

TEACHER'S NOTES

HISTORY SCREENS

These eight history screens are cross-curricular and could be used in conjunction with the following KS2 QCA units of work:

HISTORY

- Unit 6C Why have people invaded and settled in Britain in the past? A Viking case study.
- Unit 9 What was it like for children in World War 2?

CITIZENSHIP

- Unit 2 Choices
- Unit 5 Living in a diverse world
- Unit 7 Children's rights – human rights

GEOGRAPHY

- Unit 16 What's in the news?
- Unit 18 Connecting ourselves to the world
- Unit 24 Passport to the world

ICT

- Unit 6D Using the internet to search large databases and to interpret information

DESIGN AND TECHNOLOGY

- Unit 4B Storybooks
- Unit 5D Biscuits

In addition you could use the history screens as a resource for literacy lessons: persuasive writing, report writing or biographies, for example.

INTERACTIVE SCREEN (the last screen in this section)

Use with history unit 6C section 3 'Where did the Vikings go?'

You could write in the first letter of each destination to help less able students.

Answers = North America, British Isles (including Lindisfarne), Ireland, Greenland, Iceland and France.

History worksheet 1 – A map showing Viking voyages, children label destinations.

(SCREEN 1) VIKING FARMING

Use in history unit 6C

This screen helps children understand more about the workings of a Viking farm. Stress the role that woman had to play. They were responsible for looking after the farm while the men were away at sea. They therefore had to be skilled at lots of different jobs, milking, smoking fish and meats, weaving and sewing for example. Rich farmers would employ farm workers to help out. Contrast the similarities and differences between old and new farms. Use worksheet 2 as a spot the difference style exercise or make lists on the board/in books. Similarities include the same types of farm animals, use of ploughs, buildings made from wood, walls and fences to divide the fields, having storage areas, growing vegetables. Differences include using machinery to pull the plough, tractors being used, buildings made of wood and metal, lorries to take away farm products, less people needed to work the land, the farmer doesn't live in a longhouse. The children are bound to spot more!

History worksheet 2 – A 'spot the difference' exercise between a Viking farm and a modern day farm.

(SCREEN 2) VIKING TRADING

Use with history unit 6C

Explain the concept of swapping and trade. You could draw some weighing scales on the board to illustrate this and write up what was exchanged. Get children to imagine what it would have been like to be a Viking trader. They would have had to endure hardships at sea like dirty toilets, people being seasick, blisters from using ropes and lowering the sails. They would certainly risk their lives on dangerous sea crossings. Can they imagine what it would have smelt like on board?

They could act out a scene from sea or pretend to trade as Vikings in front of the class.

History worksheet 3 – A job vacancy worksheet to record what a Viking trader did.

(SCREEN 3) THE TELEMARK HEROES

Use in a literacy lesson

Use with history unit 9

Use with citizenship unit 2

Literacy – Retell the story. Explain that it is a newspaper account written by someone who was not actually there. Are there any facts or just opinions? If you gave children a copy of the article they could underline facts in one colour (e.g. dates, Rjukan, number of men) and opinions in another (e.g. brave men, dangerous blizzards). They could rewrite a version from a different viewpoint – as a German soldier or an elk watching the drama unfold. They could write a different ending to the story.

Citizenship/history – Begin by telling the children that Norway was occupied by Nazi Germany in World War 2 (WW2). Explain that the operation was an act of sabotage in an attempt to prevent catastrophic results. Had the Germans made the atom bomb from the heavy water things may have been very different. Discuss whether it was right or wrong to be involved. Discuss what has been done since to try and prevent another world war. Discuss the work of United Nations (UN) and their role in peace-keeping.

History worksheet 4 – A newspaper page template to recall the story.

(SCREENS 4/5) THE NOBEL PRIZE / PEACE PRIZE WINNERS

Use with history unit 9

Use with citizenship units 2,5 and 7

Use with geography unit 16

Use with ICT unit 6D

History/citizenship – This history unit suggests children should name areas of conflict in the world today.

