

## Weekly focus: non-chronological reports

For the next two weeks, you will be planning, writing and editing a non-chronological report about Viking warriors in the style of Horrible Histories!



Monday 25<sup>th</sup> January 2021

WALT: use similar writing to learn from its structure

A **non-chronological report** is a text that isn't written in time order. It is a **non-fiction** text, which means that it gives information about things that have happened in real life.

This lesson, we're going to look at a non-chronological report from Horrible Histories in order to understand its structure. Your own report will have a similar structure.

### Task 1 - Nasty Writing

One of the key structural features of non-chronological reports is that they use **organisational devices** to order the information and make it easier for the reader to find the information they need.

Two very common organisational devices are **headings** and **subheadings**.

- A **heading** is the main title of a text, which tells you what the whole text is about. This is usually at the top of the page in big, bold letters.
- A **subheading** is the title given to each section/paragraph of a piece of writing, telling you what that section is about. They are usually bigger and bolder than the rest of the text, but not as bold as the heading.

Your Nasty Writing task is to read the text on the next page and fill in the missing heading and subheadings. Remember: the heading must tell you what the whole text is about, and the subheadings must tell you what each section is about!



Times were turbulent for the Saxons and the Vikings. Although many people settled in communities, people always needed to be ready for invasion. Everybody knew how to fight and even children were trained in how to use weapons like axes and swords. In times of war, thousands of men would join together and go to battle while women and children would stay at home and be ready to defend their communities from attackers.

Viking warriors were very well protected. They carried round, wooden shields and wore leather helmets. Many people picture Viking helmets with two horns, but this is actually just a myth! Warriors also had metal shirts, axes and swords. Warriors with better quality weapons were usually people who were rich or more important in their community. Warriors would look after their weapons well and sometimes they would carve runes or pictures into their wooden shields as a way of trying to gain good luck in battle.

## Task 2 - Annotate a non-chronological report with the organisational devices used

There are also other organisational devices that are used to structure a non-chronological report. Read what they are and the reasons for using them in the table to the right. ->

<b>Heading</b> <i>The main title that tells the reader what the whole text is about. It's eye-catching so the reader wants to read the report.</i>	
<b>Subheadings</b> <i>The title given to each section of the text, telling the reader what the section is about.</i>	
<b>Introduction</b> <i>Explains more about what the whole text is about. It makes the reader want to read the report.</i>	
<b>Paragraphs</b> <i>Each paragraph is organised around a different theme (topic). It makes it easier for the reader to understand what they are reading.</i>	
<b>Text boxes</b> <i>Used to make information stand out from the rest of the text.</i>	
<b>Pictures</b> <i>Used to illustrate what the text is saying so the reader can imagine it more easily.</i>	

Your task is to annotate the non-chronological report (on the next page) with the organisational devices in the above table. You need to find the device, draw a label line from it, say what the device is and explain why it is used.



*Example: This a heading, which is used to tell the reader what the text is about and to catch the reader's eye, so that they want to read it.*

*If you can, cut out the report and stick it in the middle of a double page in your home learning journal so that you have room to annotate around it (like we do in school!).*

Who's Who?

# Norse Nutters

A gory guide to the maddest and baddest Vikings that ever lived – and the gruesome gods they worshipped!

## Vile Vikings

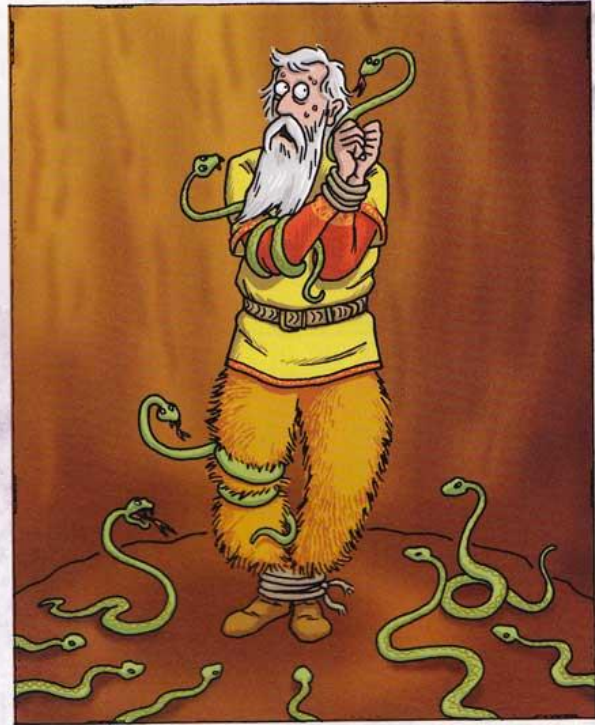
Meet some of the most famous Vikings ever – kings, conquerors and explorers.

