

Class 1 – YR/1/2	Term: Autumn	Topic: Castles, Knights and Dragons	Driver subjects: History and Science
<p><b>Coherence:</b> What previous learning will this unit connect to and build upon?</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Chronology (timeline)</li> <li>• The Great Fire of London was over 350 years ago and no one is alive now from that time.</li> <li>• Historians use artefacts to find out about historical periods beyond living memory.</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Some children have learnt that diff. materials are used for diff. purposes, depending on properties.</li> <li>• Animals are living things and they live in different places around the world.</li> </ul> <p><u>Personal Experience</u></p> <ul style="list-style-type: none"> <li>• Most children are aware that there are castles in Thornbury and Berkeley and may have visited castles with their families.</li> </ul>	<p><b>Knowledge:</b> What will the children know by the end of the topic?</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Knights lived during the Middle Ages, also known as Medieval Times.</li> <li>• This period began in 1066 and ended in 1485, lasting 419 years. This was 944 years ago to 535 years ago.</li> <li>• No one is alive now that was alive then.</li> <li>• St George is the patron saint of England and his legend is that he slayed a dragon to save the kings' daughter and their village.</li> <li>• King Arthur is a legendary king of England, who was known for his knights of the round table and his wizard advisor, Merlin.</li> <li>• The legend says that King Arthur, the true heir to the throne, became king after pulling the sword from the stone.</li> <li>• Other countries have their own dragon legends.</li> </ul>	<p><b>Future learning:</b> What 'light touches' for future learning may occur?</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• The Wars of the Roses - Medieval Times ended in England in 1485 after the Battle of Bosworth, the last battle of the War of the Roses. (KS2)</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Materials and their uses (KS1)</li> <li>• Animals in their habitats (KS1)</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Countries in Europe and the countries of the UK (KS1/2)</li> </ul>	
<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• During medieval times were no cameras and anything written would have been on paper.</li> <li>• Paper and wood rot but stone does not.</li> <li>• We have names for our different body parts and facial feature.</li> <li>• Animals also have some of those body parts but some animals also have body parts that we don't have, e.g. wings, tails, fins.</li> <li>• Animals live all around us and we can identify some animals around our school, both wild and domestic.</li> <li>• We can name the place where animals live.</li> <li>• We can sort animals into different groups according to their features.</li> <li>• Animals are classified into groups known as mammals, birds, fish, reptiles and amphibians.</li> <li>• Humans are classed as animals.</li> <li>• Each animal group has distinctive features.</li> <li>• We can sort animals according to their diet: herbivores, carnivores and omnivores.</li> <li>• We have 5 senses: sight, hearing, taste, smell, touch.</li> </ul>	<ul style="list-style-type: none"> <li>• In Europe, dragons are thought of as mean, fire-breathing creatures who are always fighting people.</li> <li>• In Asia, dragons are more peaceful and are considered helpful spirits of the natural world.</li> <li>• The Battle of Hastings marked the beginning of this time period.</li> <li>• At the time, England was ruled by the Saxon king, Harold.</li> <li>• Duke William of Normandy invaded and won the battle.</li> <li>• The Bayeux Tapestry gives us some evidence of what happened at this time.</li> <li>• King William began to build the first proper castles in England so that he could continue his conquering of England.</li> <li>• Motte and Bailey castles had a mound with the Keep on top and an enclosed area of land, where people lived and worked.</li> <li>• The first castles were made of wood but didn't last and were easy to attack and invade.</li> <li>• Later, castles were built of stone and many are still standing today.</li> <li>• Castle designs evolved over time to become better defended against attacks. Their different parts have special names.</li> <li>• There were different people who lived in the castles with different jobs.</li> </ul>	<p><b>Outcomes:</b> What written, creative and technological outcomes will be expected by the end of the unit?</p> <ul style="list-style-type: none"> <li>• Sequence the story of St George</li> <li>• Recall details from the legend of King Arthur</li> <li>• Draw and explain the differences between European and Asian dragons – body parts</li> <li>• Order events of the Battle of Hastings</li> <li>• Explain what it would have felt like being one of Harold's soldiers</li> <li>• Look at examples of evidence from that time period.</li> <li>• Label parts of a motte and bailey castle.</li> <li>• Order castles on a timeline.</li> <li>• Write about different jobs in a castle.</li> <li>• Label body parts of humans and animals and make comparisons.</li> <li>• Observe animals living around our school.</li> <li>• Describe features of animals and sort them into different classification groups.</li> <li>• Sort animals according to what they eat.</li> <li>• Explore our 5 senses.</li> </ul>	

