



EdisonLearning™ Primary Curriculum

Integrated Learning Unit no. 14 The Castle Year 1/2

Sample Pages only

Core Learning Skill Focus:
Developing Independence and Responsibility

Version 3.2

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Table 2

Learning Unit – The Castle: Overview
Subject Focus – History
Focus Core Skills – Developing Independence and Responsibility

Possible Starting Point

- Time capsule and a letter from the past

Possible End Product

- Design and make a castle
- Visit from 'Lord Lefiette'
- Hold a tournament and procession
- Special assembly

Possible Visit

- Castle

Literacy Links

- Fiction stories
- Signs and labels
- Instructions
- Information booklet
- How the past is represented

Speaking and Listening

- Asking questions
- Group discussion
- Would you have liked to live in a castle?
- Give and receive instructions
- Present their design for a castle

Physical Development

Dance

- Marching
- Group dance
- Sword routine

Games

- Target games
- Invasion games
- Tug of war
- Juggling

Knowledge and Understanding of the World

History

- **Time capsule**
- **Questions**
- **Letter returned**
- **Hot seats Lord Lefiette**
- **Castle visit and follow up**
- **What was life like in the castle?**
- **Contrast rich and poor**
- **Castle defences**
- **Weapons for attacking the castle**
- **Items to include in a castle design**
- **Assessment**

Design and Technology

- Design and build a castle

ICT

- Compare fonts
- Tape recording and digital photographs
- Locate and use Clip Art
- Plan castle

Science

- Catapult investigation

Geography

- Aerial photographs

Creative Development

Art and Design

- Design a flag or banner
- Large class collage
- Design a coat of arms

Music

- Trumpet fanfare
- Marching rhythm
- Medieval music

Links to Core Values

- Wisdom – good judgement
- Responsibility – carrying out a group role
- Courage – uncertainty of life in the past
- Compassion – caring for one another
- Justice – punishments past and present

Personal, Social and Emotional Development

- Keeping safe
- Code of conduct
- Comparing castles to homes
- Team work

Mathematical Development

- 2 D shapes
- 3 D shapes
- Investigating pattern

Role play

- Castle/time machine
 - Writing task
 - Simple cross stitch
 - Making salt dough loaves
 - Weaving at mini looms

Directed play

- Sand and water castles
- Making 'food' bowls
- Designing drawbridges
- Experimenting with lever catapults
- Building castles from construction kits

Homework and Independent Learning

- Comparing past and present
- Practice marching to a rhythm
- Teach a parent/carer

Suggested Implementation – The Castle

| | Curriculum Area | Phase One What were castles for? | Phase Two What did they look like? | Phase Three What was life like? | Phase Four Defences | Phase Five Design a castle |
|--------------------------------------|--|---|---|---|---|---|
| | Core Values | <ul style="list-style-type: none"> • Wisdom | <ul style="list-style-type: none"> • Responsibility | <ul style="list-style-type: none"> • Courage | <ul style="list-style-type: none"> • Compassion | <ul style="list-style-type: none"> • Justice |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Keeping safe | <ul style="list-style-type: none"> • Code of conduct | <ul style="list-style-type: none"> • Comparing castles to homes | <ul style="list-style-type: none"> • Team work | <ul style="list-style-type: none"> • Team work to build a castle (link to design and technology) |
| Knowledge and Understanding | History | Starting point <ul style="list-style-type: none"> • Time capsule • Questions • Letter returned • Hot seating Lord Lefiette | <ul style="list-style-type: none"> • Castle visit • Follow up from visit | <ul style="list-style-type: none"> • What was life like in the castle? • Contrast rich and poor | <ul style="list-style-type: none"> • Defences • Weapons for attacking the castle • Items to include in the castle design | <ul style="list-style-type: none"> • Assessment |
| | Design Technology | | | | | <ul style="list-style-type: none"> • Design and build a castle |
| | ICT | <ul style="list-style-type: none"> • Compare fonts • Tape record | <ul style="list-style-type: none"> • Digital photographs | <ul style="list-style-type: none"> • Locate and use Clip Art | <ul style="list-style-type: none"> • Plan castle | |
| | Science | | | | <ul style="list-style-type: none"> • Catapult Investigation | |
| | Geography | | | <ul style="list-style-type: none"> • Aerial photographs | | |
| Creative Development | Sketch book | <ul style="list-style-type: none"> • Ideas for flags and banners | <ul style="list-style-type: none"> • Experimenting with collage | <ul style="list-style-type: none"> • Ideas for a coat of arms | | |
| | Art and Design | <ul style="list-style-type: none"> • Design a flag or banner | <ul style="list-style-type: none"> • Large class collage • Sketchbook | <ul style="list-style-type: none"> • Design a coat of arms | <ul style="list-style-type: none"> • Castle silhouette | |
| | Music | <ul style="list-style-type: none"> • Trumpet fanfare | <ul style="list-style-type: none"> • Marching rhythm | <ul style="list-style-type: none"> • Medieval music | | |
| | Physical Development | <ul style="list-style-type: none"> • Games and activities can be spread across the learning unit | <ul style="list-style-type: none"> • Marching • Marching with flag/banner | <ul style="list-style-type: none"> • Group dance | <ul style="list-style-type: none"> • Sword routine | |
| Communication, Language and Literacy | Literacy links | <ul style="list-style-type: none"> • Fiction stories • Signs and labels • Instructions | | <ul style="list-style-type: none"> • Information booklet | <ul style="list-style-type: none"> • How the past is represented | |
| | Speaking and Listening | <ul style="list-style-type: none"> • Questions | <ul style="list-style-type: none"> • Group Discussion | <ul style="list-style-type: none"> • Would you have liked to live in a castle? | <ul style="list-style-type: none"> • Give and receive instructions | <ul style="list-style-type: none"> • Presenting design for castle |
| | Mathematical Development | <ul style="list-style-type: none"> • 2 D shapes | <ul style="list-style-type: none"> • 3 D shapes | <ul style="list-style-type: none"> • Investigating pattern | | |
| | Role play/Directed play | <ul style="list-style-type: none"> • Castle/time machine • Sand and water castles | <ul style="list-style-type: none"> • Writing task • Making 'food' bowls | <ul style="list-style-type: none"> • Simple cross stitch • Designing drawbridges | <ul style="list-style-type: none"> • Making salt dough loaves • Experimenting with lever catapults | <ul style="list-style-type: none"> • Weaving on mini looms • Build castles from construction kits |
| | Homework/Independent Learning | <ul style="list-style-type: none"> • Comparing past and present | <ul style="list-style-type: none"> • Practice marching to a rhythm | <ul style="list-style-type: none"> • Teach a parent/carer | | |

