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| **Integrated Project – The Vikings** | | | |
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| A multi-lesson activity where learners will use the theme of the Vikings to develop knowledge and skills across different curriculum areas | | | |
| **Subject(s):** Literacy, Numeracy, Drama, Design and Technology, Computing/ICT, Engineering, Art and Design, History  **Approx timings:**  Introduction to project – 5-10 minutes  Activity 1 – 60-80 minutes  Activity 2 – 60-80 minutes  Activity 3 – 40-60 minutes  Activity 4 –120-180 minutes |  | | **Key words / Topics:**   * customs and laws * designing and sketching * longboats * pin badges * purses and storage * research techniques * scriptwriting and drama * textiles and sewing * vikings |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | | |
| **Suggested Learning Outcomes** |  | |  |
| * To be able to research how and what Viking longboats were made from, and how they worked. * To be able to write and act out a script about how the Vikings lived. * To be able to design a Viking pin badge. * To be able to make a Viking purse using one of two different methods. | | | |
| **Introduction** |  | |  |
| This is a multi-lesson integrated project based around the theme of the Vikings. It aims to show how Design & Technology and Engineering can be built into a wider theme-based set of primary lesson activities covering a range of curriculum areas. | | | |
| **Purpose of this activity**  In this project learners will research the Viking longboat, write and perform a script about how the Vikings lived, design a Viking pin badge and make a Viking purse. They will cover a range of curriculum areas including Literacy, Numeracy, Computing/ICT, Design & Technology, Engineering, History and Art.  This project can be used to integrate Design & Technology and Engineering activities into a wider theme-based multi-lesson project based on the Vikings. | | | |
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| **Activities** |  | | **Teacher notes** |
| **Introduction to project (5-10 minutes)**  Teacher to introduce the aim of the project and the theme of the Vikings.  Teacher to use presentation slide 3 to briefly discuss who the Vikings were, where they came from and their importance in the history of the United Kingdom and Europe.  **Activity 1 – Researching the Viking Longboat (60-80 minutes)**  Explain that Vikings used longboats to cross oceans to discover, trade with and colonise new lands.  Ask learners to use the internet to research Viking longboats and produce a short presentation about them.  This could include:   * What they looked like * The different parts of each boat * What they were used for * How they were made and what from * How they floated and moved   **Activity 2 – Life as a Viking (60-80 minutes)**  Ask learners to write a script for a scene about one aspect of what life was like for the Vikings.  This could include:   * Where they lived (their homes and villages) * Their laws and customs * What they ate * The clothes that they wore   Learners to then act out their script to the class.  **Activity 3 - Designing a Viking Pin Badge (40-60 minutes)**  Explain that the Vikings wore pin badges to hold their clothes in place and also as decorative art.  Ask learners to use sketches to design a Viking pin badge. They could include images related to Vikings and use colour to bring their design to life.  **Activity 4 – Making a Viking Purse (120-180 minutes) ⚠**  Use presentation slide 7 to discuss the purpose of purses in Viking society. For example:   * Who would have used them? * What they would have been made from? * Why were they used?   Learners could make one or both of two types of purse, a simple circle purse or a more complex pouch purse, by following the steps in the presentation and listed below.    Circle purse:   * Step 1 - Draw round a 150 mm circle template. * Step 2 - Cut out the circle. Mark eight holes evenly spread around the edge of the fabric. * Step 3 - Cut the holes and thread ribbon through them as shown. * Step 4 - Gently pull the ribbon to make the purse.   Pouch purse:   * Step 1 - Measure a 100 mm by 100 mm square on a large piece of felt. * Step 2 - Fold the felt over and cut to 100 mm. Open up the fold. * Step 3 - Measure 15 mm in and mark three evenly spaced dots. Fold and snip each dot to create holes for the ribbon. * Step 4 - Add decorative stitching on the purse. * Step 5 - Stitch up the two open edges of the purse up to the holes for the ribbon. * Step 6 - Stitch up the two open edges of the purse up to the holes for the ribbon. * Step 7 - Thread ribbon through the holes and tie. |  | | **Introduction**  Teacher could explain that the countries of Denmark, Sweden and Norway did not exist at the time of the Vikings – the region that they came from is what we now call Scandinavia.  Teacher could ask learners to write down five things that that they already know about the Vikings.  **Activity 1**  Learners could use the internet to complete their research. The teacher could split the ‘this could include’ points, so different learners/groups cover each point if it is felt that all of this is too much for one learner/group.  Teacher could set a maximum length for the presentation e.g. 10 minutes or 5 slides. Learners could work in small groups or as individuals. One good way of doing this is where they complete their research independently, then form small groups and combine what they have found and create a group presentation.  This activity covers aspects of computing/ICT and literacy.  **Activity 2**  Learners should be put into small groups of 3-4 maximum. Each group could cover one of the aspects listed.  