<p><b>Key Vocabulary: Science</b></p> <p><b>Human body parts:</b> head, neck, shoulders, chest, tummy, arms, legs, fingers, toes, elbows, knees, ankles, wrists, hips, hair, nails, eyes, ears, nose, mouth, teeth, tongue</p> <p><b>Sight</b> – the ability to see using our eyes</p> <p><b>Hearing</b> - the ability to see using our ears</p> <p><b>Smell</b> – the ability to smell using our nose</p> <p><b>Taste</b> – the ability to taste things with our tongues</p> <p><b>Touch</b> – the ability to feel things with our skin</p> <p><b>Fins</b> - a thin flat part that sticks out from the body of a fish, used for swimming and keeping balance</p> <p><b>Flippers</b> - a flat body part like an arm without fingers that some sea animals use for swimming</p> <p><b>Webbed feet</b> – pieces of skin between the toes</p> <p><b>Paws</b> – the foot of an animal that has claws or nails</p> <p><b>Claws</b> - one of the sharp curved nails on the end of an animal's or a bird's foot</p> <p><b>Tail</b> - part that sticks out at the back of the body of an animal, moved from side to side or up and down</p> <p><b>Wings</b> – part of a bird, insect or bat, used for flying</p> <p><b>Beak</b> – hard pointed or curved outer part of a bird's mouth</p> <p><b>Fur</b> – soft thick mass of hair that grows on the body of mammals</p> <p><b>Feathers</b> – soft light parts covering a bird's body</p> <p><b>Scales</b> – thin plates of hard materials that cover the skin of many fish and reptiles</p> <p><b>Horns</b> - a hard pointed part that grows, usually in pairs, on the heads of animals</p> <p><b>Mammal</b> – animal that feeds their young on milk, has fur or hair, breathes air</p> <p><b>Bird</b> – animal covered in feathers, has wings and a beak, most can fly, breathes air</p> <p><b>Fish</b> – animal covered in scales, lives in water, has fins and a tail to swim, breathes through gills</p> <p><b>Reptile</b> – animal with dry scaly skin, breathes air</p> <p><b>Amphibian</b> – animal with smooth slippery skin, starts life in water, lives on land and water, breathes air</p> <p><b>Diet</b> – what an animal eats</p> <p><b>Carnivore</b> – an animal that only eats meat</p> <p><b>Herbivore</b> – an animal that only eats plants</p> <p><b>Omnivore</b> - an animal that eats meat (including insects, worms, etc.) and plants (including seeds).</p>	<p><b>Sort</b> – put things in a particular order</p> <p><b>Group</b> – put things together that have something the same</p> <p><b>Features</b> – parts of an animal's body or appearance</p> <p><b>Same</b> – exactly like something else</p> <p><b>Different</b> – not the same as something else</p> <p><b>Key Vocabulary: History</b></p> <p><b>Medieval</b> – historical time period 1066 to 1485</p> <p><b>Time period</b> – a significant length of time in history</p> <p><b>Timeline</b> – a line to represent time, with the past towards the left and the future towards the right</p> <p><b>Artefact</b> – an object made by humans that can give us clues about a particular place or time in history</p> <p><b>Evidence</b> – something that proves something happened</p> <p><b>Patron saint</b> – a Christian saint, believed to give people special help and protection</p> <p><b>Legend</b> – story from long ago about people and events that may or may not be true</p> <p><b>Knight</b> – a man of high social rank/of noble birth who had a duty to fight for his king in battles</p> <p><b>Castle</b> – large, strong building with thick high walls and towers, built by kings and lords to defend people during wars and battles</p> <p><b>Battle</b> – a fight between groups of people with weapons</p> <p><b>Invade</b> – enter a country by force</p> <p><b>Conquer</b> – take control of a country and its people</p> <p><b>Rule</b> – be in charge of running a country</p> <p><b>Attack</b> – trying to kill or injure the enemy in a battle</p> <p><b>Defend</b> – protect somebody or something from an attack</p> <p><b>Motte</b> – small hill on which the Keep is built</p> <p><b>Bailey</b> – open area of a castle, inside the outer wall</p> <p><b>Ditch</b> – a long channel dug in the ground</p> <p><b>Moat</b> – a deep wide channel dug around a castle and filled with water to make it more difficult to attack</p> <p><b>Keep</b> – the main tower of a castle in which people lived</p> <p><b>Drawbridge</b> – a bridge that can be pulled up</p> <p><b>Portcullis</b> – strong, heavy iron gate that can be raised or lowered at the entrance to a castle</p> <p><b>Ramparts</b> – high wide wall of stone or soil with path on top</p> <p><b>Battlements</b> – low wall around top of a castle with spaces in it that people inside could shoot through</p> <p><b>Arrow slits</b> – a narrow opening that an archer would fire arrows through</p>	<p><b>Global Learning and Citizenship: Including significant people and places</b></p> <p>Saint George – Patron saint of England</p> <p>William the Conqueror – the first Norman King of England</p> <p>Places of historical significance in England – Hastings, Battle</p> <p><b>Link to School Values and Curriculum Intent:</b></p> <p>A sense of place – England's place in Europe</p> <p><b>Opportunities for visitors, trips or outdoor learning:</b></p> <p>Visit a castle – Chepstow/Caldicot/Caerphilly</p> <p>In-school fieldwork, observing animals we can see in and around our school grounds</p> <p><b>Supporting Texts:</b></p> <p><u>Fiction</u></p> <p>The Knight and the Dragon by Tomie de Paola</p> <p>The Night Dragon by Naomi Howarth</p> <p><b>Mathematical Development:</b></p> <p>Ordering events by date</p> <p>Ordering castles along a timeline</p>
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