

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

## History

1	Finding out who built the first castles in the UK.
2	Exploring the features of Norman castles.
3	Exploring the structure of medieval castles.
4	Finding out who lived in medieval castles.
5	Discovering how common people were treated in medieval times.
6	Exploring how the Tower of London's uses have changed over time.

- 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

History  
6 Lessons

PlanBee 

Geography  
4 Lessons

PlanBee 

RE

Computing

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

PE

Music  
2 Lessons

PlanBee 

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

Teacher's notes:

## Geography

## Art

## DT

## Music

## History

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out who built the first castles in the UK and why.	Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.	<ul style="list-style-type: none"> <li>Can the children say who invaded England?</li> <li>Can the children say where the main battle between William and Harold took place?</li> <li>Can the children ask questions to find out more information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Cards</li> <li>Fact Sheet</li> <li>Statement Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about UK castles that were built by the Normans.	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.	<ul style="list-style-type: none"> <li>Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles?</li> <li>Can the children find similarities and differences between the castles?</li> <li>Can the children say why castles were important for the Norman invaders?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E</li> <li>Fact Cards</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the structure of medieval castles.	Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.	<ul style="list-style-type: none"> <li>Can the children describe the features of a castle?</li> <li>Can the children find similarities and differences between the castles?</li> <li>Can the children say why castles were important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Word Bank</li> <li>Function Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the people living in medieval castles.	Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.	<ul style="list-style-type: none"> <li>Can the children say some of the people who lived in a medieval castle?</li> <li>Can the children name some of the different jobs in a medieval castle?</li> <li>Can the children say who was powerful in medieval times?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Timeline Cards A/B</li> <li>Information Sheet</li> <li>Domino Cards A/B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about how the common people were treated in medieval times.	Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasants' Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.	<ul style="list-style-type: none"> <li>Can the children say why the peasants did not think the tax was fair?</li> <li>Can the children explain what the taxes were used for?</li> <li>Can the children compare how taxes were spent in medieval times and how they are spent now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Sentence Cards</li> <li>Fact Sheet A</li> <li>Fact Sheet B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about how the Tower of London's use has changed over time.	Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.	<ul style="list-style-type: none"> <li>Do the children know the Normans started building the Tower of London?</li> <li>Can the children say how the Tower of London has changed over time?</li> <li>Can the children say what the Tower was used for in the past and what it is used for now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Fact Sheet</li> <li>Picture Cards (FSD? activity only)</li> <li>Information Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

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

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 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/B</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/B</li> <li>Medieval Music Track</li> <li>A variety of instruments</li> <li>Picture Cards (FSD? activity only)</li> </ul>