Once the script is completed, learners should be given time to practice acting it out before presenting to the class.  This task covers aspects of drama and literacy.  **Activity 3**  Further information for teachers about Viking art:  <https://www.worldhistory.org/Viking_Art/>  Teacher could show examples of Viking art and badges to support learners.  This task covers aspects of art and design.  **Activity 4**  This task covers aspects of design and technology and numeracy.  Support for introductory questioning:   * Who would have used them? Both men and women   <https://en.natmus.dk/historical-knowledge/denmark/prehistoric-period-until-1050-ad/the-viking-age/the-people/clothes-and-jewellery/>   * What they would have been made from? Leather   <https://wiki.vikingsonline.org.uk/Pouches>  Why were they used? Storage <https://www.bbc.co.uk/history/ancient/vikings/money_01.shtml>  Circle purse notes - take care when using scissors and sewing needles **⚠**   * Step 1 - Measure the template to ensure it is the correct diameter. The template could be pre-produced by the teacher on card, or an object such as a saucer or plate could be used. Draw round the object onto the felt – ensure that there isn’t too much felt wastage. * Step 2 - Leave a 15 mm gap between each hole and the edge of the fabric. * Step 3 - Snip the holes with the tip of a pair of scissors. Ensure the holes are no more than 5 mm (approximately) each. Length of ribbon can be from 300-400 mm, then trim once the purse has been created. * Step 4 - Place an object in the middle to help with forming the shape of the purse, remove once shape created. Trim the ribbon to a usable length – tie knots in the ends to prevent fraying.   Pouch purse notes – take care when using scissors and sewing needles **⚠**   * Step 1 - Lay a large piece out flat and draw the square on one end. * Step 2 - Fold over the felt and create an ‘envelope’ that is 100 mm x 100 mm. Trim to size. Open up the felt into one large piece. * Step 3 - On the two shorter ends, measure the holes for the ribbon, snip with tip of scissors to create the holes. * Step 4 - For more able students use hand stitching to decorate their purses. Ideas - Use Viking Runic to decorate the purse, spell their name in Runic, e.g. Laura, Mark. <https://i.pinimg.com/originals/61/8a/a4/618aa46d6a036eeda949cf67bcd6a6cc.jpg>   Flowers, name in English or own acceptable idea.   * Step 5 - Stitching used depends on ability of learners:   Running stitch - A basic hand-sewing technique that is used to join two pieces of fabric together. <https://youtu.be/4DB2bcYY1-M?si=9Bj2x0E3WR7I5sAY>  Back stitch - A simple outline stitch in hand embroidery. It joins straight stitches together to create a line that is simple and versatile. <https://youtu.be/zQsmZxpFnbg?si=8RqMqUtTBQDGByAh>   * Step 6 - <https://youtu.be/14ALMp1E1do?si=VNz_RAEK5P79Zku7> The blanket stitch is a decorative stitch used primarily for edging. It is often seen as the border on a blanket. * Step 7 - Holes need to be below 5 mm ideally, depending on width of ribbon. |
| **Differentiation** |  | | **Teacher notes** |
| **Basic** |  | | **Extension** |
| * Provide a list of websites to use when researching Viking longboats. * Provide sentence starters for writing the script about Viking life. * Provide Viking imagery to use when designing the pin badge. * Provide templates to cut out the shapes for the different Viking purses. |  | | * Design and/or make a model of a Viking longboat. * Combine the different scene scripts produced by each group to produce a longer documentary about how the Vikings lived. * Design and produce a Viking meal. * Make a model of the finished badge design using modelling clay or other materials as available. * Produce both the basic circle and more complex pouch purse designs. |
| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| Activity 1   * Computers with internet and presentation software * Whiteboard projector or interactive whiteboard   Activity 2   * Lined paper * Pens * Props as required, and available, for acting out the script   Activity 3   * Blank paper (A3 or A4) * Pens, pencils and coloured pencils   Activity 4   * Felt (minimum of 100 mm by 200 mm) or other suitable material (e.g. cotton or pre-owned denim/t-shirts to incorporate Reduce, Reuse, Recycle) * Ribbon * Scissors * Pins * Needle * Thread * Pens and pencils * Rulers |  | | icon-ppt Primary Presentation – Integrated Project - Vikings |
| **Additional websites** |  | |  |
| * **Viking ships:** <https://www.rmg.co.uk/stories/topics/viking-ships> * **Viking Art:** <https://www.worldhistory.org/Viking_Art/> * **Viking money:** <https://www.bbc.co.uk/history/ancient/vikings/money_01.shtml> * **Viking clothes:** <https://en.natmus.dk/historical-knowledge/denmark/prehistoric-period-until-1050-ad/the-viking-age/the-people/clothes-and-jewellery/> * **Viking pouches:** <https://wiki.vikingsonline.org.uk/Pouches> * **Viking Runic:** <https://i.pinimg.com/originals/61/8a/a4/618aa46d6a036eeda949cf67bcd6a6cc.jpg>   **Types of stitching and how to use them:** <https://youtu.be/4DB2bcYY1-M?si=9Bj2x0E3WR7I5sAY>, <https://youtu.be/zQsmZxpFnbg?si=8RqMqUtTBQDGByAh>, <https://youtu.be/14ALMp1E1do?si=VNz_RAEK5P79Zku7> | | | |
| **Supporting starter and plenary ideas** |  | |  |
