

Theme	Who am I?
Primary focus	History
Values	Honesty/ Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Ancient Greeks
Year 6	The Black Country/ Victorians

Please fill in the table on the next sheet for your planning on topic 1. The theme is centred on history and is called Who am I?

This unit should focus on the history skills that are in the curriculum.

Although we can base it on our topic 1 plans from last time I would reflect on what worked and what did not. Also with staff movement it is a chance to bring in fresh ideas. For example, in year 2 we will be keeping the core idea but narrowing the focus to being primarily about Florence Nightingale and the NHS.

You will also need to ensure that there is a **big question** and a **knowledge organiser** to run alongside this.

The main outcome is expected to be a history one where the pupils learn how to find information, remember key dates and facts etc. However there is a further expectation that the pupils are taught through another medium, for example, in year 6 they should know a lot about the geography of the Black Country.

Remember we will have limitations regarding things like trips etc at this stage

Any history related questions should be asked towards myself or Fiona

To ensure curriculum coverage certain subjects will be specifically timetabled. For example we will be putting in a specific ICT session, Science for KS2 and an extra PE. These will all need to be taught. So please make sure you are familiar with what you should be teaching in these.

In addition to this, there will be a MFL day every unit (4 across the academic year). This will happen every 4th week of the unit

on the Friday. This will be a whole day devoted to the initial learning of a language. The language we have chosen is Spanish. Where possible you can link this to your topic. This will be an off timetable day with Spanish activities recorded both in books and verbally through the ipad.

'WHO AM I?' YEAR 4

The Big Question

Where would you build your castle?

What are the pupils learning?

Pupils to understand about what life was like in medieval times compared to life today

What is the overall learning outcome? What is it that the children will have as an end to the unit of learning?

To understand the history of Dudley and how life was very different in medieval times. **To decide why Dudley was a good position for a Castle and to explain where the best place would be to build a castle now.**

Parents to be invited to a Medieval Banquet – showcase what we have learnt.

What skills are you teaching? (across 10 weeks of learning)

Wk1	Marvellous Me– about me, why am I special, hopes, my home...	Wk6	<p>Draw parts of castle</p> <p>Create own suit of armour (group work)</p> <ul style="list-style-type: none"> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Evaluate work <p>Design/ Create a Leaflet on a Castle</p> <p>Carry out research</p> <p>Write clearly</p>
Wk2	<p>Introduce topic, identify gaps in learning, WOW</p> <ul style="list-style-type: none"> 1– Title page KWL grid Use terms related to the period and begin to date events Look at the evidence available Use evidence to build up a picture of a past event Recall, select and organise historical information Communicate their knowledge and understanding Complete tooth investigation Make several related observations <p>Use simple equipment provided</p> <p>Use non-standard measurements</p>	Wk7	<p>TRIP?- timeline of Dudley Castle history—visit from friends of Dudley Castle?</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Look at the evidence available Use evidence to build up a picture of a past event Use text books and historical knowledge Ask a variety of questions Use the library and internet for research Recall, select and organise historical information

	<p>Record observations in simple tables</p> <p>Link observations to their ideas and questions</p> <p>Explain simply what happened and whether this was expected</p> <p>Recognise the need to communicate findings</p>		<ul style="list-style-type: none"> • Communicate their knowledge and understanding • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Evaluate their work both during and at the end of the assignment
Wk3	<p>Use letter/ number co-ordinates to locate features on a map.</p> <p>Draw maps/ plans with a key using some standard symbols.</p> <ul style="list-style-type: none"> • use letter/ number co-ordinates to locate features on a map. • draw maps/ plans with a key using some standard symbols. 	Wk8	<p>TRIP?- timeline of Dudley Castle history—visit from friends of Dudley Castle?</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs
Wk4	<p>Label parts of a castle– Dudley Castle and describe what each part is for– compare to their own homes</p> <ul style="list-style-type: none"> • Look at the evidence available • Use text books and historical knowledge • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information • Communicate their knowledge and understanding. 	Wk9	<p>Jobs in castles– research (trip)- link to WOW</p> <ul style="list-style-type: none"> • Look at the evidence available • Use evidence to build up a picture of a past event • Use text books and historical knowledge • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information
Wk5	<p>Draw parts of castle</p> <p>Create own castle (group work)</p> <ul style="list-style-type: none"> • Sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. • Select and use relevant resources and references to develop their 	Wk10	<p>Reflection and self-evaluation</p>