### RAGNAR HAIRY-BREECHES

Ragnar was a very famous Viking king, known far and wide for his strength, bravery – and furry trousers (lovingly made for him by his wife). He was really into going 'viking' (in other words – raiding).

In AD845, he attacked Paris. The French king, Charles the Bald, gave him three tonnes of silver to go away – which was very nice. Large handouts of money were always welcome, so the Vikings would be back later...

But Ragnar bit off more than he could chew when he invaded the English kingdom of Northumbria. The Anglo-Saxon king, Aelle, captured Ragnar and had him thrown into a snake pit. As he was being bitten to death, Ragnar was supposed to have said: "How the little piglets would squeal if they knew what was happening to the old boar"...



### IVAR THE BONELESS (and his beastly brothers)



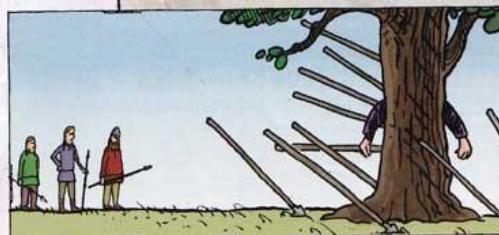
Ragnar wasn't telling porkies! The 'little piglets' were Ragnar's sons – Hafdán, Hubba and Ivar the Boneless (actually he was double-jointed). They were NOT happy when they heard what happened to their dad, and wanted revenge. The 'piglets' got an army together, and set off for England. But it was when the brothers finally got their hands on King Aelle, that things got really nasty...

Ivar and his brothers cut open Aelle's chest, yanked his ribs apart, then pulled out his lungs and threw them over his shoulders! (This was called the 'blood eagle'.)

### ED IS DEAD

Ivar was a Viking of the old type. He killed, he raided, and he worshipped the old Viking gods, like Thor and Odin. When Ivar invaded East Anglia, he captured its Christian king, Edmund. When plucky Ed refused to give up Christianity, the Vikings used him for target practice!

Edmund the Pin-cushion, stuck to his beliefs, so Ivar chopped off his head.



Tuesday 26<sup>th</sup> January 2021

WALT: plan by recording information

### Task 1 - Nasty Writing

This lesson, you are going to be gathering information for your non-chronological report about Viking warriors! You will need to take notes on the information you have read and watched. Let's practise note taking for Nasty Writing!

#### Top Tips for Note Taking

- Use bullet-points, like I'm using now
- Don't write in full sentences, just write down the key information that helps you remember what was said or written

## Vikings

The Vikings were fierce warriors from Scandinavia, an area in Northern Europe. They were most powerful in the years 790–1100 CE. The Vikings were champion ship-builders, and their longboats voyaged all around the coasts of Europe and even to the Americas. Some of the voyages were violent raids, where gangs of warriors would attack towns and villages along the coast or by rivers. They would kill anyone who fought them, and carry off treasure and slaves. Other voyages were peaceful, as the Vikings explored new lands to live and trade in.

Make notes on this paragraph in your home learning journal, using the top tips above.

*How did you do? This is what my notes would have looked like.*

- Fierce warriors
- From Scandinavia
- Powerful in 790 - 1100 CE
- Good shipbuilders
- Travelled to Europe and the Americas
- Sometimes attacked towns near coasts or rivers - took treasure and slaves
- Sometimes peaceful - lived and traded in new lands

### Task 2 - Make notes on Viking warriors

Use the table on the next page to make notes so you have all the information you need for your non-chronological reports about Viking warriors! On the pages after that, there is information to make notes on for each of the subheadings. You can also do your own research if you want more information on each of the topics, but you don't have to.

