



Pathway
2,3,4

Year 7 Castles

Term Spring 2
Castles

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?
 Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Curriculum objective)

Pupils will learn about the history of medieval castles and the Normans, where castles are built, who lived in castles, the structure of castles.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An opportunity for pupils to develop their chronological understanding of this time.

An opportunity for pupils to think about the changes in people's lives since the Norman era.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people's lives since the Norman era.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people's lives since the Norman era.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to think about the significance of this time.

<p>Knowledge:</p>	<p>Can the pupil say who invaded England?</p> <p>Can the pupil identify and name 'motte and bailey' castles and 'keep and bailey' castles?</p> <p>Can the pupil describe the features of a castle?</p> <p>Can the pupil say some of the people who lived in a medieval castle?</p> <p>Does the pupil know the Normans started building the Tower of London?</p>	<p>Can the pupil say where the main battle between William and Harold took place?</p> <p>Can the pupil identify and name 'motte and bailey' castles and 'keep and bailey' castles?</p> <p>Can the pupil find similarities and differences between the castles?</p> <p>Can the pupil name some of the different jobs in a medieval castle?</p> <p>Can the pupil say how the Tower of London has changed over time?</p>	<p>Can the pupil ask questions to find out more information?</p> <p>Can the pupil say why castles were important for the Norman invaders?</p> <p>Can the pupil say why castles were important?</p> <p>Can the pupil say who was powerful in medieval times?</p> <p>Can the children say what the Tower was used for in the past and what it is used for now?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create</p>

		a series of pictures, questions etc	a series of pictures, questions etc Independent inquirers – students to show independence in what they include in their work
Language and/or communication skills:	what 'words' will pupils learn and be able to apply Castle, knight, king, window, stone, tall, strong	what 'words' will pupils learn and be able to apply Motte, bailey, drawbridge, dungeon, great hall, armour	what 'words' will pupils learn and be able to apply Arrow slits, portcullis, turrets, battlements, keep, defend,
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			
10			
11			
12			

13			
14			

Talking points

Implementation

Impact