



Summer 2 Term 3

Year 2 Castles

History	Geography	Art (and History)	Design and Technology
<p>The children will use a range of different sources to research different types of castles in the UK (internet, written sources, video, radio). They will explore one castle within each country of the UK (see geography)</p> <p>They will identify who built the 1st castle in the UK and why they were built. The children will identify the main features of early castles and how these have changed over time. They will explore how the Tower of London's uses have changed over time.</p>	<p>The children will revisit UK map identifying the 4 countries and their capital cities. They will become familiar with castles in the UK's capital cities. They will research one famous castle in each country of the UK. (All about Norman castles from bbc.co.uk Find Norman Castles near you from english-heritage.org.uk Scottish castles from visitscotland.com Welsh castles from castleexplorer.co.uk Northern Irish castles from discovernorthernireland.com)</p> <p>They will also use prior learning to identify key physical and human features of a castle.</p> <p>The children will create a map showing a suitable location for a castle. They will use geographical vocabulary and understanding when choosing the best location for building a castle and justify their reasoning (on a hill, a river nearby).</p>	<p>The children will learn how and why the Bayeux Tapestry was made. They will develop the technique of using lines and blocks of colour to create pictures.</p>	<p>The children will create castles using junk modelling, considering the key features. They will use aerial photographs of their castle models and compare physical features with real castles.</p> <p>They will design, make and evaluate a working drawbridge. To do this they will look at different mechanisms including winch mechanisms and counter balances.</p> <p>The children will create a mediaeval catapult using a range of components. They will explore levers and axels and consider strength and suitability of the structure.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>A visit from a curator/ tour guide at a local castle.</p>	<p>Through learning about the different jobs that were essential to the everyday running of the castle, the children will understand the importance of a diversity of roles and the need to work together.</p> <p>Encourage the children to consider whether battles were the best way to resolve problems. The children will explore alternative strategies to conflict.</p>	

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
----------------	-----------------	--	----------------

<p>Key texts Non-fiction and fiction books about castles 'The Castle of the Forest Savage' - The Sword in the Stone by TH White. 'The Moving Castle' - from Howl's Moving Castle by Diana Wynne Jones</p>	<p>Children will create their own maps and use their knowledge of coordinates.</p> <p>Using their catapults, the children will use measure the distance that they can catapult a soft ball. They will create a table showing different results calculating the difference between different scores.</p>		
<p>Writing opportunities A diary entry from someone working/ living within a castle. A newspaper recount of a castle invasion. A story recount based around a castle. Information Text about castles.</p>			
<p>Reading opportunities Identifying features of non-fiction books.</p>			

Objectives	Activities
Geography	
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. <p>Human and physical geography: (revisit)</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Revisit UK map; identify the 4 countries and their capital cities. Identify a famous castle in each country. The children will compare contrasting castles, and describe them and some of the activities that occur there using key vocabulary.</p> <p>Use prior learning to identify key physical and human features of a castle.</p> <p>Create a map showing a suitable location for a castle. Use geographical vocabulary and understanding when choosing the best location for building a castle and justify their reasoning (on a hill, a river nearby).</p>
History	
<ul style="list-style-type: none"> describe features of particular themes, events and people from family, local, national and global history. identify independently a range of similarities, differences and changes within a specific time period identify a few relevant causes and effects for some of the main events covered. select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. understand securely and use a wider range of time terms. E.g. 'nowadays', 'in the past', 'previously'. 	<p>Use a range of different sources to research different types of castles in the UK. Focus on a castle within each country in the UK (see geography)</p> <p>Identify who built the 1st castle in the UK and why they were built. Identify the main features of early castles and compare these with features from castle built at later dates. Explore how the Tower of London's uses have changed over time.</p> <p>Draw a simple map and indicate where the best location for the new castle might be.</p>
Design Technology:	
<p>Design:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Technical knowledge:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Take aerial photographs of castle models and compare physical features with real castles. Create castles using junk modelling, considering the key features.</p> <p>They will design, make and evaluate a working drawbridge. To do this they will look at different mechanisms including winch mechanisms and counter balances.</p> <p>Design, make and evaluate a catapult using a range of components. Explore the use of levers and axels. Consider strength and suitability of the structure.</p>

<ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Evaluate:</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria 	
Art:	
<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Research how and why the Bayeux Tapestry was created. Develop the technique of using lines and blocks of colour to create pictures.</p>