You can use the notes you made for Nasty Writing under the first subheading. Remember to also use the note taking top tips we have just learnt!

<i>General Information about Viking Warriors</i>
<i>Information about Viking Warrior Clothing</i>
<i>Information about Viking Ships</i>
<i>Information about How Viking Warriors Fought</i>



## General Information about Viking Warriors

Hint: use the notes you made in Nasty Writing in this section as well!

### Viking warriors



The Vikings were famously fierce warriors. They set sail from their homes and raided other societies across Europe with sudden and daring attacks. To a Viking warrior, honour and glory in battle were the only things that lasted forever. Warriors who died bravely were believed to go to Valhalla, the Viking heaven. This **belief** made them fearless opponents. A man had to be ready to follow his chieftain or king into battle or on a raid, and could be called up to fight at any moment. Unlike Roman soldiers, Viking fighters didn't wear uniforms and had to supply their own clothes and weapons. A warrior would be **buried** with his most prized possession, his sword or spear. Vikings who went east were called "Rus" by the locals, and this word gave Russia its name.

## Information about Viking Warrior Clothing

### Viking Warrior Clothing

Viking warriors lived in fairly cold climates, and this of course had an effect on the clothing the Vikings would wear. Scandinavia and its temperature are consistent with northern Europe, and the often cold weather meant that Viking warriors wore layered clothing to keep them warm in the often mild summers, and typically harsh winter months.

Practicality was the main focus of any Vikings clothing, and of course this was just as true if not more so for the ancient Norse warriors. Due to their need to travel overseas, often on long sailing journeys it was crucial that the Viking warriors wore attire that suited the often cold and harsh elements they would encounter on the oceans seas.

The other important and critical clothing necessity for a Viking warrior was to keep his freedom of movement. In the heat of battle the incorrect clothing would add considerable strain to any warrior. The Viking's clothing however was loose fitting enough to allow ease of movement but was not fancy or intricate enough to cause problems in the melee of a scuffle.

### Viking warrior accessories

An important accessory for any Viking warrior would be a leather belt, worn around the waist and over his tunic. The belt would have a metal buckle and allow the Viking to carry his weapons, commonly a sword and even a knife or axe. Often a warrior would also wear a leather strap over one shoulder, which could also be used to hang a sword in a more comfortable position than off a belt.

Norse warriors would also wear hats when travelling, woollen hats were common and of course much easier to wear than a metal helmet when not in battle.

Check this link for pictures of Viking armour and weapons. Hover over each item for more information:

<https://www.dkfindout.com/uk/history/vikings/viking-warriors/>

## Information about Viking Ships

### What were Viking ships like?

The Vikings built fast 'dragon-ships' and 'long ships' for **raiding** and war.

They also had slower passenger and cargo ships called '**knorrs**'. They built smaller boats too, for fishing or short trips. A ship carried everything needed at sea - drinking water, dried meat to eat, tools, weapons, and furs to keep warm.

Viking longships could sail in **shallow** water so they could travel up rivers as well as across the sea. In a raid, a ship could be hauled up on a beach. The Vikings could jump out and start fighting, and then make a quick getaway if they were chased.



Viking warriors could jump out of their longships and take their enemies by surprise

Check this link for more information about Viking ships:

<http://history.parkfieldprimary.com/vikings/viking-longships>

## Information about How Viking Warriors Fought

The fast design of Viking ships was essential to their hit-and-run raids. The Viking's ships gave them an element of surprise. Often traveling in small packs, or bands, they could easily go undetected, swiftly enter a village, pillage (rob) and collect treasure, and leave before anyone could catch them. Vikings understood the advantages of the long ships' speed and used them to a great extent. Viking fleets would often sail past the horizon of a bay they planned to raid as they travelled up a coast from one town to the next. This allowed them to stay out of sight in their small bands. They would often lower the mast in these occasions to avoid detection.