Possible Starting Points

- A visit to a local castle is highly desirable in order to maximise the use of this Learning Unit.
- **Time capsule**

An eccentric scientist uncle has asked you to look after his time machine/capsule for a few weeks. You have brought it to school to keep a close eye on it. Uncle's instructions are very clear. It should not be moved or interfered with in any way as strange things have happened in it occasionally...

A parchment (paper, tea stained to make it look old and suitably burnt around the edges) appears in the time machine capsule. The only words written in the old script are the date (e.g. the sixth day of November, in the year of our Lord 1082 A.D.) and the beginning of our letter saying, "Help us...". The rest of this letter is burnt away or illegible. Discuss with the class. Who could have sent the letter? Is it old/new, from the past or present etc. What could it be about? (Hint that your eccentric uncle had said strange things happened in the time machine capsule). Suggest that the class try sending a reply asking questions to find out what the letter was about.

- **Questions**

Talk to the children about why, what, who, when, where questions and model if necessary. Use talk partners or group work and ask children to generate questions they could send in order to find out more. Send class reply in the time machine capsule.

Possible End Products

- Design and make a castle for the Lord.
- Lord Lefiette may visit again to view the castle designs and listen to the children presenting their ideas and thoughts.
- Hold a 'tournament'. Perhaps begin with a procession that has been gradually built up during music and dance sessions. Hold competitions in the games that children have learned and practised during PE. (Perhaps Lord Lefiette could attend!)
- Hold a special assembly/parent meeting to show what has been learned during the unit.

| National Curriculum | Activities/Tasks | Teachers to insert Core Skills 'I can' statements that can be progressed through these activities | Suggested Learning and Teaching strategies (see appendix for detail) |
|-----------------------------|---|---|---|
| <p>4a, 4b</p> <p>4a, 4b</p> | <p>History Phase One</p> <ul style="list-style-type: none"> • See starting points <ul style="list-style-type: none"> - Time capsule - Questions • Letter returned The letter is returned in the time capsule (again suitably distressed) stating who the person is (e.g. Lord Lefiette) explaining that he is experiencing difficulties designing and building his castle. Ideally, have a volunteer who will visit and role play Lord Lefiette and be prepared to 'hot seat' in order to answer their questions. If not then include more information in the letter. • Hot seating Lord Lefiette The pupils can think/pair/share the questions they would like to ask the Lord. He in turn can make requests of the pupils for certain information and/or advice. (NB perhaps it could be arranged that he could return to look at their castle designs and hear their advice or that their work could be transported to him through the 'time capsule'. Another option is to use the time capsule to send ideas and advice to him during the course of the Learning Unit. He could then reply and/or request further information as appropriate....) • Preparation for the castle visit Explain to the children that when they visit the castle they can get lots of ideas that they can pass onto Lord Lefiette for the design of his castle. Discuss with the children what they think they are going to see. Scribe their responses and display. Use as a reference after the visit and clarify which were modern (e.g. cash register in the gift shop!) and which were a part of castle life in the past. | | <p>(5b) Think/pair/share</p> <p>(14) Hot seating</p> <p>(1) Teacher led</p> |

| National Curriculum | Activities/Tasks | Teachers to insert Core Skills 'I can' statements that can be progressed through these activities | Suggested Learning and Teaching strategies (see appendix for detail) |
|--|---|---|--|
| <p>2a, 2b 4a, 4b 5</p> <p>2a 5</p> <p>2a 5</p> | <p>History (cont.)</p> <ul style="list-style-type: none"> • Contrast rich and poor Organise a carousel of resources. This time ask the children to look for differences between rich and poor people. E.g. clothes, food, pastimes, education. Make two columns. Rich and Poor. Use the statements in the appendix to initiate discussion as to which category to put them in. <p>Phase Four</p> <ul style="list-style-type: none"> • Defences Castles were built to keep people safe. Why were castles attacked? Discuss the following statements and ask the children to form opinion lines. People attacked castles because: -the castles were in the wrong place -they were bored and wanted something to do -they wanted to control what went on in the area -they were bullies -they wanted to have more money and power -they had been told to do it -the people in the castles were their enemies -they were invading the country • Weapons for attacking the castle (link to Science, Design and Technology) Look at the drawings of weapons used to attack castles (see appendix) and discuss how they worked. Which could be used to defend the castle? Give picture of one weapon to each group. Ask them to discuss how it could be used and present their finding to the class. | | <p>(9) Carousel (8) Teams</p> <p>(17) Opinion lines</p> <p>(8) Teams</p> |