

# Castles : Cross-Curricular Topic : Year 1/2

## History

1	Exploring the events leading up to Norman rule.
2	Learning about castles and their features.
3	Exploring roles in medieval castles.
4	Comparing life in Norman Britain to life today.
5	Exploring how the Tower of London has changed over time.
6	Exploring our local history.

- KS1 - 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
- KS1 - significant historical events, people and places in their own locality

## Music

1	Explore, name and use medieval instruments.
2	Compose rhythms.

- KS1 - play tuned and untuned instruments musically
- KS1 - listen with concentration and understanding to a range of high-quality live and recorded music
- KS1 - experiment with, create, select and combine sounds using the inter-related dimensions of music

## Castles

A KS1 cross-curricular topic for Year 1/2

## Geography

1	Explore why some castles were built on hills.
2	Discover the physical features that make castles easier to defend.
3	Become familiar with castles in the UK's capital cities.
4	Explore and make maps.

- KS1 - name and locate the world's seven continents and five oceans.
- KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

## Art

1	Create Bayeux pictures using lines.
2	Use line to create pictures in the style of the Buck brothers.
3	Create painting in the style of James Paterson.

- KS1 - to use a range of materials creatively to design and make products
- KS1 - to use drawing to develop and share their ideas, experiences and imagination
- KS1 - to use painting to develop and share their ideas, experiences and imagination
- KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## DT

1	Designing a medieval tool.
2	Design and make a medieval castle.

- KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria
- KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- KS1 - explore and evaluate a range of existing products
- KS1 - evaluate their ideas and products against design criteria
- KS1 - build structures, exploring how they can be made stronger, stiffer and more stable
- KS1 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

# Castles

## Teacher's Topic Planner

Maths

English

Science

Computing

History  
6 Lessons

PlanBee 

Geography  
4 Lessons

PlanBee 

RE

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

PE

Music  
2 Lessons

PlanBee 

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Teacher's notes:

## Geography

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## Art

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## DT

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## Music



## History



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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the events leading to Norman rule in England.	This first lesson begins by helping children to understand when in history the Battle of Hastings took place. Children will learn about historical sources including the Bayeux Tapestry and how this helps us to understand the events of the Battle of Hastings.	<ul style="list-style-type: none"> <li>Can children retell the events of the Battle of Hastings?</li> <li>Do children know that the Battle of Hastings took place almost 1000 years ago?</li> <li>Can children use a timeline to find out how long ago the Normans ruled?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A</li> <li>Event Cards 1A/1B/1C</li> <li>Memory Journey Cards</li> </ul>
<b>Lesson 2</b>	To know about different types of castles and their features.	In this lesson, children will find out about the two types of castles William the Conqueror built and his reasons for building them. Children will then explore the features of castles.	<ul style="list-style-type: none"> <li>Can children talk about and identify the features of a motte and bailey castle?</li> <li>Can children talk about and identify the features of a stone keep castle?</li> <li>Can children compare these two types of castles?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Research Sheet (FSD activity only)</li> </ul>
<b>Lesson 3</b>	To describe the roles people had in a medieval castle.	Following on from the previous lesson, children will learn about what life was like in a medieval castle and the roles people had whilst working there. Children will learn about the feudal system and how this impacted people in medieval society.	<ul style="list-style-type: none"> <li>Are children able to say what roles people had within a medieval castle?</li> <li>Can children describe some of the roles within a medieval castle?</li> <li>Are children able to make comparisons to how life in a medieval castle might be different from their lives today?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Role Cards</li> <li>Role Descriptions</li> <li>Word Prompts</li> <li>Job Advert Template (FSD! Activity only)</li> </ul>
<b>Lesson 4</b>	To compare life in Norman Britain to life today.	In this lesson, children will first recap what they have previously learnt about the feudal system and then explore what life was like for the poorer members of medieval society. They will be encouraged to make simple comparisons to their own lives and the differences between then and now.	<ul style="list-style-type: none"> <li>Can children ask questions to find out about what life was like in Norman Britain?</li> <li>Can children say how life was different in medieval times to now?</li> <li>Can children describe who the most and least important people were in medieval society?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Image Cards</li> <li>Freeze Frame Cards</li> </ul>
<b>Lesson 5</b>	To learn about the Tower of London and how it has changed over time.	In this penultimate lesson, children will dive into the history of the Tower of London and how it has changed over time. Children will be given the opportunity to see visual examples of how the Tower of London was first built and then adapted through the years.	<ul style="list-style-type: none"> <li>Can children make simple comparisons about the Tower of London then and now?</li> <li>Can children use vocabulary such as past, then and now?</li> <li>Can children identify and discuss similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Fact Sheet</li> </ul>
<b>Lesson 6</b>	To research a castle in our local area.	This final lesson allows children to apply the skills they have learnt through a local history study. Your class will learn how to be 'history detectives' and will use the prompts provided to gather facts and information about history in their local area.	<ul style="list-style-type: none"> <li>Can children use sources to research castles in their local area?</li> <li>Can children make comparisons between their local study and other Norman castles?</li> <li>Can children describe what they know about life in Norman castles?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Local castle pictures (provided by the teacher)</li> <li>History Detective Prompts</li> <li>Local History Worksheet (FSD? Activity only)</li> </ul>