Viking raids on land often lacked formation. They have been described as "bees swarming." However, what they lacked in formation they made up with communication. They attacked in small groups, each with a different task to undertake. As their fighting style was so different to the other countries they were invading, the people they were attacking were confused about what was happening.

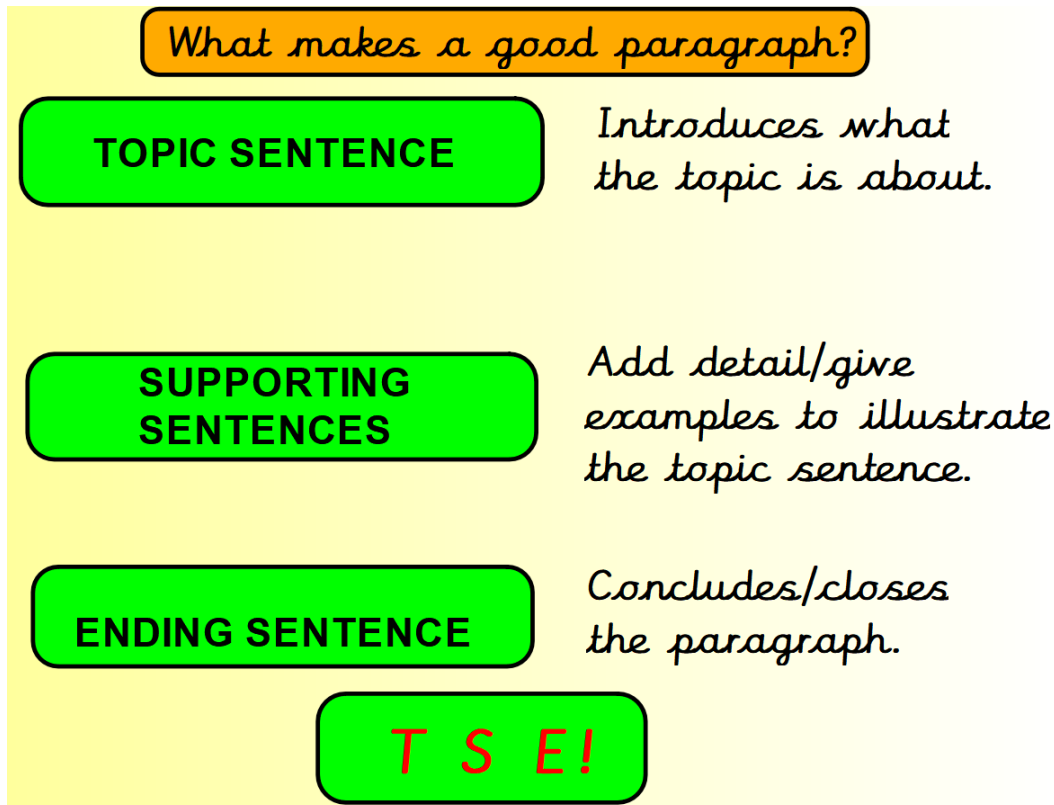
At sea, Viking ships would often try and ram ships in the open sea. When they got close enough, Vikings would throw spears and use their longbows. Archers would be positioned in the back of the ships protected by a shield wall formation constructed in the front of the ship. Vikings attacked ships, not with the intent to destroy them, but rather to board them and take control. This is because the reason Vikings attack is to get money and treasure!

Wednesday 27<sup>th</sup> January 2021

WALT: plan by organising information

### Task 1 - Nasty Writing

Do you remember when we wrote our reports about the digestive system and our persuasive letters to Father Vodol in class? We used a TSE paragraph structure! Let's recap what that is.



The paragraph below has been all scrambled up! Rewrite the sentences in your home learning journal so that the topic sentence, supporting sentence and ending sentence is in the right order.

As a result, they were feared by people across Europe and America! The Vikings were famously fierce warriors from Scandinavia. Using their longships to their advantage, they attacked and raided towns and villages by the sea to gain more treasure.

How did you do? This is the order the sentences should be in!

