



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; learning about two sides of history; studying the Vikings and Anglo Saxons; designing longboats and sewing Viking flags; map making; researching runes and comparing them to our letter system; exploring Norse ways of worshipping; and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Science
Geography
History

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WEEK 1 (PAGES 1–10): STEPPING BACK IN TIME

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make predictions about the book using evidence from the text - Understand a character's feelings using inference <p>Art</p> <ul style="list-style-type: none"> - Use sketching to create a detailed illustration in a given style <p>Geography</p> <ul style="list-style-type: none"> - Use a map to identify countries in Europe, as well as the seas and oceans separating them 	<ol style="list-style-type: none"> 1. On page 8, Grandad says, 'I'm sending him back to have a look at the vikings'. Do you think Scarlett's or Thomas's homework will be better as a result of going back in time? Explain why. 2. How might Thomas be feeling when he realises he is stuck in the Viking era without a way to get back home? (Page 20) 3. Did you expect Thomas and Scarlett to end up in the same place? Why do you think the author chose for them to arrive in different locations? (Page 26) 4. On page 34, Thomas is accused of being a magician. Write a short speech Thomas could give that explains what happened to him. How would you convince a Viking he wasn't a magician? 5. Imagine you have been presented with the choice Olaf gave the other sailors: would you let Thomas stay, or throw him overboard? (Page 42) 6. If there was no school at the time, how did the Vikings decide what was important to learn? (Page 62) 7. Why do you think Godwif trusts Scarlett to look after Alfred and the bread? Does she know her well enough to? (Page 68) 8. Do you think the weapons will help Thomas? What else will he need to succeed in battle? Discuss your ideas with your partner to see if you agree. (Page 70) 9. Do you think Alfred would be suspicious if Scarlett can't read? (Page 78) 10. How does the final line of Chapter 10 leave the reader feeling tense? Why has the author chosen to do this? (Page 86) 	<p>Can you design your own longboat, like the one Thomas arrives on when he is sent to the past? What features does it need to have? Can you select specific materials to help it look authentic? As an extra challenge, can you make it waterproof so it can float?</p> <p>Scarlett wonders if she and Thomas are in different parts of the Viking world. Can you create a map of where the Vikings lived – what different countries did they originate from? Where did they invade? Can you use a coloured key to show the different locations?</p> <p>Viking lettering was beautiful, and unlike now it was all hand printed as the printing press wasn't invented! Can you create an elaborate nameplate using Viking images as inspiration? You can see some examples of page 77.</p>

WEEK 2 (PAGES 11–17): BRAVERY IN BATTLE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make predictions about the book using evidence from the text. - Understand a character's feelings using inference. - Identify evidence from the text to support theories and opinions <p>Design Technology</p> <ul style="list-style-type: none"> - Use sewing techniques to create a textile flag <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a first person narrative <p>History</p> <ul style="list-style-type: none"> - Understand how runes were used for writing in the Viking era 	<ol style="list-style-type: none"> 1. Why did the man use a whistle as a form of alert? What do you think he is alerting the other villagers? (Page 88) 2. Why do you think the longboat arriving to the village is so important to the story? (Page 90) 3. What will the sailors want to use the slaves for? (Page 99) 4. Why do you think the villagers stereotype <i>all</i> northmen as savages? Do you think it is fair to do this? (Page 104) 5. Why do all the boatmen listen to Bjorn? Do you think he got that respect automatically or did he have to earn it? (Page 107) 6. Do you think Thomas wants to fight a battle? Find evidence to explain your answer. (Page 110) 7. Why is it important that the warrior had bracelets on both arms? What does this show? Hint: this was mentioned earlier in the book! (Page 112) 8. Why is Alfred in charge of the villagers, despite being the youngest? (Page 114) 9. Why do you think Thomas found the battle different to games and films? (Page 120) 10. Why would Alfred be suspicious that Scarlet can speak the same language as the Northmen? Will he trust her less because of it? (Page 129) 	<p>Each Viking flag represents a different person. Can you design and sew your own Viking flag that shows your personality? You will need to choose colours, as well a symbol to represent you, and it should have a simple and clear design. After it is designed, sew them using felt, and then use them in a class display.</p> <p>There are been a number of different ways of writing throughout history. Can you research Viking runes and their meanings? Are there any similarities to our own writing and letter system? Once you know their meaning, can you write your own name using them?</p> <p>On page 114, Alfred says, 'Don't shoot until I give the word'. How do you think he is feeling before the battle? Can you write this section of the story from Alfred's point of view? Think about using the five senses, and remember to mention how Alfred is feeling.</p>

WEEK 3 (PAGES 18–28): HOMEWARD BOUND

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make predictions about the book using evidence from the text. - Understand a character’s feelings using inference. - Explain your ideas and opinions <p>History</p> <ul style="list-style-type: none"> - Research different Viking gods and what the Vikings believed happened after they died <p>Creative Writing</p> <ul style="list-style-type: none"> - Create your own Viking project, remembering to write an introduction or a summary of your findings. 	<ol style="list-style-type: none"> 1. Make a list of reasons for and against Thomas staying in the Viking era. Then decide: what would you do? (Page 142) 2. If you were Scarlett, how would you help Alfred? (Page 150) 3. Why does Alfred not believe in Science? (Page 152) 4. What can we learn about how the villagers and Vikings speak about each other? Do you think it reflects anything in modern society? (Page 162) 5. Why do you think Thomas is not doing more to help his sister? (Page 168) 6. Why does the longboat need to show it is coming into a harbour peacefully? What would happen if they don’t do this? (Page 172) 7. Do you think that by travelling back in time, Thomas or Scarlett would change history? Discuss your answer with your partner. (Page 179) 8. Why did Scarlett promise to see Alfred again if she was ever in Wessex? Do you think she will keep her promise? (Page 194) 9. What do you think is the most valuable lesson the twins learned during their time in the Viking era? Do you think they could have learned it in another way? (Page 208) 10. Why was Scarlett happy that her brother’s presentation was so good? Would you have felt the same as her? (Page 216) 	<p>The Vikings worshipped a number of different gods. Can you research them on the internet, and explore the different Norse ways of worship? You could also research Valhalla, and what the Vikings believed happened after you died.</p> <p>Scarlett and Thomas went back to the Viking era. If you had the chance to go back in time – where would you go? What historical moment or event would you want to see? Write a story based on this, and try to make it as historically accurate as possible!</p> <p>Just like the twins, you are going to create your own Viking project. Select which area of Viking life you are most interested in – it could be travel, war or the gods, etc – and create an independent project. What different ways can you show your learning? Think about including diagrams, illustrations, different writing styles, or even DT, and remember to write an introduction to your project or a summary of your research.</p>

