# The Vikings in Ireland

## Part 2: the work of an archaeologist, the founding of urban settlements and life in a Viking town









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CLAR TAIGHDE THUAIDH THEAS
NORTH SOUTH RESEARCH PROGRAMME

# Connection to the Curriculum Republic of Ireland

## Strand one: The nature of history (pg. 16):

| Elements | Students should be able to: |
|---|---|
| Developing historical consciousness | 1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context |
| | 1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world |
| | 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated |
| | 1.4 demonstrate awareness of historical concepts, such as *source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space* |
| Working with evidence | 1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence |
| | 1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry |
| | 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance |
| | 1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition |
| Acquiring the 'big picture' | 1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions |
| | 1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras |
| | 1.11 make connections and comparisons between people, issues and events in different places and historical eras |

## Strand two: The history of Ireland (pg. 17):

| Elements | Students should be able to: |
|---|---|
| Recognising key change | 2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation |
| Exploring people, culture and ideas | 2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period |
| Applying historical thinking | 2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events |
| | 2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events |
| | 2.13 analyse the evolution and development of Ireland's links with Europe |

# Northern Ireland Guidelines

Guidance for History at Key Stage 3:

## Thinking Skills and Personal Capabilities

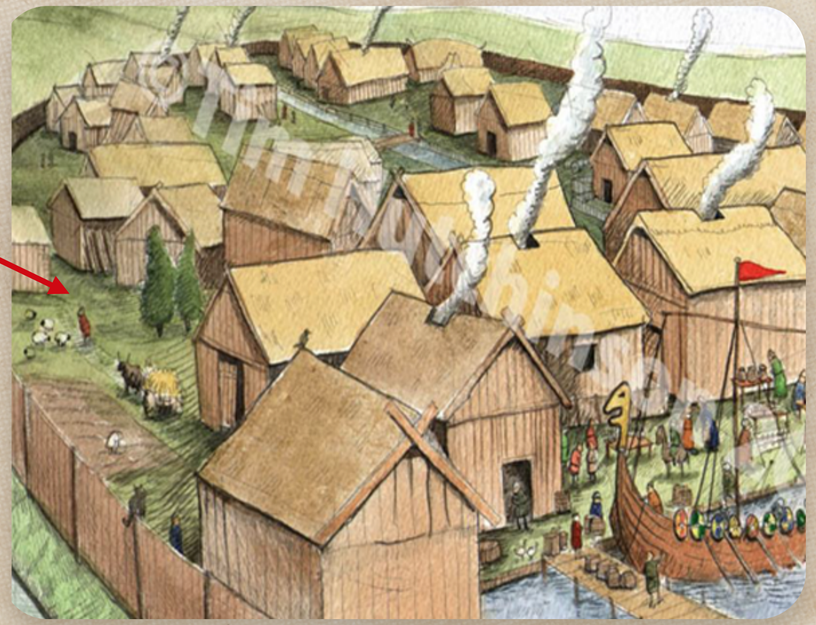
| Thinking Skills and Personal Capabilities strands | Managing Information | Thinking, Problem-Solving and Decision-Making | Being Creative | Working with Others | Self-Management |
|---|---|---|---|---|---|
| **Purpose** | To develop learners' abilities in an information intensive environment | To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures | To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention | To enable learners to engage in collaborative activities and to make the most of their learning when working with others | To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term |
| **Examples of processes in which pupils are involved** | Asking, accessing, selecting, recording, integrating, communicating | Searching for meaning, deepening understanding, coping with challenges | Imagining, generating, inventing, taking risks for learning | Being collaborative, being sensitive to others' feelings, being fair and responsible | Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self |
| **Examples of contexts in History** | Locating and collecting relevant information to sort, classify, sequence, compare/contrast and to analyse whole/part relationships when using historical sources as part of an enquiry<br><br>Interpreting historians' ideas on a particular event/issue and analyse why they differ<br><br>Collecting information from a range of historical sources about a significant episode in different formats e.g. | Analysing and evaluating different types of historical sources and assessing what value they have to a particular enquiry<br><br>Develop causal reasoning by explaining the outbreak of the First World War or the origins of a movement e.g. slavery/ women's suffrage<br><br>Explaining the similarities and differences between Arabic and Western medicine in the Middle | Designing a museum shelf about the Norman legacy<br><br>Suggest hypotheses and look for alternative outcomes e.g. the outcomes of the Act of Union 1801<br><br>Framing/generating historical questions to begin a new enquiry e.g. what characterised the quality of life for poor people in medieval times? | Entering into the mind or feelings of a historical character through personal stories/eye witness accounts/ poetry/music and art in collaborative situations e.g. role play<br><br>Develop the criteria for judging the motivations/ actions of an individual in history as part of a group discussion<br><br>Using a reflective journal/learning log to develop their own sense of empathy e.g. | Planning and setting goals for a piece of research on a historical topic<br><br>Predicting the outcomes of their research<br><br>Improving own performance through the use of history skills walls/graffiti boards<br><br>Knowing the next steps pupils need to take to improve performance to make a historical account better for example giving one |

