

Year 1 – Castles

Medium Term Plan – Are all castles bouncy?

Rationale:

In this unit, children will explore castles from around the United Kingdom and learn about the different parts and how they were used. They will learn about the purpose of castles in defending the country and cities in which they are situated. Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

National Curriculum Requirements:

Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality.

Prior Knowledge:

This unit makes links to geography and the capital cities which each have a castle. Children should be able to recall the capital cities of the UK and identify them on a map. They should be able to use the terms past and present.

Knowledge and Skills

Lesson 1 – When did people start building castles?

Show a general history of castles in Britain – when they were built/who by. Children to order castle timeline cards.

Lesson 2 – What are the parts of a castle?

Children are to learn about the features of a castle and label these on a castle. Children will then use this knowledge to design and create their own castle for DT.

Lesson 3 – Who lived in castles?

Children are to look at the different jobs in a castle. They should name images of some of the roles and explain what they do.

Lesson 4 – What could my heraldry be?

Discuss what a heraldry is and what the different symbols and colours mean. Children to design their own coat of arms and explain why they have used the colours/symbols.

Lesson 5 – What was food like in castles?

Discuss what the food people would eat, how the wealthy and poor ate different foods and how they ate it. Children to make a sign for a kitchen explaining about the food and how to eat it.

Lesson 6 – How did people defend their castle?

Teach the children about how castles were attacked and defended in the Middle Ages with a focus on catapults. Children to use pom-poms, plastic spoons, elastic bands, sticks to make a catapult.

Chronology:

- I can use words and phrases like: before, after, past, present, then and now.
- I can sequence 3 events from within living memory on a timeline.
- I can tell others about things that happened in the past to myself or others.

Knowledge and Understanding of Past Events:

- I can talk about things that happened to me in living memory.
- I can recognise the differences between past and present in my own and others' lives.
- I can recall some facts about people/events before living memory.

Interpretation of History:

- I am beginning to use different sources to find out about the past eg. books, artefacts, buildings, museums, internet.
- I can begin to identify different ways to represent the past eg. photos, stories, adults talking about the past.
- I can listen to different versions of the same story from the period I am studying.

Historical Enquiry:

- I know how to ask and answer simple questions about events and people in the past and can begin to use eg. books, pictures, internet.
- I can find the answers to simple questions using a source.
- I can look at books and discuss what is happening in the pictures and recognise some key words eg. castle, knight, queen.

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		Organisation and Communication <ul style="list-style-type: none">• I can explain my historical understanding through a range of practical and written activities.• I can use pictures, drama, role play, build models and use timelines to present my work.• I can start to show an understanding of historical vocabulary.
<i>Vocabulary linked to unit of work:</i> castle, medieval, banquet, keep, moat, arrow loops, drawbridge, tower, battlements, feast, knight, king, queen, joust, tournament, turrets, coat of arms, shield bailey, barbican, ditch	<i>Resources:</i>	
	<i>Texts to support:</i>	
<i>By the end of this unit:</i> Children will be able to name and describe some of the features of a castle and say what they might have been used for. They will find out when castles were built and order them on a timeline. Children will find out how castles could defend themselves and how they could be attacked. Children will look at the different roles within a castle and explain what they did. They will discuss the different types of food that was eaten and look at heraldry and the meanings of different symbols on shields.		