


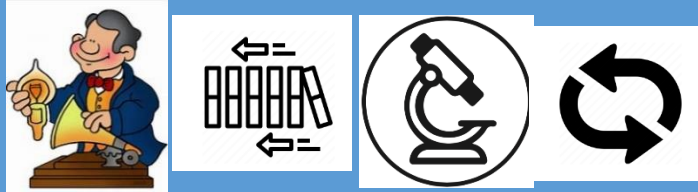




Springdale First School

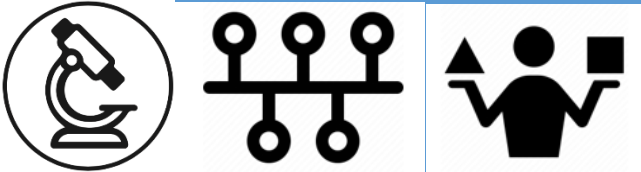

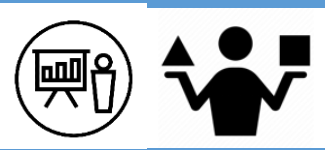



Imagine, Believe, Achieve

Year 1 History - Castles

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Prior Learning – Understanding the World. Reception</p> <ul style="list-style-type: none">• The Royal Family is know as the Windsors.• Who key members of the Royal family are. That when the Queen dies, a member of her family will then become King. <p>Prior Learning – Year One</p> <ul style="list-style-type: none">• That houses are made of different things and have different parts• Charles I was disliked by parliament.• Civil war between Oliver Cromwell and Charles I	<p>Trip to Corfe Castle, Bradbury Rings, Christchurch castle etc</p>  <p>Trip to Poole Museum Visitors in: jester and medieval entertainment</p>	<p>Long time ago, next, before, King, Queen, castle, hills, dungeon, bailey, turret, portcullis, drawbridge, barbican, tower, arrow loops/ slit, ramparts, moat, battlements, keep, jester, market</p>

<p>Enquiry Question: Where were castles built?</p>	<p>Enquiry Question: What were castles built from?</p>	<p>Enquiry Question: What are the different parts of a castle?</p>
<p>Concept: Interpreting evidence Thread: War and Conflict, Settlement Enquiry Skill: Questioning</p> 	<p>Concept: Cause and consequence, continuity and change, chronology Thread: Invention and Technology Enquiry Skill: Researching</p> 	<p>Concept: Interpreting evidence Thread: Invention and Technology, War and Conflict Enquiry Skill: Researching</p> 
<p> I will know that a good location for a castle was on a natural rise, near a cliff, on the bend of a river. Castles needed their own water and food supplies and usually a permanent defensive force, additional factors to be considered when choosing a location.</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>Geography – What is our settlement? Where do we live?</p> <p>Practise (substantive): I know where castles were built.</p> <p>Children will look at different castles (Corfe Castle, Edinburgh Castle, Christchurch Castle etc.) and identify that they are on hills or near water. Talk and discuss as a class.</p> <p>Apply:</p> <p>They will complete a cloze passage to fill blanks saying where castles were built.</p> <p>Deepen (Disciplinary): I know how to ask questions.</p> <p>Students will think of questions to ask about why castles were located on a hill, near a cliff or near water. These questions will then be answered by the teacher.</p>	<p> Children will know castles were originally built from wood but as these were damaged and destroyed, they were replaced with stone as this was stronger and more durable.</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>What is your house made out of? Why? What were houses in the past made out of?</p> <p>Practise (Substantive): I know what castles were made from.</p> <p>Children will look at different pictures of castles made from different materials and label what they see (castles from wood and castles from stone). They will be told that wood castles came first and then stone castles.</p> <p>Apply:</p> <p>Students will complete passage where they have to select the correct word to complete the sentence.</p> <p>Deepen: I know how to order castles and explain my answer.</p> <p>Students will order two different castles as old and new and then write a justification as to why they put them there. This could be done as a group exercise.</p>	<p> Children will know that castles had: portcullis, moat, drawbridge, battlements, ramparts, arrow loops/ slit and these were used for defence. The moat was an invention built upon from the idea of a ditch (this will later link to the Stone Age and Iron Age forts). The market and bailey were centre of domestic life.</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>Students will discuss the different parts of their house (different rooms etc.) and the purpose for these.</p> <p>Practise (substantive): I know the different parts of a castle.</p> <p>Students will learn different parts of a castle in isolation (portcullis, moat, drawbridge, battlement etc). Check this understanding by doing a draw a line to match.</p> <p>Apply:</p> <p>Students will label different parts of a castle.</p> <p>Deepen (Disciplinary): I know the purpose of each part of a castle.</p> <p>Students will discuss what the importance of different parts of the castle are and their purpose (protection, living, food).</p>

Enquiry Question: Are all castles the same?	Enquiry Question: What happened to Corfe Castle?	Enquiry Question: What would my castle look like?
<p>Concept: Interpreting evidence, similarities and differences, chronology</p> <p>Enquiry Skill: Researching</p> 	<p>Concept: Cause and Consequence</p> <p>Thread: War and Conflict</p> <p>Enquiry Skill: Drawing conclusions</p> 	<p>Concept: Similarity and Difference</p> <p>Enquiry Skill: Organising, communicating and presenting</p> 
<p>sticky knowledge Children will look at different castles and note what is the same and different between them. See below (you can enlarge)</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>What are the different parts of a castle?</p> <p>Practise:</p> <p>Students will draw a picture of a castle from their understanding and label some parts of it.</p> <p>Apply: I know how to order and compare castles.</p> <p>Students will look at different pictures of castles (Maiden castle, Edinburg castle etc). They will look at pictures and discuss what is the same and what is different.</p> <p>Ask questions about the castles – can you find the moat? Can you find the battlements etc. Which castle do you think is the oldest and why?</p> <p>Deepen: I know that not all castles look the same.</p> <p>Now you have looked at a castle, how would you change your drawing. Discussion.</p> 	<p>sticky knowledge In 1645, parliament were in charge of the local area but Lord Bankes was loyal to the King Charles I. While Lord Bankes was away, the castle was attacked. Lady Bankes tried to defend the castle and mustered troops. Someone betrayed Lady Bankes and she was caught but released. Parliament voted to destroy the castle.</p> <p>Tasks:</p> <p>Recall and Retrieve: Oliver Cromwell and King Charles I battle.</p> <p>Practise (substantive): I know who owned Corfe Castle.</p> <p>Children will learn where Corfe Castle is located. They will know that the Bankes family owned Corfe Castle and that they were friends with King Charles I.</p> <p>Apply (Disciplinary): I know why Corfe Castle was destroyed.</p> <p>Children will look at Corfe Castle before and after. Ask the question what happened to it? Students will learn that the Bankes family were friends with King Charles I and that is why it was attacked.</p> <p>Deepen:</p> <p>Do you think Corfe Castle would still be here if they were not friends with King Charles I? Explain.</p>	<p>sticky knowledge Children will design and label their own castle, being able to explain the different parts of it and the purpose of each part.</p> <p>Children will explain how their castle is the same or different to castles they have looked at. They may even discuss where they would build their castle and why.</p> <p>Students will then compare their castle with other children's and talk about what is the same and what is different.</p>