1. The Vikings were famously fierce warriors from Scandinavia. - *Topic sentence - this tells the reader what the paragraph is about.*
2. Using their longships to their advantage, they attacked and raided towns and villages by the sea to gain more treasure. - *Supporting sentence - this is linked to the previous sentence, explaining why they were famous and fierce.*
3. As a result, they were feared by people across Europe and America! - *Ending sentence - this links to the previous two sentences, summing up who they were feared by.*



## Task 2 - Write a plan for your report about Viking warriors

Next, you are going to write your plan for your report about Viking warriors. You will need the information that you made notes on from last lesson and the plan template on the next page.

Let's have a look at how to turn our notes into a useful plan - I'll show you how to do this for the introduction. I need to use the 'general information' section of my notes for this:

General Information about Viking Warriors
<ul style="list-style-type: none"><li>• Fierce warriors</li><li>• From Scandinavia</li><li>• Powerful in 790 - 1100 CE</li><li>• Good shipbuilders</li><li>• Travelled to Europe and the Americas</li><li>• Sometimes attacked towns near coasts or rivers - took treasure and slaves</li><li>• Sometimes peaceful - lived and traded in new lands</li><li>• Believed brave warriors went to Valhalla - Viking heaven</li><li>• Buried with sword and spear</li></ul>

First, I need to reread my notes and think of a heading for my report. Since I'm writing in the style of Horrible Histories, I'm going to use alliteration in my heading like 'Vile Vikings' or 'Norse Nutters', which I noticed the Horrible Histories report in lesson 1 used a lot of.

**Heading:** Vicious Vikings

Next, I need to decide what my **topic sentence** will be about. It needs to introduce what my report is about. I'm going to use a bullet point to make a note of that under the 'T' in my plan.

After that, I need to decide what notes I'm going to use for my **supporting sentences**. These need to explain my topic sentence more. I need 1 - 4 bullet points. I'm going to make a note of them under the 'S' in my plan.

Then, I need to make a note of what my **ending sentence** will be. It needs to sum up what I've already written or give the reader a hint as to what's coming next. I'm going to make a note of it under the 'E' in my plan.

Paragraph 1 - Introduction about Viking Warriors
T
• Vikings, fierce warriors from Scandinavia, 790 - 1100 CE
S
• Travelled to Europe and the Americas
• Attacked towns nears coasts or rivers - took treasure and slaves
E
• Find out how they did it

Now it's your turn! Fill out your plan using your notes, thinking about TSE, like I have just done. Make sure you use bullet points. **Please email your plan to your teacher as you will get video feedback in it.**

Heading:

*Paragraph 1 - Introduction about Viking Warriors*

T

S

E

*Paragraph 2 - Viking Warrior Clothing*

Subheading:

T

S

E

*Paragraph 3 - Viking Ships*

Subheading:

T

S

E

*Paragraph 4 - How Viking Warriors Fought*

Subheading:

T

S

E

Thursday 28<sup>th</sup> January 2021

WALT: use similar writing to learn from its vocabulary and grammar

Now that we've thought about the structure of our report, we need to think about the language we need to use in it!

### Task 1 - Nasty Writing

Possessive apostrophes will be a great tool to use in your report. These are apostrophes that show who something belongs to.

#### Rules for Possessive Apostrophes

- If the root word doesn't end in an 's', then you need to add an apostrophe and an 's'. This is often the case with singular nouns (one thing).  
**Example:** Freya's brother
- If the root word already ends in an 's', then you just need to add an apostrophe on the end. This is often the case with plural nouns (more than one thing).  
**Example:** The Vikings' longships

For more explanation of possessive apostrophes, please follow this link:

<https://www.bbc.co.uk/bitesize/topics/zvwmwxb/articles/zxc9ydxs>

Try putting the possessive apostrophe in the right place in the phrases below.