Again, discuss peace-keeping and the role of the UN. You'll need to use a simplistic version, such as: after years of talks, the UN was officially set up in 1945, when 50 countries signed papers to promise each other they would try to stop another war from happening. The UN tries to keep the world safe and at peace. The UN are used to stopping arguments between countries so they don't go to war, and to persuade countries to talk and not fight. If fighting does break out the UN will try and get peace and order started again. The first Secretary General of the UN was Trygve Lie, a Norwegian. The UN is also involved with environmental concerns. In the 1980s Gro Harlem Brundtland, Norway's former prime minister, was responsible for making people more aware of environmental issues. Norway contributes

more funds to the UN, per capita, than any other country.

Discuss whether they think children are better off today or in WW2. Talk about what has been done since the war to try and prevent another war from happening, e.g. the banning of certain weapons, signing papers/ deals, 'treaties', getting people to hand over their weapons.

Ask children to consider who they think would be worthy of getting the Nobel Peace Prize. Remind them that it doesn't have to be one person; it could be an organisation like the Red Cross.

Geography – set up an international noticeboard and collect newspaper articles about conflicts around the world.

History worksheet 5 - A medal template for children to write in details of somebody they feel deserves a Nobel Peace Prize.

Geography worksheet 4 –A blank passport template to research and record a famous person/winner.

Possible extension tasks:

- Make a hand puppet of the person they thought should win the prize or of a previous winner and report the person's achievements to the rest of the class.
- Research the life of a previous winner using the internet, record on the passport template.

(SCREEN 6) THE ROYAL FAMILY

Use in literacy – biographies.

Use with ICT unit 6D

Introduce the idea of family trees by getting children to consider their own personal history or that of a celebrity, e.g. David Beckham. He married Victoria Adams, had three children – Brooklyn, Romeo and Cruz. Children can use the worksheet of the passport to structure their research about a famous person. They could draw a family tree at the bottom of the sheet. They could research a member of the Norwegian Royal Family using the internet (unit 6D.)

Geography worksheet 4 – You could use this passport template to research and record a member of the Royal Family

Possible extension task:

- Research and draw the British Royal family tree using the internet.

(SCREEN 7) 17TH MAY CELEBRATIONS

Use in literacy – writing with persuasive language.

Use in DT, unit 4B / 5D

Use with geography units 16/18

Literacy - Discuss why countries have National Days - pride, to celebrate past and present, to mark independence from another country, to celebrate the country's own constitution, etc. In 1814 Norway came out of the union with Denmark and on 17th May got its own constitution. However, later that year Norway entered into another union – this time with Sweden. Norway still had its own parliament and government.

Norwegian independence from Sweden in 1905: explain why the year 1905 is so special for Norwegian people. (That is when Norway became an independent nation. There was a peaceful dissolution of the union between Norway and Sweden in 1905.) In literacy discuss how you can persuade people using language e.g. use of

rhyme, alliteration and adjectives. You can entice people to certain events like a school fete, concert or performance if an advertising poster successfully 'sells' the event.

Get children to design a poster or wall display to advertise 17th May celebrations. Start them off with a few ideas, e.g. 'Have a fun day, it's 17th May', 'Paint, pride, passion and parades'...

Geography – Use the Norwegian Embassy website at <http://www.norway.org.uk/> to find out what happened on 17th May 1814 and what else is happening throughout the year in terms of celebrations and events.

D&T - You could make biscuits as a gift for the celebrations, or plan and make a greeting card with moving parts.

History worksheet 4 – A blank newspaper template, to write an article describing the events.

Adventure worksheet 1 – You can also use this postcard template to write to a friend describing the celebrations.

Possible extension tasks:

- Design a t-shirt to mark the Norwegian national day.
- Give children strips of paper to represent candles. Ask them to design a special candle to mark the Norwegian national day.

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Educational adviser and creative consultant:
Vicki Lorrیمان-Hughes, BA (Hons), PGCE

Created and produced by:

EPR, 1 Chelsea Manor Gardens, London SW3 5PN.

Tel: 020 7808 9700 Email: action@epr.org.uk

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