk/education/topics/ztyr9j6>
- BBC Class Clips: <https://www.bbc.com/teach/class-clips-video/history-ks2--ks3-vikings/zhys92p>
- BBC History of Britain: <https://www.bbc.com/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx>
- Jorvik Viking Centre, York - <https://www.jorvikvikingcentre.co.uk/>
- Norse Myths - <http://www.storynory.com/category/norse/>
- Animated Norse Gods video by "Cans" (an education design company) - <https://www.youtube.com/watch?v=8WbGEXzZgbY>



### *The Vikings: Raiders, Traders and Adventurers! Teachers' Notes* © The Centre for Literacy in Primary Education

You may use this teaching resource freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

These Notes may contain links to third party websites. Walker Books does not endorse such web-site(s) or their contents and is not responsible for such contents and makes no representations or warranties regarding the contents, accuracy or functionality of such website(s)