



YEAR ONE

LEARNING JOURNEY PLAN

Term - Summer 2

Curriculum Theme - Giants and Castles

Curriculum Drivers - History, Art, Music

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how..	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
History	<p>Vocabulary linked to history</p> <p>Some knowledge of homes years and years ago</p> <p>History means the passing of time</p>	<p>Know about an event significant to a local area</p> <p>Pupils beginning to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework</p> <p>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</p> <p>Find answers to simple questions about the past from sources of information</p> <p>Use relative vocabulary.</p>	<p>1. What is history? Remember together the definition we came up with in previous topics linked to what history is. Look at the story of William the Conqueror—discuss who he was and what he did, look at the castles he first ordered to be built— Look at Motte and Bailey castle and discuss features – good and bad, location, materials used etc http://primaryhomeworkhelp.co.uk/castles/motteandbailey.htm label a castle / draw a castle and label.</p> <p>2. Discuss disadvantages of a motte and bailey castle. Explain and discuss the different stages of castle design through the years. Discuss why many castles are ruins today. Why no wood motte and baileys left? Show images of ruins. Sequence images of castles along timeline. Describe changes to castle buildings and if able why changes occurred.</p> <p>3. Have a look at images of castles – name the different parts and discuss their purposes. Label an image of a castle and write sentences to tell you about these different aspects. www.kidsonthenet.org.uk/castle/view.html (maths—using sticks and string build a castle net)</p> <p>4. Recap the parts of a castle and their functions. Have a look at some castle floor plans – identify the different parts. In mixed ability groups plan a large scale group castle.</p> <p>5. http://www.castles.org/Kids_Section/Castle_Story/index.htm Have a look at the different roles of the people who lived in a castle – refer to learning logs and work done by Julia and Katie. Look at large castle on http://www.kidsonthenet.com/castle/view.html Can they work out where each person would have lived in the castle? What job would you have liked to have done and why?</p> <p>6. http://www.middle-ages.org.uk/knights-code-of-chivalry.htm Share with talking partners what they know about knights already. Give children facts and discuss code of conduct and mottos. Often had their motto on their crests. In groups come up with their own motto.</p>	<p>Children will understand the parts of a castle and why they were built etc.</p>	<p>History</p> <p>Past</p> <p>Timeline</p> <p>King</p> <p>Queen</p> <p>Country</p> <p>Royal</p> <p>Society</p> <p>Impact</p> <p>Defense</p> <p>Long ago</p> <p>Artefact</p> <p>Castles</p> <p>What?</p> <p>When?</p> <p>Where?</p> <p>Motte and bailey</p> <p>Knights</p> <p>Motto</p> <p>Moat</p> <p>Drawbridge</p>