



Hazel Leys History Unit Planner

Topic: Castles		Year Group: One
<p>Overview</p> <p>See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one. Whose is the tallest? Can you measure it? Then dig deep, deep down, making burrows and tunnels, just like the animals who live underground. What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridge. Watch out for the angry troll underneath. He likes to gobble up little girls and boys. Make sure your bridge is sturdy enough to take our weight and get us safely to the other side. And finally, meet three little pigs who need your help to build a strong fortress. Inside its strong walls, they'll be safe from the big, bad wolf. No huffing and puffing will blow your fortress down.</p>		
<p>NC POS:</p> <p>Learn about events beyond living memory that are significant nationally or globally. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
<p>Memorable experiences:</p>		
<p>Prior Learning:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about past and present events in their own lives and those who are important to them. Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.</p>	<p>Key learning points of driver subject</p> <p>Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.</p>	<p>Learning progresses to</p> <p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>
<p>Key concepts:</p> <p>Significance –The escape from the War Camp Stalag Luft III can be thought of a significant event. Children should understand why the event is significant. In our school we use Christine Counsell's 5 Rs for this.</p> <ol style="list-style-type: none"> 1. How revealing is the event – does it reveal much about that time in history? 2. Did it result in change? 3. Was it remarkable or judged to be remarkable at the time? 4. Is it still remembered and why? 5. Does it still bear relevance today? <p>Similarity & difference – Castles were often homes. This history unit could include comparisons between homes today and castles as homes then i.e. there is likely to be a kitchen in a home today and a Norman castle. It should also include similarities and differences between castles in e.g. Saxon times and Tudor times (more of a home see Rockingham - Which castle would you prefer to live in? Why?).</p> <p>Change & continuity – Children should learn that castles changed over time as new technologies (i.e. weapons) made it necessary and building techniques made it possible. They could also consider why we don't build castles now e.g. look at how safe homes are now compared to then (locks and building materials).</p>		<p>HLA Vertical history concepts</p> <p> Quest for knowledge' - How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise? Link: Weapons and building techniques.</p> <p> 'Power, empire and democracy' - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts? Link: Castles were symbols of power. People who built them were powerful.</p>
<p>Enquiry questions:</p> <p><i>What can we find out about castles from photographs, pictures and plans?</i> Use floorplans, photos and aerial shots to find out about the kinds of rooms they had in Norman castles. Compare these to other earlier castles. Chn design their own simple drawn floorplan. (Link to Geography – draw or read a simple map).</p> <p><i>Did castles all look the same?</i> Order types of castle chronologically looking at what was the same and different about them.</p> <p><i>Where would be the best place to build a castle?</i> Children learn the purpose of castles was to defend and protect. Using photos of castle sites and possibly maps to find that they were built on higher ground.</p> <p><i>Why haven't wooden castles survived?</i> Look at the materials used to create later castles and reflect on their purpose. <i>How could you defeat a wooden castle? What would happen to the wooden castle if everyone moved out?</i></p> <p><i>How do you escape from a castle?</i> Children learn about a significant event from the past i.e. the 'Great Escape', made by allied soldiers from the prisoner of war camp, Stalag Luft III, including the three tunnels known as Tom, Dick and Harry, how the heroic men dug and disposed of the earth from the tunnels and the impact of the event. Present their learning in either a story or a play.</p>		<p>Possible misconceptions:</p> <p>Either only kings and queens lived in castles, or everyone lived in castles in times past. This is because of their exposure to fairy tales.</p> <p>It isn't a castle if it doesn't have crenelated walls. Children may dismiss castles shown if they do not have these features even if the teacher tells them that they are castles. This is because of popular images of castles and also that castles that have survived are typically made of stone. Some discussion about why the wooden castles have not survived would be useful (wood burns/rots). This will help children begin to learn that some historical objects survive but others don't.</p>
<p>Subject knowledge:</p> <p>See Historical Association documents in folder.</p>		<p>Vocabulary:</p> <p>historical event, king, queen, castle, defend, significant, before, after, past, present, a long time ago, very old, photograph, picture,</p>
<p>Opportunities to develop reading and writing skills</p>		<p>Opportunities to develop mathematics skills</p>
<p>Linked text:</p>		<p>Sequencing events.</p>

Small Knight and George by Ronda Armitage
The Princess and the Wizard by Julia Donaldson
The Kiss that Missed by David Melling
The Princess and the Pea