The Vikings

## Focus

Depth Study 4a Vikings (C.AD790-C. 1066)

## Overview

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Duration – 3 lessons

## Content

Students

* discuss the role of the Norse gods in Viking society

### Stage 4 outcomes

A student:

* describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4‑3
* selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4‑10

### Learning across the curriculum content

* Literacy

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT6, CrT7, CrT8 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) | UnT8, UnT9 |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) | LiS6, LiS7, LiS8 |
| Interacting (InT) |  |
| Speaking (SpK) |  |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) |  |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

* Introduce briefly the following Norse gods:
	+ Loki
	+ Thor
	+ Odin
	+ Freya.
* Take notes on the roles of these four gods whilst listening to the following the video [Viking sagas](http://www.bbc.co.uk/learning/schoolradio/subjects/english/viking_sagas/episodes/part_1).
* Choose from **one** of the following activities for each god:
1. Design a Facebook profile page

or

1. Create a character card profile.

The profiles of the gods should include:

* a sourced image
* name
* main characteristics
* role
* relationships with other gods and Vikings.

### Evaluate

**Formative feedback**

* teacher observes students listening and taking notes for the information for the task.

**Summative feedback**

* completed character profile/s.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |