

Unit Plan: Why do we have castles? (10 weeks)

Rationale

- This unit of history and geography allows pupils to develop an understanding of chronology and how conflicts in the past led to the need for castles in prominent places around the UK.
- Pupils also gain an understanding of geographical physical features in the land which provide natural protection and practice map making skills and coordinates to draw where castles have been placed.
- This unit in year 2 gives a solid foundation for the Year 3 topics of Stone Age to Iron Age and Romans, which make links to physical geographical features suitable for settlements. It builds on the Year 1 geographical features of Leicester and leads into the Year 5 topic of What makes Britain Great?
- Through art and D and T, pupils are deepening skills they learnt in year 1, designing and making a castle with a drawbridge mechanism and using a range of different media to explore the work "Castle and the sun," by Paul Klee.

Core Texts



Key Figures



Paul Klee



John Dunlop



William the Conqueror

Enrichment

- Warwick Castle

Written outcomes

- Alternative ending to a story
- Describe a castle.
- Describe a jester, knight or cook. Someone that works in a castle.
- Instructions - how to be a good knight.
- Non-chronological report about Castle.

Science Unit

- Identify and compare everyday materials.

RE unit

- Can I explain what a sacred place is?
- Visit Gurwara

Oracy

- Artefact discussion
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Cross curricular Links

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| • History | • Art |
| • D and T | • Geography |

Unit Sequence of Lessons - Why do we have castles? (10 weeks)

Subject	Learning challenge	Outcome	Adaptive teaching	Flashbacks
1. History	<p>Can I find out who built the first castle and why?</p> <p>Castles and Knights: William the Conqueror - BBC Teach Make a long version of the tapestry to tape around the sports hall</p>	<p>History 1 Pupils learn about the Bayeux Tapestry and the Battle of Hasting 1066. Make a section of the tapestry on computers Make your own Bayeux Tapestry - Berkhamsted Castle</p>	<p>SEND & AC- watch the animated story. Talk about what is happening. Use the touch screen to make a picture of the Normans building their castles Make your own Bayeux Tapestry - Berkhamsted Castle</p>	<p>Queen Victoria recall quiz.</p>
2. History	<p>Can I retell the key events from the Battle of Hastings 1066? Large printout in sports hall</p> <p>The Animated Bayeux Tapestry - YouTube Learn and Play - Bayeux Tapestry compressed (1).pdf (readingmuseum.org.uk)</p>	<p>Use the animated Bayeux Tapestry. Talk about what's happening. Find and describe key parts of the tapestry, add speech to characters / retell the story</p> <p>Use question cards to find them on a printed version in the hall. Order the events on a timeline.</p>	<p>SEND - match parts of the story to larger pieces of the tapestry. Scribe what children say when they retell the story of what happened. Match puzzles of tapestry events AC - Group timeline, (order months of year)</p>	<p>Match old and new inventions from Victorians</p>
3. History	<p>Can I explore the different types of Norman castles?</p> <p>Unity 3D Virtual Motte and Bailey Castle (timeref.com) describe and label feature and describe the cons of a wooden castle</p> <p>Describe the stone keep. Label the features. How was it better than the wooden castle? Virtual Norman Keep (timeref.com)</p> <p>LA outcomes,</p>	<p>History 2 Pupils look at different types of Norman castles. Go through the slides and stop before the plenary to do the task. LA - Cut out and stick the fact sheet facts onto sheet 2A MA/HA - Sort the facts into the two types of castles and use the facts to write a paragraph about each type using the images on sheet 2C into their books - not on the sheet. Challenge: Answer castle questions</p>	<p>SEND - castle jigsaw puzzle</p> <p>AC - copy a castle picture to build motte and baily with wet sand hill and lolly sticks/stone keep from lego</p>	<p>What is a monarch? Who is our current monarch? Put these monarchs in order.</p>

4. History	Can I label and explain the parts of a castle?	History 3 Go through the slides, stopping at the plenary. Ma/La use the castle clues to identify the different parts of a castle. HA - give the features and pupils write a description. Virtual castle.	SEND & AC: LA outcome, label toy castle, play at defending the castle from invaders	Pictures of materials - can they name the properties. Word bank Hard soft Flexible/ bendy Waterproof Strong/ weak Transparent/ opaque
5. Geography	Can I name a locate UK capital cities and their castles? castle_locations.jpg (2480×3508) bbci.co.uk	Geography 3 LA - Across a double page in their topic book, put a map of UK in the middle. Cut out the picture and writing box together as a rectangle (sheet 3B) Cut out the sentence cards and match them to the correct castle. Match to the place on the map MA/ HA -Across a double page in their topic book, put a map of UK in the middle. Cut out the 4 castles with their explanation in a long rectangle: worksheet 3A or 3C explaining why the castle has been built in that place. Complete the sections. Stick them in each corner of the page and draw a line to match to their location.	SEND -Jigsaw puzzle map. Repeat country name as they fit it together. Sing Countries of UK song. AC - Across a double page stick the map of the UK. Use picture cards A and B to match the castles to their location. Cut out the sentence cards and match them to the castle.	Countries in the UK and capital cities Can they locate them on a map of the UK.?
6. Geography	Can I find out why some castles were built on a hill? <i>Make a worksheet showing key features on a map. Add key features to slides.</i> Castles and Knights: The Features of a Castle History BBC Teach youtube.com	Geography 1 Go through the slides and stop before the plenary to do the task. In groups, order the 6 location places -e.g hill, beach, fertile land - which is the most important and why? Using a map, identify the best place to build a castle. X marks their spot. Can they explain why they have chosen that place. LA - stick on the 3 chosen features. HA - I have chosen to put my castle by the sea because...	SEND - play with the toy castle AC - look at the scenario cards and the location cards and discuss the best place and features needed nearby to build a castle. Decide the best castle location together and why	Continents and oceans.
7. Geography	Can I devise a simple map? Can I construct and use a simple key?	Geography 4 Go through the screens stopping at the plenary.	SEND: print sheet 4A on A3 paper so the grid is bigger. Get each child to	N E S W

		<p>ALL - sheet 4A MA/HA try another one (4B or 4C) Instead of the plenary on the slides: Take the children out and play games on the playground. If you walk 5 spaces east where do you end up ect... how do you get from the ball court to the hall.</p>	<p>choose a colour for each part of the key and map. Colour in. ask how you get from different locations using the compass direction language</p>	
8. Geography	<p>Can I construct and use a simple key?</p>	<p>Geography 4 Use sheet 4D and the images on the picture cards. Get the children to draw their own castle map and create a key. Think about castle, roads, grass, river, trees, moat, bridge.</p>	<p>SEND: Print sheet 4D on A3 - work as a group to design and draw a castle map with key. Use the plenary slides as a starter.</p>	<p>2d and 3d shapes. Castle - what shapes can you see?</p>
9. Geography	<p>Can I discover which physical features made castles easier to defend? Defense and attack and dealing with a siege - links to reasons for where castles are built</p>	<p>Geography 2 Pre look at features of Warwick castle to predict whether they think it was built in a good location or not.</p>	<p>SEND - print 2A on A3 so the images are bigger. Get the pupils to cut and stick the castles and their features (the images of hills ect) to say which features the castle is built near to.</p>	<p>Africa facts mini quiz.</p>
10. Trip	<p>Can I complete a field work study at Warwick Castle?</p>	<p>Whilst at Warwick Castle complete a field work study, identify the features as they walk around. Decide whether Warwick was built in a good location or not. Adults collect information and the children write up their findings when they get back.</p>	<p>Group write up.</p>	
11. History	<p>Can I discover how common people were treated in medieval times? Life inside and around the castle? After lesson 4. Link to parts of castle, what they were used for, who lived there Castles - Year 1 - P2 - History Collection - BBC Bitesize Medieval and Middle Ages History Timelines - Life in a castle (timeref.com)</p>	<p>History lesson 4 Look at the jobs on the slides. Play dominoes. LA/MA Use the Domino card B to write a description of that job role. Have a word bank. HA - Ordering of the day. Bubble - would you rather be a cook or a lady explain why?</p>	<p>Play dominoes together. Sheet 4a</p>	<p>Poor and rich in Victorian times.</p>