# Longphoirt

- Following a period of raiding, the Vikings began founding camps and settlements around the 9th century, which the Irish called *longphoirt* (long + port). These *Loingphoirt* were centres of trade and protection, while also functioning as camps to launch raids deeper into Irish territory. They consisted of an encampment surrounded by a wooden palisade with a harbour to dock their ships.




Longphort

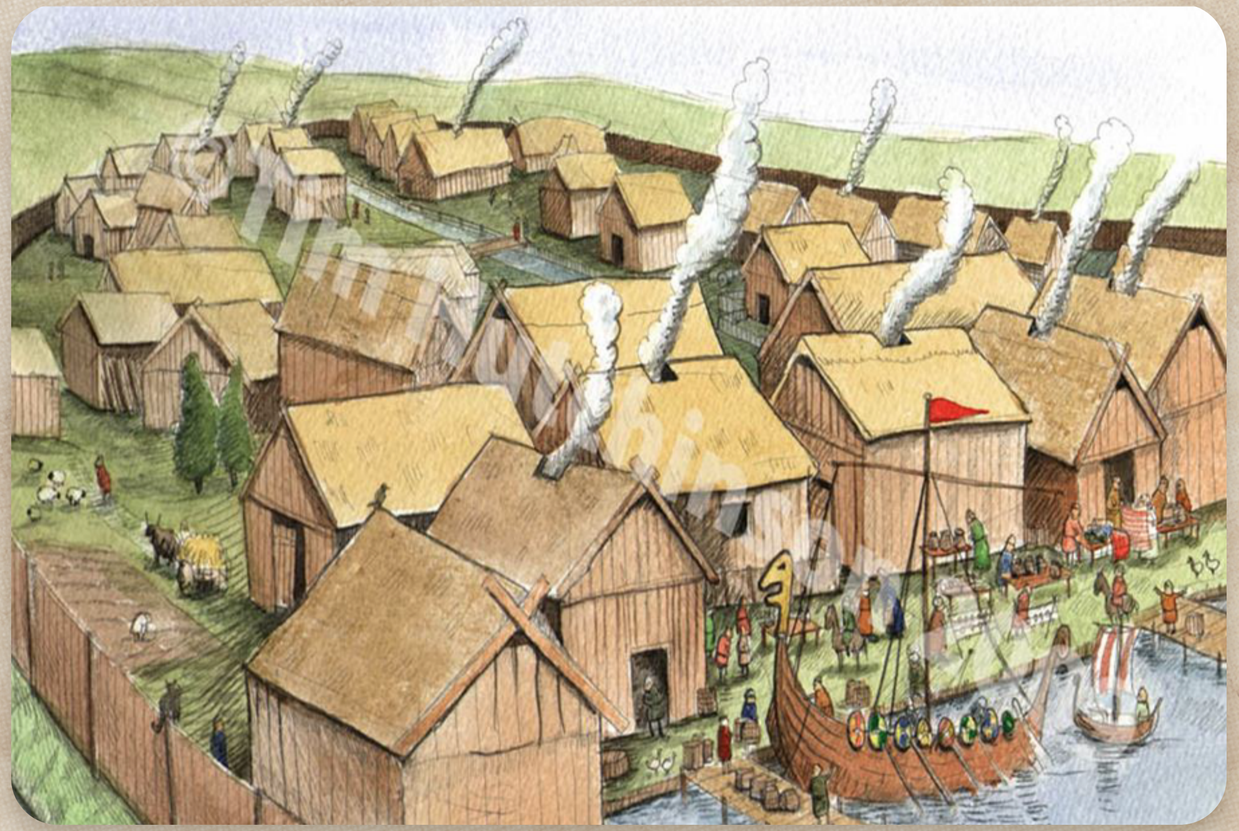


# The Establishment of the first Urban Settlements in Ireland

- The *Loingphoirt* were situated along the coast, near rivers, estuaries and river confluences. The Vikings therefore had access to communication networks to best conduct trade and raiding *(Kelly, 2015, 91-92)*.

