Castles **Who lived in a castles? What was life like in a castle?**

**Year 1 and Year 2 to share their learning about their visits midway through the topic**

**We will frequently visits continents/names of oceans and their positions.**

**We will frequently visits countries and capital cities within the U.K.**

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| **SUBJECT**  | **NC coverage**  | **Teaching sequences and skills** |
| History | **Key stage 1** Pupils 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. | **Children to know they are going to find out about who lived in castle at different points in time.*** Who lived in castles? Discover who lived in castles and why. Explore the roles of people in the castles.
* Research castles in order to be able to label parts of a castle correctly.
	+ Teach the different types of castes:
		- Motte and Bailey
		- Stone castles
		- Concentric castles
* Visit castles (Conisborough Castle and Manor Lodge) and identify parts of the castle to gather key vocab
* Look at King Harold and Mary Queen of Scots/Queen Elizabeth I and compare
* Develop chronology through placing that period of time on a time line along with other significant events.
* Explore how we find out about life long ago – look at different sources so chn know how and why we know about life long ago.
* Why did castles have those features?
* What was the purpose of castles?
* How is that different to today? Y2 to look at beliefs, attitudes and experiences of people beyond the here and now
* Who could live in them now? Explore the roles of people in the castles now.Y2 to look at castles beyond the UK

Look at what life is like now:* Place this period of time on a timeline
* Comparison of castles and homes today
* Queen Elizabeth II

During learning:Y1 pictures and labels Y2 paragraphs/comparative language Complexity of timelines Vocab: **Year 2**DatesTime periodEraChangeChronology  |
| Science | Living Things and their Habitats and Plants linked to Forest School When not delivering Forest Schools**Use of Everyday Materials** **2d1**: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**2d2**: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | May link to DT and use of materials when making castles and pulleys project.Identifying materialsProperties of materialsMaterials and their uses Choosing the right materialsGrouping by materials Properties of metalsInventors of new materialsChanging shapes |
| Geography | **Children will learn about:****Locational knowledge** * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 | Plot the different castles on a map :Conisborough CastleEdinburgh CastleBolsover CastleManor CastleAnd others – one from each capital city in the UK (JE has a flipchart for this)Look at physical features of the landscape surrounding castlesY2: place on a UK map Justify where the best place for a castle would be and why. (LH has a session with resources for this) |
| DT | **Key stage 1** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  | Are all castles the same? (Motte and Bailey, Stone, Concentric)How and why have they changed over time?Look at images of castles and identify features and purpose (link to visits)Design a castle Teach children to join cardboard togetherY1: Teach children technical knowledge to make slider for the person or weapon to pop upY2: Teach children technical knowledge to make a pulley for a drawbridge (or a trebuchet) Evaluate Taught when both castles visited in order to compare/ investigate castles? |
| RE | See separate planning Leaders  | Link to role of kings and queens in the past – what made a good leader? |
| Music | **Key stage 1** Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.  | Look at music linked to the periods of time studied:Minstrels(Greensleeves by Henry VIII?)  |
| Art | **Key stage 1** Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   | Observational drawing at castlesLink to use of lines, texture, shading, patternUse of Austin’s butterfly to improve drawing over time.Printing on castles for stone work – Y1 |
| Computing | **Key stage 1** Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  | Reinforce log on –Saving work Intro to online safety Basic skills AlgorithmsCarried out as a unit of work in Autumn 2 (see separate planning)Writing a simple sentenceEditing font, size of font and colour Save document and print  |
| PSHE | Following Jigsaw planning  | Taught during week 1 as part of settling in/class expectations work |
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