

CASTLES and the UK

YEAR 1 and 2: SPRING 2

How have castles changed through the ages?

COVERAGE: How have castles changed through the ages?

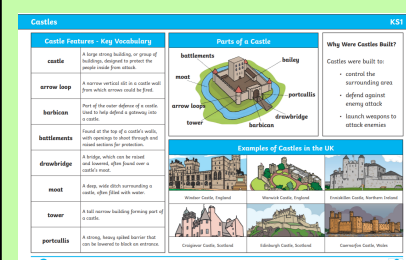
Pupils will develop an understanding of:

- geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland
- ask geographical questions –where is this place? what is it like? How has it changed?
- express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences
- recognise how places have become the way they are e.g. shops (patterns and processes)
- compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map
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KEY LANGUAGE AND VOCABULARY:

Map, symbols,
England, Wales,
Scotland, Ireland,
medieval, London,
Belfast, Edinburgh,
Cardiff, Map, symbols,
England, Wales,
Scotland, Ireland,
medieval, London,
Belfast, Edinburgh,
Cardiff, Paul Klee,

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. What type of castles have been built in the UK and why were they located where they were built?
2. What was life like in the castle during mediaeval times? How does it compare to life now?
3. What jobs were carried out in castles? Who did them and why were they being used?
4. How would you attack or defend a castle? How does the location help with these aspects?
5. Where would you build a castle in the UK and why?

KEY SKILLS AND KNOWLEDGE

- Use geographical vocabulary when choosing the best location for building a castle.
- Make a simple map and key with different environments.
- Use atlases to identify countries, capitals and surrounding seas.

ENRICHMENT:

- The children will have the experience of visiting Warwick Castle and learning about the geographical and historical features of the building.

Visits: - to Warwick Castle

Previous Learning:

The children have develop their understanding of The Great Fire of London and how the impact of this event changed history of building in the capital and the UK.

School Drivers to Examine

Children will look at:

- **Economy and Power** = the effect of the change in power in the UK and how this links to the economy of the country and the people who hold the power in the UK.
- **Culture and Diversity** = how has the development of castles changed the culture of the UK and supported or hindered diversity in the country.