| **Starters** (Options)   * Use a mind map or spider chart to brainstorm the important facts about how the Vikings lived. * Write down five things already known about the Vikings and five things the learner would like to learn from each individual activity, or the project as a whole. * Mix and match card game matching different Viking technologies to their names. * True or false quiz – what facts about the Vikings are true and which are not true. E.g. the Vikings initially came from South America – false – they came from what is now known as Scandinavia. | | **Plenary**   * Evaluate the outcomes of each of the activities. What went well (WWW) and even better if (EBI). * Produce a word puzzle using key words from each activity or the project as a whole. E.g. wordsearch or crossword. * CLOZE/missing word questions to assess knowledge gained in each activity. * Multiple choice quizzes focussing on the knowledge gained in each activity. * Anagrams and picture quizzes. E.g. identifying images of different Viking symbols or technologies. | |

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| **The Engineering Context** |
| * Understanding about the history of engineering and design helps engineers to learn from past successes and mistakes. For example, learning about Viking longboats helps us to understand why boats float and what materials are the best to use in boat construction. * Engineers need to have good literacy and numeracy skills in order to successfully create design solutions and communicate their ideas. |

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| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology KS2   * apply use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches * select from and use a wider range of tools and equipment to perform practical tasks * select from and use a wider range of materials and components, including textiles   English KS2   * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * identifying the audience for and purpose of the writing, selecting the appropriate form * noting and developing initial ideas, drawing on reading and research where necessary * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   Mathematics KS1 and KS2   * measure and begin to record the following: lengths and heights * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers * convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre)   Computing KS2   * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information   History KS2   * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion   Art KS1 and KS2   * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * about great artists, architects and designers in history | **Northern Ireland Curriculum**  Language and Literacy KS2   * participate in a range of drama activities across the curriculum * improvise a scene based on experience, imagination, literature, media and/or curricular topics * prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations * write for a variety of purposes and audiences, selecting, planning and using appropriate style and form   Mathematics and Numeracy KS1 and KS2   * know and use the most commonly used units to measure in purposeful contexts * appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy   The Arts KS2   * use the visual elements with developing confidence to explore and create visual outcomes * use modelling and construction techniques to make three-dimensional work   Drama KS1 and KS2   * develop their understanding of the world by engaging in a range of creative and imaginative role-play situations * develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.   The World Around us KS2   * interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications * the effect of people on the natural and built environment over time * ways in which people depend on the features and materials in places and how they adapt to their environment * how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods * positive and negative consequences of movement and its impact on people, places and interdependence * The effects of positive and negative changes globally and how we contribute to some of these changes |
| **Scotland: Curriculum for Excellence**  Technologies   * TCH 1-01a, TCH 02-02a, TCH 1-03a * TCH 1-04b, TCH 2-04b, TCH 2-04c * TCH 2-05a * TCH 1-11a, TCH 2-11a | **Wales: National Curriculum**  Expressive Arts   * I can compare my own creative work to creative work by other people and from other places and times * I am beginning to design my own creative work * I can use creative materials safely and with some control under supervision   Humanities   * I can collect and record information from given sources * I can recognise the difference between facts and beliefs * I can present what I have discovered in a variety of ways and draw simple conclusions * I can recognise similarities and differences between people’s lives, both in the past and present   Languages, Literacy and Communication   * I can find and use information from different materials that I read * I can speak clearly, varying expression and gestures to communicate my ideas * I can talk to plan writing and write for different purposes and audiences   Mathematics and Numeracy   * I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure   Science and Technology   * I can produce designs to communicate my ideas in response to particular contexts * I can safely use a range of tools, materials and equipment to construct for a variety of reasons * I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements |

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| **Assessment opportunities** | | |
| * Formal teacher assessment of completed research presentations, scripts, badge designs and purses made. * Self/peer assessment of presentations, scripts, badge designs and purses made. * Informal assessment of numeracy, literacy, drama, design and practical skills used. | | |
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