12. Art	Can I learn about Paul Klee?	Learn about Paul Klee. Make a double page spread across their art books about him. Key facts. Type of art. Look how the use of line create different feelings - e.g dark thick lines look gloomy and sad. Painting and what they like and don't like. This is my favourite one because... Colour, shapes, lines.	Same as a group. Scribe pupils' thoughts and comments.	Colour - primary colours and secondary colours.
13. Art	Can I replicate Paul Klee's Castle and the Sun?	Give pupils the image. Can they annotate it in their art books. Colours they see. Are they warm or cool? Shapes. Lines - straight, curve, bendy. How does it make you feel? Does it look like a real castle? Create the image using 2d shapes. (photos) Recreate that design with cut out shapes. (stick onto a piece of paper) then back. Use 15cm by 15cm squares for every piece	Create a playdough group version. Make own using 2d shapes.	2d shapes and properties including symmetry.
14. Art	Can I replicate Paul Klee's Castle and the Sun?	Draw using the shapes or a ruler. Photocopy Colour one in and paint one. Children will have 4 images.	Have a drawn version for them to colour or lay shapes over.	
15. Art	Can I evaluate my own and a peer's work?	Evaluate. Which do you like best? Which was the hardest? Which was the easiest? Which did your peers think was your best piece of work? Comment on others - post it.	Same - supported	What can you remember about Paul Klee?
16. D and T	Can I explore which materials would make the best castle?	Use the PPT D and T lesson 2 As a class, create the design criteria. Castle walls that are joined A tower Battlements Draw string bridge. Explore materials by making a battlement out of paper, card, lego, fabric Does it roll, does it stand up, can you cut windows into it easily. Which material was the best? Which material will your group use after testing? Test sheet and photos in their sketch book.	Supported in class	Year 1 science -materials

17. D and T	Can I practise joining techniques?	Demonstrate and allow practice of: brace, flange, tabs, masking tape.		
18. D and T	Can I design a working castle?	Design a castle and label with materials Use key vocab - drawstring bridge, tower, battlements, windows. 2 groups make the bridges with adult support. Have all equipment ready and mixed ability pairs. Plenary - get into groups and decide whose design is the best.	Supported in class In mixed ability groups and pairs to make the bridge part.	3d shapes - edges, V, F
19. D and T	Can I make battlements and towers?	Model making one Pupils make and paint them Cut out windows		
20. D and T	Can I make a draw string bridge?	In groups, one group at a time, make the bridge part whilst others do independent activities.		
21. D and T	Can I make a castle?	Make castles 3 groups make the bridges with adult support. Have all equipment ready and mixed ability pairs.	In mixed ability groups and pairs to make the bridge part.	Images of real items - what is the 3d shape. E.,g pringles - cylinder.
22. D and T	Can I evaluate my castle?	Use the sheets from d and T lesson 2. Take a photo for the sketch book of their final outcome.	In mixed ability groups and pairs to make the bridge part.	What have you learn this term?
23. Science	Can I identify and compare everyday materials? Including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Explore materials Discuss properties: waterproof, transparent, hard/soft, bendy, flexible, rigid, strong, sturdy, breakable, Print key words on to word cards and teach them like green words in phonics. Group and classify Task: group in different ways and explain why using the vocabulary.	Same task but the outcome will be a big iphone where each pupil has done one of the words.	What materials were used to make the castle and why were they chosen?

		Outcome: Vocaappulary - HA have a flap with explanation underneath		
24. Science	Can I identify and compare the suitability of a variety of everyday materials?	Lots of spoons to show the same object can be made from different materials Coins, cans, straw, toys, lunch box,		Human body parts
25. Science	Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?	Stay the same shape		What does a plant need to live and grow?
26. Science	Can I study the science of John Dunlop? <i>Would he be better in Victorian unit, looking at bike design within inventions?</i>	What did he do? How did he discover it? What went wrong? What went well? What came before? What came after?		T-Sc-161-Sorting-Old-and-New-Wheels-Activity.pdf (twinkl.co.uk) Sort tyres into old and new.
27. RE	Can I explain what a sacred place is?	Use SACRE doc Where different religions worship Sacred / not sacred Sentence for the floor book... sacred means.		What religions can they name and can they make them to the symbols?
28.	Trip to Gudwara			
29.	Can I explain the key features of a Gurdwara?	SACRRE doc USE the artefacts!		

[Medieval castle development timeline](#) From timeref.com

[Motte and Bailey castles](#) from castlesworld.com

[Medieval life, attacking and defending a castle](#) from historyonthenet.com

[The end of castles](#) from medievality.com

[Virtual tour of a castle](#) from virtualvisittours.com

[Medieval Castle development timeline](#) from timeref.com

[Medieval occupations](#) from ancientfortresses.org

[All about Norman castles](#) from bbc.co.uk

[Find Norman Castles near you](#) from english-heritage.org.uk

[Scottish castles](#) from visitscotland.com

[Welsh castles](#) from castexplorer.co.uk

[Northern Irish castles](#) from discovernorthernireland.com

[Harry Potter: First look at Hogwarts](#) - YouTube clip

[Exploring castles](#) from castexplorer.co.uk

[Medieval Castle Timeline](#) from timeref.com

[Early Castle Timeline](#) from primaryhomeworkhelp.co.uk

[Features of a medieval castle](#) from timeref.com

[Images of Motte and Bailey Castles](#) from bbc.co.uk