1. The child's work
2. The babies toys
3. Henry's dog
4. Charles orange

### Task 2 - Annotate a non-chronological report with the language devices used

There are also other language devices that we need to use in a report about the Vikings. Read what they are and the reasons for using them in the table to the right. ->

<b>Informal vocabulary</b> <i>A chatty style of writing, like you'd use when talking to a friend. It makes you sound friendly.</i>	
<b>Viking vocabulary</b> <i>This is vocabulary specifically used to talk about the Vikings. It tells the reader more about them e.g. Valhalla, longships...</i>	
<b>Co-ordinating and subordinating conjunctions</b> <i>Used to join clauses. They add more detail to a sentence.</i>	
<b>Possessive apostrophes</b> <i>They are used to show who something belongs to.</i>	
<b>Pronouns to avoid repetition</b> <i>They are used to stop repeating the same noun over and over. It makes it easier to read.</i>	
<b>Past tense</b> <i>Used to show that something happened in the past.</i>	

Your task is to annotate the non-chronological report (on the next page) with the language devices in the above table. You need to find the device, draw a label line from it, say what the device is and explain why it is used. **If you're not sure what these devices look like, please use the support sheet (on the page after the report).**



*Example: 'Fancied' is an example of informal language. It is used to appeal to younger readers because it makes the report seem friendly.*

*If you can, cut out the report and stick it in the middle of a double page in your home learning journal so that you have room to annotate around it (like we do in school!).*

# Gruesome Gods

## ODIN

Odin was chief of all of the Norse gods, and the wisest of the lot. If you wanted to ask him for something, you had to give him a sacrifice of one of your enemies first.

All the gods lived in Asgard, but Odin had a special hall there called Valhalla. He had all the gear – a spear that never missed, a magic ring, a goat that gave mead (a kind wine brewed from honey) instead of milk, and an eight-legged horse which could run twice as fast (makes sense!).

You might think that the Vikings were mad and bad, but their gods were worse.

## THOR

Thunder god Thor was the most popular Viking god: hard-drinking, hard-fighting and hard as nails! In stormy weather he would roll through the sky in his two-goat-power chariot – the thunder was the sound of its massive wheels. Thor's weapon was a mighty hammer that flew back to his hand once he had thrown it – but he needed special iron gloves to catch it with! He also wore a belt of strength. In other words, Thor was a bit like a modern comic superhero like Batman or Superman, complete with costume!

## Foul Facts

The two giant goats that pulled Thor's chariot were also handy snacks. If Thor killed and ate them, but kept the skin and bones, they would magically come back to life!

## More of the Asgard gang...

### Did you know?

The Vikings started off believing in this lot – but they ended up being Christians. The Viking King Harald became a Christian after he saw a priest hold a red hot piece of iron in his hand – without burning it! The priest said this proved Jesus was greater than all the Viking gods.

**Freyja** was the goddess of love and marriage. Freyja was fancied by gods, dwarfs and giants, but her boyfriend was a giant boar!

**Frey**, Freyja's brother, was the god of crops and farming. Frey had a longship that could shrink down to pocket size. (Mind you, he probably didn't have any pockets as statues always show him naked!)

**Loki** lived with the gods but they could never quite trust him. He could help them – or betray them just for a laugh.

**Norse dwarfs** were short, nasty and you couldn't trust them as far as you could throw 'em! But they were good with their hands. They made the gods' magical gear, like Thor's hammer, Freyja's necklace, and Frey's magical boat.

...and last but *not* least – **giants** (not shown owing to size restrictions on this page) were the gods' jumbo-sized enemies. There were many kinds – fire giants, frost giants, stone giants – but they were all big bad news!

Who's Who?



## Informal vocabulary

Informal vocabulary are chatty words you would use with your friends. Horrible Histories uses a lot of it!

**Norse Nutters**

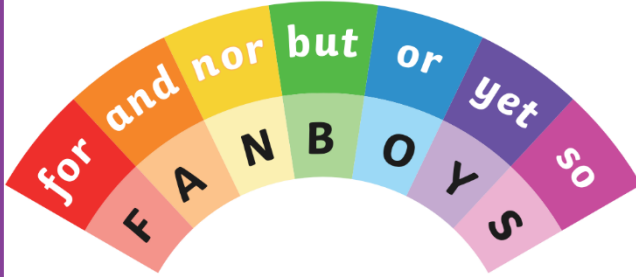
**A BUNCH OF BURLY BRUISERS**

**rotten brother-killer**

## Conjunctions

### Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



## Possessive apostrophes

Apostrophes that show who something belongs to.