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ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To use line to create a picture in the style of the Bayeux Tapestry.	Learn how and why the Bayeux Tapestry was made. Develop the technique of using lines and blocks of colour to create pictures.	<ul style="list-style-type: none"> <li>• Can children use pencils with control?</li> <li>• Can children combine colour and line to create a picture?</li> <li>• Can children make decisions about colour, pattern, line and form in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D/1E</li> <li>• Colouring pencils</li> <li>• Picture Card (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To use line to create a picture in the style of the Buck brothers.	Look closely at engravings of castles and the different techniques used to create them. Recreate the engravings either printing with foam or exploring making different marks with pencils.	<ul style="list-style-type: none"> <li>• Can children use pencils with control?</li> <li>• Can children combine a variety of marks to create their picture?</li> <li>• Can children make decisions about pattern, line and form in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B</li> <li>• Picture Card A/B/C</li> <li>• Foam</li> <li>• Pencils</li> <li>• Poster paint</li> <li>• Paint brushes</li> <li>• Water and water containers</li> </ul>
<b>Lesson 3</b>	To create a painting in the style of James Paterson.	Develop the use of colour while recreating the work of James Paterson. Children will focus on sketching and mixing colours while working on developing their observational skills.	<ul style="list-style-type: none"> <li>• Can children sketch light pencil outlines with control?</li> <li>• Can children combine a variety of watercolours to make different shades and tones?</li> <li>• Can children make decisions about pattern, line, colour and form in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> <li>• Picture Card A/B/C</li> <li>• Pencils</li> <li>• Watercolours</li> <li>• Paint brushes</li> <li>• Water and water containers</li> <li>• Picture Card D (FSD? activity only)</li> </ul>



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GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out why some castles were built on hills.	Find out why castles were built on hills and what natural resources the residents of the castle would have needed to have nearby. They will become familiar the geographical physical features: hill, sea, river, cliff.	<ul style="list-style-type: none"> <li>• Can children identify land features, like hills and cliffs?</li> <li>• Do the children understand the advantages of building a castle on a hill?</li> <li>• Do the children understand the disadvantages of building a castle on a hill?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Location Cards</li> <li>• Scenario Cards A/B/C (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out which physical land features made castles easier to defend.	Describe and become familiar with the physical features castles are close to. Think about what makes castles easier to defend and the problems the builders might have come across when building in a hilly location.	<ul style="list-style-type: none"> <li>• Can the children identify physical features of land including, cliff, forest, hill, sea, river and valley?</li> <li>• Do the children understand the advantages of building on or near certain land features?</li> <li>• Do the children understand the disadvantages of building on or near certain land features?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Fact Sheet A/B</li> <li>• Visit Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To name and locate UK capital cities and their castles.	Identify the UK and its countries and capital cities on a map. Explore the castles in each capital city and identify the geographical features they have been built on or near.	<ul style="list-style-type: none"> <li>• Can children identify land features including, cliff, forest, hill, sea, river and valley?</li> <li>• Do the children understand the advantages and disadvantages of building near certain land features?</li> <li>• Do the children understand why the areas surrounding castles were often home to lots of people?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> <li>• Sentence Cards</li> <li>• Picture Cards A/B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To devise a simple map and use and construct a simple key.	Explore maps using simple keys. Then move around the map using compass points.	<ul style="list-style-type: none"> <li>• Can the children identify physical features of the land?</li> <li>• Can the children identify physical features and other points of interest on aerial photos?</li> <li>• Can the children use compass points to move around a map grid?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C/4D</li> <li>• Picture Cards (FSD? activity only)</li> </ul>

# Castles : Cross-Curricular Topic : Year 1/2

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To design a medieval tool.	Design a medieval weapon while exploring the product's purpose and features.	<ul style="list-style-type: none"> <li>• Can children design a functional product?</li> <li>• Can children communicate their design ideas?</li> <li>• Can children evaluate their ideas and products?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D/1E/1F</li> <li>• Lolly sticks, elastic bands, drink bottle tops, glue</li> <li>• Instruction Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To design and make a medieval castle.	Explore the features of a castle before using different materials to create them. Children will have the opportunity to build a model of a motte and bailey castle.	<ul style="list-style-type: none"> <li>• Can children select from a range of materials according to their characteristics?</li> <li>• Can children perform practical tasks like cutting and joining?</li> <li>• Can children evaluate their ideas and products?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C/2D/2E</li> <li>• Construction materials, card, paper, glue, tape, string</li> <li>• Design Sheet</li> <li>• Picture Card (FSD? activity only)</li> </ul>

MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about medieval instruments.	Listen to medieval music and explore how different instruments are played. Follow instructions when playing as a group.	<ul style="list-style-type: none"> <li>• Can children play in unison?</li> <li>• Can children play a variety of instruments by plucking, banging and blowing?</li> <li>• Can children play a variety of instruments at different volumes and speeds?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Word Cards A/B/C</li> <li>• Medieval Music Track</li> <li>• Picture Cards A/B/C</li> <li>• A variety of instruments</li> <li>• Worksheet 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To compose rhythms.	Compose a piece of music using simple notation. Read, play and improve their musical compositions.	<ul style="list-style-type: none"> <li>• Can children play in unison?</li> <li>• Can children play a variety of instruments by plucking, banging and blowing?</li> <li>• Can children use a form of notation to compose and perform as a group?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards A/B/C</li> <li>• Medieval Music Track</li> <li>• A variety of instruments</li> <li>• Picture Cards (FSD? activity only)</li> </ul>