

Non-fiction

Vikings in Britain

Assessment Task 12

Teacher notes: *Vikings in Britain*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - reading books that are structured in different ways and reading for a range of purposes
- understand what they read, in books they can read independently, by:
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure and presentation contribute to meaning
- retrieve and record information from non-fiction.

Running the task

The children do not need to know anything about the Vikings in order to complete this task. Explain that they are going to read about the Vikings and that they should only use the information in the text to answer the questions.

- There is some vocabulary in the text that the children may not be familiar with and should be discussed before the task begins, e.g. “wattle”, “daub” and “freeman”.
- Support children working towards the expected standard in writing skills or reading, as suggested in the introduction to this book.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- | | |
|--|-----------|
| • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information | 2b |
| • provide developed explanations for key information and events and for characters' actions and motivations | 2b |
| • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts | 2c |
| • identify/explain how information in non-fiction is related and contributes to meaning as a whole | 2f |
| • make accurate and appropriate comparisons within texts. | 2h |

What to expect

1. Answer "True", "False", or "Don't know". Use information from this text only. (2b)

Some children may make some assumptions, particularly ticking "False" instead of "Don't know". Most children should be accurate with all these answers.

2. When did people have feasts? (2b)

Most children should be able to answer this question.

3. What two things does the text say that Vikings did when they came to Britain? Tick two. (2b)

Most children working at the expected standard should be able to answer this question correctly. Those children working towards the expected standard may tick other options; however, with guidance to use the first paragraph, they should then answer this question correctly.

4. What were children's lives like in Viking times? (2b)

Most children should recognise that children had to help their parents and that there were no schools. Children working at greater depth within the expected standard should also recognise that helping their parents meant real work, e.g. on the farm, or that any learning they did was from the people they worked with.

5. Draw lines to match the person to their role in a Viking community. (2b)

Most children should be able to select the correct parts of the text to answer this correctly.

6. What heading would you give to the first paragraph? (2c)

Most children are likely to reflect the content of the paragraph, e.g. "Where the Vikings came from". Children working at greater depth within the expected standard may also recognise that the first paragraph is an introduction giving background about the Vikings and head it, e.g. "Who were the Vikings?" or even just "Introduction".

7. How does the picture help you understand life in Viking times? (2f)

Most children may say that it is easier to understand what a house was like from the picture than the text. Children working at the expected standard and those working at greater depth within the expected standard should recognise that it works with the text, e.g. "it helps you understand some of the words" or "it's easier to follow the description of life in Viking times with the picture as well".

8. How were the homes on farms different to those in Viking towns? (2h)

All children should see in the text that houses in towns were made only of wood whereas on farms they were made of wood, stone and turf. Children working at greater depth within the expected standard may infer from the text that the houses in town were closer together, whereas on farms they had room for animals. They may also suggest that the houses were smaller in towns.

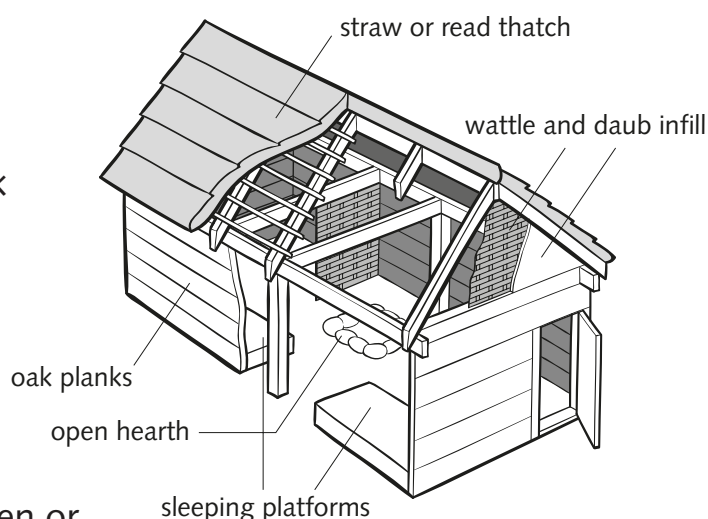
Vikings in Britain

Vikings came to Britain from northern Europe over a thousand years ago. Some came to fight and take things home. Some stayed and made their homes in Britain. They mostly settled in the north of Scotland and the east of England.

Viking homes

Most people lived on farms. Their homes were built from wood, stone and turf. The roofs were made of thatch or turf. The houses were rectangular and had just one room where people ate, cooked, worked, told stories and slept. They kept animals in different buildings.

Some people lived in towns. One important town was Jorvik, which is now known as York. Houses in Jorvik were built close together in narrow streets. The houses were made from wood. They were smaller than the houses on farms.



Men, women and children

Men worked on farms, or as craftsmen or traders. They used boats for fishing or travelling. Sometimes men had to fight to protect their family or village.

Women looked after the children, cooked and cleaned. They also helped on the farm, milked the cows and made cheese. They made cloth and used it to make clothes for their family.

Children had to help their parents. There were no schools. Children learnt from the people they worked with.

Community

The local freemen met together regularly to talk about laws and to decide punishments for criminals.

People had feasts to celebrate events like weddings, funerals and religious festivals. They invited lots of people, and the feast could last for days!

Name:

Date:

Read the text, then answer the questions.

1. Answer "True", "False" or "Don't know". Use information from this text only.

	True	False	Don't know
The Vikings called York "Jorvik".			
Children learnt to read and write.			
All the Vikings settled in east England or the north of Scotland.			
Viking houses were square in shape.			

2. When did people have feasts?

3. What two things does the text say that Vikings did when they came to Britain? Tick two.

They made homes and stayed in Britain.

☐

They helped teach the children.

☐

Men cooked and cleaned.

☐

They fought and took things home.

☐

4. What were children's lives like in Viking times?

5. Draw lines to match the person to their role in a Viking community.

Men

made cloth

Women

helped their parents

Children

fished

Local freemen

decided punishments

6. What heading would you give to the first paragraph?

7. How does the picture help you understand life in Viking times?

8. How were the homes on farms different to those in Viking towns?
