

**Overall Outcome:**  
Children to have an awareness of life in the past (medieval Britain). To have an understanding of how Oxfordshire history is still alive and around us. To understand how buildings/ battles have changed.

**Children's responsibilities:**  
Research information about Castles and present this information clearly to members of the community.

**Narrative Hook:**

- People – Ridgeway Class
- Place - 'Ridgeway Castle'
- Problems –We have to pay the King taxes. Mysterious egg found on the field,
- Possibilities –Was medieval Britain a fair place to live? Is a castle a home? Would it be nice to live there? Do Dragons exist or are they a mythical creatures? Should we be afraid of Dragons?

**Text:**  
Dragon Post, George and The Dragon, The Egg, How to light your Dragon, Dare to Care Pet Dragon, Tell me a Dragon, Non-fiction texts about castles, knights and dragons.

**Key Vocab and links to other languages:**  
Consensus, Motte and Bailey, Stone Keep, Drawbridge, moat, suit of armour, ramparts, portcullis, turret, coat of arms, gatehouse  
King/ Queen, Lord/ Lady, Peasant, Jester, Knight

**Areas of learning (theme/subject):**  
History, Geography, English (myths and legends)  
PSHCE/ Britain, Science

**Resources:**  
Maps, Photographs. Paint, Pencils, Mirrors, colouring pencils

**Transformative diverse individuals:**  
William the Conquer, Queen Matilda, St George (and the Dragon), Paul Klee (famous artist),

YR 1/2 Term 3 & 4  
**Is a Castle really a home?  
Do Dragons really exist?**  
Castles, Dungeons and Dragons

**Content:** What will we learn?

- English
- Letter writing
  - Narratives / Character descriptions
  - report writing
  - Recount writing
- History
- Lives of significant individuals (William Conquer, King Edward)
  - Use vocabulary to tell stories about the past
  - Learn about the different types of castle – Motte and Bailey / Stone Keep and Concentric
  - Compare life today with life in medieval Britain
  - Ask questions about the people who lived and worked in castles.
  - Learn about significant events such as Battle of Hastings, making the Bayeux Tapestry, Myths surrounding Dragon Hill and St George and the dragon
- Geography
- Map work
  - Aerial photographs to identify key landmarks
  - Capital cities of the UK
- Art and DT
- Famous artists
  - Using experiences as inspiration for our artwork
  - Talk about and evaluate our artwork and design ideas
- Science
- Label body parts
  - Use senses to perform simple test

**Creativity:** How will we show we understand in multiple ways?

- Use maps to locate capital cities in the UK and to locate castles which are local to us and further away
- Use photographs to identify features and landmarks
- Use books and the internet to find information about castles
- Label the parts of a castle using the correct vocabulary
- Look at pictures of Castles and identify features
- Use role play and drama to understand what life was like living in a castle
- Write stories about mythical creatures (dragons)
- Sequence stories to show we understand what happened – St George and the Dragon
- Order events on a timeline
- Learn about medieval artwork and portraits – use these as inspiration for our own self portraits.

**Coherence:** How does this project link to other year groups and core subjects?

- Connections to previous learning:
- Fairy tales – knowledge about castles, knights and Kings.
  - Chinese New Year/ St George's Day – festivals
  - All about me
  - Understanding the world
  - Understanding the past
- Connections to future learning:
- Vikings
  - Explorers
  - Anglo Saxons
  - Tudor (Kings and Queen)
- Connections to core learning:
- History
- Discuss significant events in Britain beyond living memory
  - learn about significant events that occur locally
  - Learn about lives of significant individuals in history
- Geography
- Children can name and locate the four countries and capital cities of the UK
  - Children can ask questions about the places studied in KS1
  - Children can use aerial photographs to identify key landmarks, and the basic human and physical features of the area studied
- Science
- Compare similarities and differences between animals and humans
  - Label basic body parts
  - Know the senses and which body part they are linked to

**Compassion:** What opportunities are there for compassion and empathy?

- Who should be King/Queen?  
Did the King treat people fairly?  
How is this different today?
- Who was the most important person in a castle? Was this fair?
- Were peasants treated fairly?
- Are dragons different in other cultures?
- Should we be grateful for technology/ how we live today?
- Should we protect historical sites / artefacts?

**Community:** Where are the links to local expertise and resources? Visits/visitors?

- Dragon Hill – Uffington
- History around Uffington
- Oxford Castle, Oxford
- Highclere Castle, Berkshire
- Blenheim Palace, Woodstock
- Warwick Castle