


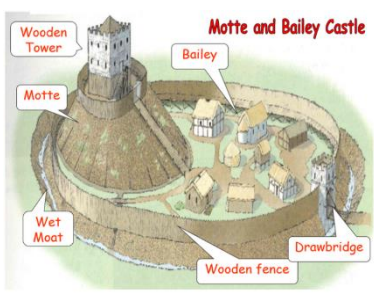


Year 2 Term 6

Enquiry question: 'Why do we have castles in the UK?'

Concepts <i>Invasion.</i> <i>Conflict.</i> <i>Settlement.</i> <i>Monarch.</i>	Wider experiences <i>Visit to Dover Castle</i> <i>Build own castles</i>	Vocabulary Portcullis moat drawbridge battlements cannons chambermaid guards knights jester musician blacksmiths candlemaker Garderobes Motte and Bailey Concentric castle moat
Disciplinary knowledge <i>Continuity and change</i> <i>Primary and secondary source.</i> <i>Cause and effect.</i>	Prior learning <i>Year 1 - Life during the GfOL.</i>	National Curriculum <i>Significant historical events, people and places in their own locality.</i>

Components:

1	<p>What makes a castle?</p> <p><i>Think about and analyse what the castle is made out of. Compare to their house (early castles were made out of wood but they were swapped out for stone.)</i></p> <p><i>Locate a plan of Dover Castle, how would it have looked when it was built? Compare it to houses nowadays with layout and what is within the house.</i></p> <p><i>Locate on digimaps where the castle is and discuss why the castle was built there. Can you see a long way from the top? Defence: the guards would have plenty of notice of invasion.</i></p> <p><i>Explore different images of castles. How did the people make sure they were safe in a castle? Explore the different defences - portcullis, moat, drawbridge, battlements, cannons, and slits for windows for firing our arrows. The defences will depend on the particular period of history the castle is most famous for.</i></p> <p><i>Children could: design their own castle (i.e. a plan with a features list to compare) describing the choices they made depending on the threats / think about the inside of the castle, who lives there and what rooms will they need or think about the location of their castle and describe why they made their choice.</i></p>	
2	<p>Are all castles built the same?</p> <p><i>Draw on knowledge gained from last week.</i></p> <div style="display: flex; align-items: center;"> <div style="width: 30%; font-size: small; color: red; margin-right: 10px;"> <p>William built castles to try and control areas where he faced resistance. The map below shows the castles that William built.</p> </div>  </div>	<p><i>Explore with the children the first castles which were built - Motte and Bailey. To stop us being attacked they had to build these quickly - the castle was built on the Motte (mound of earth) and the bailey was the soldiers living quarters. William the Conqueror was the leader of the Normans. Children could: write good and bad points about Motte and Bailey Castles.</i></p> <div style="text-align: right;">  </div>
3	<p>How and why did castles change?</p> <p><i>Explore why the Motte and Bailey castle needed to change - not standing up to the canons and trebuchet (weapons). What did they use instead? Stone - now called Keep and Bailey. Explore Windsor Castle. Explore the changes - wooden fences replaced with stone wall, shell keeps often made from stone so would sink on a mound of earth, the Motte was quite small for the Lords to live in.</i></p> <p><i>Introduce concentric castles and why they were good for defence - castle within a castle. Many walls, death hole and moat.</i></p> <p><i>Children could: compare the 2 castles saying if they were good for defence and why. Time lapse video of Leeds Castle changing.</i></p>	

4	<p>Who lives in a Medieval castle and what do they do? <i>Discuss - who lives in castles. This may have been royalty, significant families or even garrisons of soldiers. In medieval times there would have been the main family (landed gentry of some description) and then all the people who looked after them. This could mean that the castle was like a small village with many people working there.</i> <i>Explore the jobs people had as the lord and lady would have needed a small army of people looking after them including: chambermaids, guards and knights, jesters and musicians, blacksmiths, candlemakers, marshals for the horses, spinners and weavers, cooks and general kitchen servants. Compare their lives and other events studied in history, such as The Great Fire of London.</i> <i>Children could: compare sources and statements of their lives.</i></p>
5	<p>What was daily life like in a castle? <i>Explore with the children:</i> <i>* <u>Where did they sleep?</u> What would their beds have been like? Status in the castle meant this could have been a four-poster bed with hangings for privacy to sleeping in the stables with the horses. Compare these and rationalise why they are different.</i> <i>* <u>Did they have toilets?</u> Can they find the garderobes? What happened to the waste? Where did they keep their clothes? In the garderobe - the smell kept the moths away.</i> <i>* <u>Where did they cook?</u> Castles often have the kitchens remaining -enormous fireplaces where whole animals such as pigs, boars or deer would have been spit-roasted. Some castles also have the remains of bread ovens - these would have been kept permanently heated and used daily to feed all the people who lived there.</i> <i>* <u>What did they eat?</u> Many of the foods we are familiar with were not available in the past. Everyone ate lots of bread, white for richer people and darker rye bread for the poorer peasants. Pottage, a kind of soup-stew made from oats, would be eaten by everyone. There were no shops in villages so everyone had to grow their own produce; diets often consisted of turnips, beans, peas, leeks etc. in season supplemented with meat from their pigs. Most peasants kept pigs as they ate acorns in the woods and so did not need expensive food. Mutton (older sheep) was also commonly eaten. Rabbit, hare, boar and deer were available to be hunted but tended to be found on land owned by the local lord so poaching was common. Fish from local rivers could also be caught but trout and salmon belonged to the gentry and permission had to be sought to fish. Villagers would have drunk milk and water, but milk does not stay fresh for long and the water in the rivers was not always clean. Ale was made from barley and this was watered down for children. On special occasions there would have been banquets serving whole pigs and swans with sweet dishes.</i> <i>Make comparisons to their lives and comparisons to other events studied in history, such as The Great Fire of London and modern life. Why is it different? Is it better or worse or just different?</i> <i>Children could: compare images of castle lives and modern lives.</i></p>
<p>End Points:</p>	<ul style="list-style-type: none"> - To know that castles were built for defence. - To explain the Motte and Bailey castle changed over time. - To understand why concentric castles were better for defence. - To be able to explain what life was like in a castle.