



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

### Medium Term Plan: Global Enquirers- History

Why did people build castles and how have their uses changed over time?



Global Enquirers

#### Aspect of Study

Chronology and change  
Historical enquiry

#### Transferable Knowledge:

Concept of change, structures

### National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### During this area of study students should be taught to:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.



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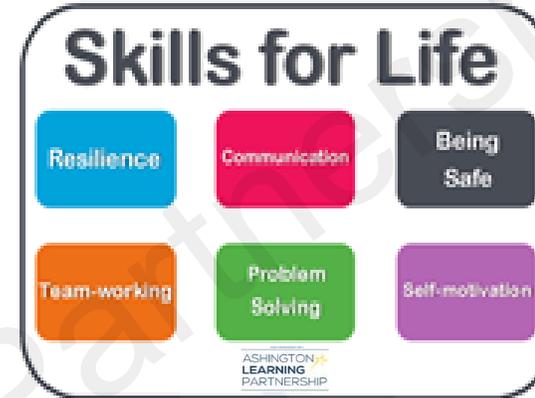
Subject-specific knowledge

Features of different types of castle: Motte and Bailey, Stone Keep and Concentric.  
Timeline of British Monarchy from 11th -15th Century.  
Reasons for the Norman invasion  
Who William Rufus (the Conqueror) was  
Reasons why the Domesday book was compiled.  
Parts of a castle  
Jobs inside a Medieval castle.

Deeper knowledge

Understanding of why castles were built  
Personal opinion on Norman invasion

**Real World Links:**



**Influential Figures**

William the Conqueror

**OPAL links**

Building castles from various different construction materials.

## Curriculum Coverage

**(Previous, expected and what follows on)**

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> <li>Talking about past and present events in their own lives and the lives of their families.</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries - <b>Key events commemorated e.g. Remembrance Day</b></li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality - <b>castle in Northumberland.</b></li> <li>events beyond living memory that are significant nationally or globally - <b>battles and the concept of invasion.</b></li> <li>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 - <b>tbc</b></li> </ul>

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Castle Keep Gatehouse Bailey Motte and Bailey Arrow loop Draw bridge Towers Turrets Walls Concentric Wooden Monarchy King Heir Medieval Century Edward the Confessor William Rufus (the Conqueror) Harold Battle of Hastings Defence Defend Domesday book	Victory Defeat Conflict Opinion	ORACY FRAMEWORK STRANDS

## Sequence of Teaching and Learning

**1/2**

**LO: To use sources to find out about the past.**

In depth study of a local castle. Warkworth?

Where is it?

When was it built? (opportunities to make links to prior coverage in order to promote chronological awareness.)

Why was it built?

**3/4**

**NC: To learn about events beyond living memory that are significant nationally or globally.**

**When were castles built in Northumberland?**

Link to Geography. Look at a map of Northumberland with all of the major castles marked on. Put the children into research groups and ask each group to find out when a different local castle was built.

Groups to feed back to the rest of the class so that all children can mark the relevant date next to each castle on their map.

From their map, the children should be able to establish that the castles (as we know them) were mainly built between the 11th and 15th Centuries, in a period known as 'Medieval times'.

## Sequence of Teaching and Learning

<b>5</b>	<b>NC: To learn about events beyond living memory that are significant nationally or globally.</b>	<b>Why were lots of castles built in England after 1066?</b>  Recap previous learning. When were castles built in Northumberland?  Establish that many castles were built all across England from the mid 11th Century onwards. But why was this the case? How did England change in 1066?  Look at the timeline of British monarchy and establish that there were 2 changes of King in 1066 - Edward the Confessor died and Harold took the throne but William Rufus argued that he should be king and this led to the Battle of Hastings. Consider the impact William's victory had on Britain.
<b>6</b>	<b>NC: To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</b>	<b>Who was William the Conqueror and why did his army invade England?</b>  Share the story of William the Conqueror. How do you think the nation would have felt about this?  The children could write <b>a newspaper report</b> about William's army invading England and him taking control of England.

## Sequence of Teaching and Learning

<b>7</b>	<b>NC: To learn about significant historical events, people and places in their own locality.</b>	<b>Who built castles? Why?</b>  Establish that William the Conqueror took over as King of England in 1066 after his victory in the Battle of Hastings. How do you think the nation would feel about this?  Establish that there was unrest in the country and the Normans needed to defend the land that they had just won. They built lots of (wooden) castles very quickly for defence.
<b>8</b>	<b>NC: To learn about events beyond living memory that are significant nationally or globally.</b>	<b>What was the Domesday Book?</b>

## Sequence of Teaching and Learning

<b>9</b>	<b>NC: To learn about events beyond living memory that are significant nationally or globally.</b>	<b>How and why have castles changed over time?</b>  Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from the oldest to newest and explain their sequence. Peg images on a washing line, sequence on a timeline or drag and drop into place using appropriate software to show castles in historical order.  (Iron Age hill forts, Saxon ditch and rampart castles, Norman motte and bailey castles, stone keep and curtain wall castles, concentric circle and courtyard castles and medieval fortified manor houses.)  The children could draw and label pictures of a Motte and Bailey castle, a stone keep castle and a concentric castle.  HA children could possibly explain how and why castles designs changed over time. <b>(See DT unit of work)</b>
<b>10</b>	<b>NC: To learn about events beyond living memory that are significant nationally or globally.</b>	<b>Who would have lived and worked in a medieval castle?</b>  Consider who would have lived in a medieval castle, where specifically in the castle they would have lived and what job they would have done.  The children could write a short diary from the perspective a someone living in a medieval castle, explaining where they would eat sleep, rest etc, what their specific role is in the castle and what it involves and how they feel about this.

## Sequence of Teaching and Learning



**11**

EQ: Why did people build Towers and Turrets?

How have their uses changed over time?

Ashington Learning Partnership