



KS1 Castles Long Ago



Successful learners

Areas of Learning

As Geographers - we will be looking at castles all over our country and finding the ones nearest to us. We will describe where they are and looking at what the places are like. We will be using maps, Google Earth and photographs to help us describe what the place is like and explore why they may have built a castle there.

As Historians we will be finding out about the way of life of people in the past. We will research castle life looking at who lived in a castle, what life was like for the different people living there, food they ate, and castle design. We will look at why people acted as they did. We will explore real artefacts and secondary forms of evidence to find out about how people lived in the past compared to now.

As Designers we will plan and make our own 3d castles with various materials such as Lego, bricks and sheet materials. We will look at how drawbridges and portcullis work and then we will design our own.

As Scientists we will investigate the changes in the seasons and begin to compare the season to when we first looked in September. We will note changes in plants, animals and also the weather. We will be investigating and naming everyday materials, exploring properties and thinking about why they used the materials they did to build castles. We will look at what would have made a good coat for people living in a castle in the winter.

As Artists we will be using different sheet and collage materials to create our own castles, princes/ princesses and coat of arms, using ideas we find from our research to help us. We will be exploring how we can use arrange and mix different materials and textures to create abstract pieces of art.

As Musicians we will sing songs and play instruments.

As users of technology we will create some e-cards, which we can send out We will create and send an electronic Christmas card to our friends in France and print others to give to our neighbours.

Confident individuals

Enterprise

To become enterprising, confident and independent individuals we will:

Hold a knight's challenge. We will decide as a class on a number of challenges that must be completed. These challenges will involve physical activity and we will decide what the activities will be. We will also decide on the rules and the scoring system. It will be our job to work in groups, alongside children from other classes, to complete the challenges. We will decide as a class on a suitable prize for the winning team.

Responsible Citizens

Enrichment

To enrich our learning we will:

Visit a castle to help us find out about and compare how people lived in the past in our History learning. We will also explore historical artefacts to find out about the past.

Role play – Castle kitchen, banquet hall and bedroom
Dress up as prince and princesses

Toy castle, knights and royalty figures
Science material investigation centre

Spiritual & Moral

In our spiritual and moral development we will:

Be learning that King Jesus loves us all very much. We will explore how King Jesus made every one of us unique and that He has given us special gifts that we can use to love and help others.

We will also be learning about the special gift that God gave at Christmas and looking at how and why we celebrate Christmas.

Communities

As members of a community we will:

Explore the rules of castle life. We will find out who made the rules and what happened if they were broken. We will then explore how our community makes rules and how rules and laws are made now.

We will share our learning with the school and our families in our class assembly.

We will learn songs to perform at the old people's home.

History Key Objectives	Milestone 1
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artifacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
To build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
To communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Science Key Objectives	Milestone 1
To work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
To investigate materials	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.
To understand the Earth's movement in space	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
Geography Key Objectives	Milestone 1
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, river, soil, valley, vegetation and weather.

D/T Key Objectives	Milestone 1
To take inspiration from design throughout history	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Explore how products have been created.
To design, make and evaluate	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.
To master practical skills: Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
To master practical skills: Mechanics	<ul style="list-style-type: none"> • Create products using levers.... winding mechanisms.
Art Key Objectives	Milestone 1
To Develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop.
To master techniques: Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Music Key Objectives	Milestone 1
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

PE	Milestone 1
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.
Computing Key objectives	Milestone 1
To Code (can use Scratch)	
Look	<ul style="list-style-type: none"> • Add text strings, show and hide objects and change the features of an object
Sound	<ul style="list-style-type: none"> • Select sounds and control when they are heard, their duration and volume
Draw	<ul style="list-style-type: none"> • Control when drawings appear and set the pen colour, size and shape
To Communicate	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.

English	Mathematics
<p>We will create our own recounts using 'Voices in the park' – Anthony Browne, 'Where's my teddy' – Jez Alborough, 'On the way home' – Jill Murphy</p> <p>We will read a variety of stories which contain predictable and patterned language and write our own using stories we have heard as inspiration.</p> <p>We will use a variety of information books to find out about castles in the past.</p>	<p>We will be using a range of manipulatives to secure our understanding of numbers to 20, including estimating, ordering, finding 1 more and 1 less, doubles, halves and odd and even numbers.</p> <p>We will also identify a range of 2d and 3d shapes used in castles, naming and exploring the properties of 2D & 3D shapes.</p> <p>As part of our enterprise week we become more familiar with recognising and using coins in our role play castle market.</p>

Books, Websites, Resources

The Teddy Robber – Ian Beck

Princesses aren't quitters – Kate Lunn

Lullabyhullabaloo! – Mick Inkpen

Knight Time – Jane Clarke

Small knight and George – Ronda Armitage

The knights first tournament – Derren Taylor

The princess and the pea – Ian Beck

The Frog Prince

Sleeping beauty

Cinderella

George and the dragon – Chris Wormell

There's no such thing as a dragon – Jack Kent

In the castle - Anna Milbourne Usbourne

Saint George and the dragon <http://www.scholastic.co.uk/assets/a/20/a9/dragon-pcps-217327.pdf>