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| **HA Resource Hub Submission Form** | | | |
| **Resource Title:** Why Did the Vikings Come to Britain | | | **Age Range:** Upper KS2 |
| **Author name and email contact:**  alunmorgan1066@gmail.com | **Resource Details: (e.g. how many documents does it consist of? In which order?)**  Document containing resources and teacher guidance | | |
| **Necessary prior learning to complete this:**  Helpful if children have looked at the Vikings already so they have some understanding of Viking movements and voyages to Britain | | **What does it lead to next?**  If you have contact with other children locally who also do the activity, then you could get in touch through social media (with adult supervision) to compare your diamond nine patterns or send images of them. Further questions could include whether children think that their outcome would correspond to all Vikings or would different Vikings have different reasons? | |
| **Explanation: How should this resource be used?**  Ideas set out on the guidance sheet | | | |

**Why Did the Vikings Come to Britain?**

1. Scandinavia was becoming too crowded. Land was getting scarce and people needed more land in order to feed themselves.
2. Stories about the rich goods in monasteries in Britain got back to Scandinavia. The attraction of stealing things that were undefended was too great and large numbers of people set out to rob the monasteries.
3. The land in Scandinavia was becoming poorer and poorer. The people did not understand about putting manure on the land to make it fertile. In order to avoid starving they had to leave to find better land elsewhere.
4. People were producing far too much and needed to trade the surplus in order to obtain other goods they wanted.
5. When fathers died, all their land and goods went to the eldest son only. If you were not the eldest son then you got nothing and had to leave to find your own piece of land to live on. In Scandinavia there was little good land left.
6. During the 9th century a number of really vicious kings came to power in Scandinavia. In order to get away from them many people left to find a more peaceful life elsewhere.
7. During this period the climate in Scandinavia changed for the worse. It became wetter and colder. People left to find places that were not so wet or so cold and believe it or not, Britain fitted the bill!
8. A sudden shortage of herring occurred in the North Sea. The Scandinavians were very dependent on these fish and so had to try elsewhere for a better food supply.
9. Sea trade was developing in the north of Europe and this provided lots of opportunities for piracy and easy pickings. There were lots of good reasons for Scandinavians to go voyaging.
10. Many people in Scandinavia enjoyed sailing and fighting than living in one place and farming, so they were after adventure.

# Teacher’s Notes

The above ten reasons cover most of the reason for the Vikings leaving their homelands and travelling and raiding other places including Britain. Cut up the ten reasons on to small cards and give a set to each group if about 4/5 children. The first task is to discard the one reason they think is the least likely or least important so that they are left with nine.

Each group then has to ‘diamond rank’ the remaining nine reasons with the most important on its own at the top, then the next two below, then the next three in the middle, then the next two and then the least important on its own at the bottom. This forms a diamond pattern.

The activity should generate a lot of discussion within the group. The outcomes can be temporarily fixed on to a large piece of sugar paper and then groups could be allowed to walk around to see the outcomes of other groups in the class. Depending on the nature of the class this could generate further discussion. When the groups reform they can be allowed to change their ranking if they wish, based on what they have seen in other groups. These should then be saved. If wanted these could then be drawn together as a whole class interactive whiteboard lesson to reflect the thoughts of the whole class and saved for future reference.

To move the investigation on a set of questions to explore could now be drawn up by the class as the basis for some research over the next few lessons. Once the research has been completed a good activity is to repeat the above and then explore any differences that have emerged and explore why.

This could serve as very good evidence of progress made in the understanding of why the Vikings came to Britain.