  They were also often situated strategically on the border of rival Irish kingdoms to take advantage of the political strife between the Irish themselves *(ibid.)*.

- The *Loingphoirt* gradually attracted people to live in them because they were centres of trade and protection. Some of these centres developed into the major Irish cities of today: e.g. Dublin, Cork, Waterford and Limerick *(Kelly, 2015)*.



# Dublin/ Dubhlinn

- Dublin especially grew into a major international trading centre during the time of the Vikings.

  Sitric Silkenbeard, king of Norse Dublin, was the first person to mint silver coins in Ireland in the year 997 / 998. Some of these coins are found across Europe, as far east as the Baltics and as far south as Rome *(Woods, 2011, 64)*.

- Investigate how Dublin, the largest and most important Irish urban settlement, developed during the Viking period on the *Dublinia* website. Begin with the year 800 AD and watch the clips accompanying the map (click on the flag icon to view the clips):

  https://dublinia.ie/online-learning/primary/



Dufl[in] Dubhlinn

One of the coins minted by Sitric Silkenbeard, found in Wales: https://shorturl.at/fHILW



Viking Dublin, c 1000 AD: https://www.dublinia.ie/events_news/viking-sites-in-dublin/

# Understanding the Past

There are two methods to gain an understanding of the past:
- Primary Literary Sources (as utilised by historians)
  and
- Archaeology (especially for the prehistoric / preliterary period)

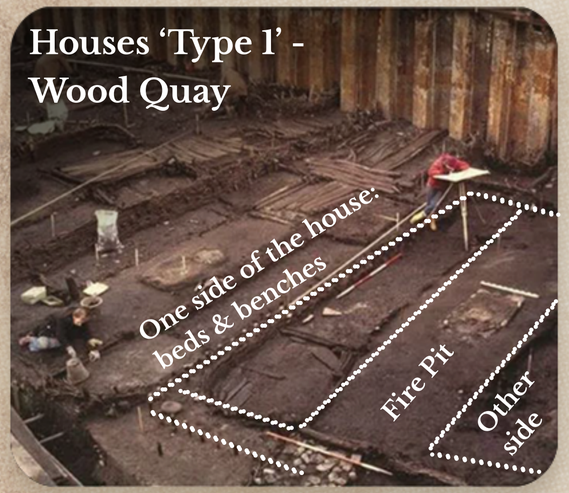
Archaeologists and historians often work hand in hand to develop a more informed understanding of the past.

**Archaeologist**
Archaeologists study man-made physical material, called artefacts, and remnants of settlements that have survived from the past to gain an insight into how people lived and how peoples' lives changed over time. This material is often called, 'material culture'.

Wood Quay in Dublin is one of the most important Viking excavations in Ireland. The material culture discovered there, .i.e. building remnants and artefacts, have provided us with an understanding of the everyday lives of the Vikings who lived there.

**To learn more, watch the clip on the Dublinia website (1.00-1.40):**
- https://dublinia.ie/online-learning/primary/videos/video-4.html

**and the clips on the National Museum of Ireland website (especially clip 4, 'Daily Life in Viking Ireland'):**
- https://www.museum.ie/en-IE/Museums/Archaeology/Engage-And-Learn/Schools-Educational-Visits/Viking-Videos



Houses 'Type I' - Wood Quay

## Photographs from the National Museum of Ireland

*The houses weredivided into three parts: the fire areain the middle of the house and two sides where there was space for beds and benches.*


Wood Quay Excavation


Viking Swords discovered in Dublin

# Task: A walk through Wood Quay as it used to be

- Imagine you are a Viking walking through Wood Quay. Describe what life was like at the time utilising the artefacts and buildings discussed in the slides and clips previously mentioned.

- **Describe what you see, the noises you hear and what you can smell.**







# Bibliography


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