- **Example:** Freya's brother
- **Example:** The Vikings' longships

## Pronouns to avoid repetition

Instead of writing something like this:

**The Vikings** came from Scandinavia and **the Vikings** invaded many countries around Europe.

You replace the repeated noun with a pronoun:

**The Vikings** came from Scandinavia and **they** invaded many countries around Europe.

## Past tense

Shows that something happened in the past.

**Simple past** - shows that the verb (action) was completed, often (but not always!) using **-ed**.

He **slayed** the dragon.

**Past progressive** - shows that the verb (action) was ongoing, using **was** and **-ing**.

He **was slaying** the dragon.

**Past perfect** - shows it happened up until a certain point in the past, using **'had'** and the simple past tense verb.

He **had slayed** the dragon.

Friday 29<sup>th</sup> January 2021

WALT: plan by recording vocabulary

### Task 1 - Nasty Writing

When writing, you can choose to use informal or formal language, depending on the reason why you're writing.

#### Formal Writing

If you were writing a letter to Mr. Tolley or the Queen, you'd write formally to show respect. Formal writing involves using longer, 'uplevelled' words and no contractions (e.g. instead of using 'can't', you'd write 'cannot'). It shows you're serious!



Formal example: I *sincerely* hope you have a *positive* vacation and do *not* experience any *unexpected* delays.

#### Informal Writing

On the other hand, informal writing uses the type of vocabulary you would use with your friends. You use shorter words, slang words and contractions like 'can't'. It shows you're friendly! You'll find this type of language in adverts and in general conversations in everyday life.



Informal example: Have a *fab* holiday, I hope you *don't* get *delayed*!

Write whether the sentences below are 'formal' or 'informal' in the boxes.

I guarantee that your flight experience will be a positive one.

You're going to have a dead good trip.

The two boys were pretty nosey.

The two boys were rather curious.



## Task 2 - Edit your plan to include informal vocabulary and Viking vocabulary

Horrible Histories uses an informal writing style to appear friendly, funny, and engaging to its younger readers. This is the style we're using!

Edit your plan so that it includes some informal and Viking vocabulary. You can use the vocabulary in the tables below or think of your own.



Informal vocabulary	Viking vocabulary
<i>nutters</i> - mad people	<i>Scandinavia</i> - Denmark, Norway, and Sweden
<i>fancied</i> - liked	<i>Norse</i> - people from Scandinavia
<i>grabbed</i> - to take hold of	<i>Valhalla</i> - Viking heaven
<i>showed up</i> - arrived	<i>longships</i> - Viking warships
<i>yanked</i> - pulled	<i>knorrs</i> - ships for carrying goods
<i>nasty</i> - very bad	<i>tunics</i> - a long, loose top
<i>rotten</i> - very bad	<i>voyage(d)</i> - travelled
<i>handy</i> - useful	<i>invade(d)</i> - entering a country by force
<i>mitts</i> - hands	<i>raid(ed)</i> - a surprise attack
<i>hooligans</i> - troublemakers	<i>plunder(ed)</i> - steal goods
<i>tricksters</i> - people who trick people	<i>pillage(d)</i> - steal using violence

If you want to find more informal and Viking vocabulary, you could have a look through this Horrible Histories magazine about the Vikings:

<https://horriblebooks.com/horriblehistoriesmagazines/hh11.htm>

Here is an example of how I edited the introduction section to my plan to include informal and Viking vocabulary:

Heading: Vicious Vikings	
Paragraph 1 - Introduction about Viking Warriors	
T	<ul style="list-style-type: none"> <li>Vikings, <i>nutty</i> <del>fierce</del> warriors from Scandinavia, 790 - 1100 CE</li> </ul>
S	<ul style="list-style-type: none"> <li><i>voyaged</i> <del>Travelled</del> to Europe and the Americas</li> </ul>
E	<ul style="list-style-type: none"> <li><i>Attached</i> towns nears coasts or rivers - <i>got their mitts on</i> <del>took</del> treasure and slaves</li> </ul>
	<ul style="list-style-type: none"> <li>Find out how they did it</li> </ul>

Now it's your turn!