

Year 2 History: Knights and Castles

Autumn Term

How are castles used today in comparison to the past?

Enrichment: Visit to Castle Keep, Newcastle

Prior Learning:

Changes within living memory; Great Fire of London and Gateshead; Grace Darling

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p>Chronology:</p> <ul style="list-style-type: none"> Use a range of vocabulary to talk about the passing of time. Sequence events and objects in chronological order. To ask and answer questions about the past. To place an event on a time line showing periods in the history of England- identifying as 'a very long time ago.' Sequence artefacts closer together in time. To show knowledge and understanding of aspects of the past beyond living memory. To develop use of time related vocabulary and everyday historical terms. Recall correctly some of the events from a topic studied. 	<p>What events in history do I already know about?</p> <ul style="list-style-type: none"> To recall significant people and events from the past (learnt in Y1) and discuss the impact the event/people had on present day. To order events/people from the past and understand when they happened placing events on a time line. <p>How have castles changed over time?</p> <ul style="list-style-type: none"> To order types of castles placing them onto a time line 	<p>Knowledge:</p> <ul style="list-style-type: none"> To plot events on a timeline such as The Great Fire of London and Gateshead, birth and death of Grace Darling, rescue event of Grace Darling, their own birth date and the birth dates of their parents and grandparents To order types of castles on a time line To begin to recognise that most castles in the UK are hundreds of years old and were built before the Great Fire of London happened <p>Vocabulary: Time line, time order, sequence, past, present, older, newer, years, chronology, 19th century, 20th century, 21st century, hundreds of years ago</p>
<p>Sources:</p> <ul style="list-style-type: none"> To ask and answer questions about the past. To find out about the past by looking at pictures To use a range of primary and secondary sources to begin to understand features of the period studied. To show knowledge and understanding of aspects of the past beyond living memory. To identify some of the different ways in which the past is represented. To explain what they have learnt about the past using a variety of means- labelled diagrams, stories, diaries. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Observe or handle sources of information to answer questions about the past on the basis of 	<p>What is a castle? How do we know about them if they were built hundreds of years ago?</p> <ul style="list-style-type: none"> To look at what evidence of castles remain e.g. buildings and grounds, artefacts, pictures, accounts etc. To deduct and interpret information from these sources to build up a picture of what life was like at this time and why castles were built To know that sources are not always reliable and are just interpretations from the past <p>What are the features of a castle and what is the purpose of each feature?</p> <ul style="list-style-type: none"> To look at source material such as castle remains or reconstructions, artefacts and pictures etc. of the features of castles and what each could have been used for 	<p>Knowledge:</p> <ul style="list-style-type: none"> To recognise that ruins and remains are source materials as well as artefacts, pictures, accounts etc. Know that sources are interpretations from the past Castles offered defence from attack and protection They were a place from which an attack could be launched Understand who William the Conqueror was, when he invaded and why he was important to building castles. <p>Vocabulary: Sources, interpretations, artefacts, buildings, remains, ruins, artefacts, defence, attack, protection, William the Conqueror, wooden, motte and bailey, stone keep, concentric, moat, portcullis, drawbridge, gatehouse, keep, battlements, curtain wall</p>

<p>simple observations- <i>who, what, why, how, where?</i></p> <ul style="list-style-type: none"> Identify at least one reason why a famous person from the past is remembered 		
<p><u>Society:</u></p> <ul style="list-style-type: none"> To use drama to understand why people did things in the past To show knowledge and understanding of aspects of the past beyond living memory. To begin to recognise that there are reasons why people in the past acted as they did. 	<p><u>Who lived and worked in castles?</u></p> <ul style="list-style-type: none"> To look at who lived in castles, who was in charge and typical staff that would work in castles <p><u>How were castles attacked and defended during invasions?</u></p> <ul style="list-style-type: none"> To look at the reasons why a castle might be attacked and how the people inside defended it 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To recognise a clear hierarchy in a castle community To be aware of what some of these roles entailed To recognise that life was very different hundreds of years ago to present day Show an understanding of the concept of war (weapons, how to attack and defend) Name 4 different methods for attacking a castle <p><u>Vocabulary:</u> lord, lady, ladies in waiting, knights, jester, cook, servants, peasant farmer, gong farmer, Mangonel, scaling tower, long bows, battering ram, defend, attack, enemy/ies, catapult</p>
<p><u>Changes:</u></p> <ul style="list-style-type: none"> To convey an awareness and understanding of the past in a variety of ways. Identify similarities and differences between ways of life at different times, e.g. London/Gateshead now and during Great Fire of London/Gateshead. To be able to describe similarities and differences between old and new artefacts Describe and sort things that are from the past, i.e. artefacts/everyday objects from home, and say how they are used, and how they compare to today's equivalent. 	<p><u>How are castles used today?</u></p> <ul style="list-style-type: none"> To discuss how castles were so effective that invasions died out and therefore there was no need to castles and stately homes were built instead To discuss modern ways our country would attack and defend itself from invaders To look at who lives in castles now and how they are used 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that advances in technology and weaponry mean that the country protects itself using services like the armed forces, navy, royal air force etc. with ships, planes, submarines, troops etc. To know that castles are mainly used today as tourist attractions, museums, hotels and homes <p><u>Vocabulary:</u> Army, Navy, Royal Air Force, war, invasion, defend, museums, technology, inventions, present day</p>
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> To communicate and tell stories about what they have learned in a variety of ways- drawings, ICT, role play, writing. Convey an awareness and understanding of the past in a variety of ways. 	<p><u>Are castles still important today?</u></p> <ul style="list-style-type: none"> To look at how castles are an important part of British history and how they are a link into our past To look at how many castles are used as museums and tourist attractions to teach people about our history 	<p><u>Knowledge:</u> Develop an understanding of how castles shaped British History and how they continue to be used in the modern day (ruins and running castles)</p> <p><u>Vocabulary:</u> Ruins, remains, museums, tourism, past, nobility, royalty, hierarchy</p>

	<ul style="list-style-type: none"> To discuss how some castles can still be used as a home for families of nobility and royalty and that a hierarchy within these still exists 	
Thinking Deeper: Why are castles no longer built? Do you think our country would still have castles if William the Conqueror hadn't invaded?		
Links to other subjects:		
<ul style="list-style-type: none"> Subject Specific links – Geography – Where are there castles in our area? Why are there so many on the coastline? Newcastle Keep is in the city – Why? 		
<ul style="list-style-type: none"> Personal Development – understanding my own history timeline and how it is relatively short in comparison to 1000 years ago when the first stone castles were built 		
<ul style="list-style-type: none"> SMSC – awareness of hierarchy of society, even in modern times 		
<ul style="list-style-type: none"> Cultural Capital – awareness of the importance of the north east coastline for attacks and defence in the past; awareness of local castles 		
<ul style="list-style-type: none"> Careers – past and present day soldiers, roles in the castle- cook, cleaner, horsemen, falconer etc, armed forces, museum curators, historians, archaeologist 		
<ul style="list-style-type: none"> British Values – History discuss the values of chivalry and the Knight's code of conduct. Past and present monarchs and how the monarchy has changed over the years. Compare a past Queen Elizabeth 1st with Queen Elizabeth 2nd 		
<ul style="list-style-type: none"> Equality – Is it fair that the rich people live in castles and stately homes whilst some people are homeless? 		