



Medium-term plan – Year 1

Year group: 1		Term: Spring	
Topic/unit: Castles and forts in Hampshire			
Children make progress in		Evidence for knowledge/understanding developed	
Substantive knowledge (what we want children to know and remember)			
• Features of a castle – the main parts of a castle such as buildings, defences, location. • Development of castles and forts over time – how they changed and how they stayed the same. • The people who lived in castles and forts – their jobs and roles. • Castle defences and the weapons used against them. • That castles are no longer used for their original purpose.		• Children are able to name/label the features such as the moat, defensive wall, ditches, gates, living quarters, stores, animal barns. • Children are able to discuss the things that remained the same through different periods and also what changed. Features like defences, living quarters and location choices stay the same, building materials and usage changes over time. • Key castle inhabitants and their jobs are identified and the need for the job/person explained. • Children are able to identify the method of attack from the various weapons and also match it to the defensive feature deployed against it. • Recognise that people no longer live in castles, and they are no longer needed for defending the country. Now castles are places many people visit for heritage or are in ruins.	
Disciplinary knowledge (use HIAS AREs)			
• Historical enquiry – can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. • Chronology – creates simple timelines to sequence processes, events, objects within their own experience. Confidently uses vocabulary associated with the past, eg ‘old and new, then and now’. • Characteristic features – recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.		• Able to discuss and/or caption the picture sources of castle features, people, weaponry. • Able to create and annotate the timeline of castle development and that one followed another. Able to discuss life in a castle then and that we don’t live in castles now. • Explains that castles changed and that they are different from the types of homes we live in now. Able to identify that we do not have defences in our homes now and we do not live with large numbers of other people.	
Key question to drive the enquiry to promote children’s progress: why did we build castles and forts in Hampshire?			

Knowledge specific vocabulary • Armourer. • Bailey. • Ballista. • Barbican. • Barracks. • Battering Ram. • Battlement. • Belfry. • Blacksmith. • Buttress. • Caparison. • Castle. • Coat of arms. • Courtyard. • Crenulations. • Curtain Wall. • Defence/defend. • Donjon. • Dungeon. • Feast. • Forge. • Fort. • Fortification. • Garderobe. • Gatehouse. • Jester. • Jousting. • Keep. • King. • Knight. • Lord. • Lady. • Machicolations. • Mangonel. • Moat. • Motte. • Murder hole. • Oubliette. • Palisade. • Portcullis. • Queen. • Ringwork. • Servant. • Settlement. • Siege. • Siege tower. • Solar. • Soldier. • Tower. • Trebuchet. • Turret.	Promoting SMSC • Spiritual: • Moral: laws and responsibilities. • Social: working together. • Cultural: Cross-curricular links • Science – materials. • Design and Technology – structures and mechanisms. • Art – sculpture. • English – writing and comprehension. • Maths – measurement.
Resources Castle Life box from History Curriculum Centre.	