	<p>ideas</p> <ul style="list-style-type: none"> ● Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. ● Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail 		
--	---	--	--

What tasks enable you to achieve this? (across 10 weeks of learning)

<p>Wk1</p>	<ul style="list-style-type: none"> ● Children to write about themselves, likes/dislikes, their homes, their families, ● JIGSAW– becoming a class team activities ● Teeth and digestion (marvellous me) ● Describe the simple functions of the basic parts of the digestive system in humans ● Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others <p>Create a jigsaw piece. Picture in centre, things that make you special on each edge. Use puzzle pieces as window display to parents to show how each join together to make bigger picture.</p> <p>Self portrait – draw other half of photo.</p> <p>Family tree – who loves me and why.</p> <p>Hopes for the year – post it notes. One educational and one extra-curricular.</p> <p>Where am I from? Each child draw a picture of themselves on a post it. Use pictures to decorate map and string to locations.</p> <p>Tooth investigation– cola, milk etc...</p> <p>suggest ideas or make predictions that can be tested</p> <p>Ask relevant questions,</p> <p>Suggest different types of enquiry to answer questions</p> <p>Recognise whether or not a test is fair</p> <ul style="list-style-type: none"> ● Quick quiz– class charters, rules, values etc... 	<p>Wk6</p>	<p>Draw parts of castle</p> <p>Create sculpture using clay.</p> <p>Create a Leaflet on a Castle</p> <p>Look at leaflets/websites of 'functional' castles. Discuss Dudley castle uses now. Why a zoo? Why is it no longer used as a castle?</p> <p>What are the castles today used for? Why do we not use castles in the same way? How do we fight now? Discuss modern war – nuclear etc.</p> <p>Plan and research how to make a leaflet, looking at audience, what to include, etc.</p> <p>Location – map of how to get here on back</p> <p>Parts of a castle</p> <p>Things done within a castle e.g. entertainment</p> <p>Medieval food</p> <p>Uses of a castle</p> <p>Add to timeline – when different castles were built.</p>
------------	---	------------	--

Wk2	<p>1– Title page</p> <ul style="list-style-type: none"> · KWL grid · WOW– children in 3 groups being knights, princesses and servants (move around). Knights– swords, quests etc, princesses-dancing, curtsy etc and servants cleaning... 30 mins each activity then evaluate <p>Create timeline which will be added to. WALT to reflect it is a working document.</p> <p>Create 'how to' guide – how to be a princess, how to be a servant and how to be a knight.</p> <p>Which would you rather have been and why?</p> <p>Children to record finding in various ways</p>	Wk7	<p>TRIP?- timeline of Dudley Castle history—visit from friends of Dudley Castle?</p> <p>Draw a timeline of Dudley Castle history</p> <p>Complete matching game</p> <ul style="list-style-type: none"> · Putting results into timeline, research Writing events in order-correct tense <ul style="list-style-type: none"> ● Evaluate their work both during and at the end of the assignment <ul style="list-style-type: none"> · Instructions to make war machine · Personal accounts of castle siege · Newspaper reports of siege? <p>Re-enact a siege. Create battle song. Any current songs that are about being strong/battle worthy....Giant by RagnBone man??</p> <p>Learn song to perform at final banquet.</p>
Wk3	<p>Use letter/ number co-ordinates to locate features on a map.</p> <p>Draw maps/ plans with a key using some standard symbols.</p> <ul style="list-style-type: none"> · Show children map of Dudley– where is castle? Identify and look at symbols– what do they mean? Can they see their house? Children to use co-ordinates to find features on map. · Children to create own map of Dudley using features and skills from last lesson <p>Co-ordinates quiz</p> <ul style="list-style-type: none"> · go out onto playground– coordinates grid? <p>Share maps and match against WILF</p> <p>Google maps – can we locate our homes in relation to Dudley castle? Write directions from home to Dudley castle.</p> <p>Draw a birds eye view map of Dudley castle. Compare to BEV of Warwick castle – what is the same, what is different?</p>	Wk8	<p>Design and make trebuchet/cannon/catapult</p> <p>Attack on castle</p> <p>Siege at Dudley Castle (History)</p> <p>Design and make trebuchet/cannon/catapult</p> <p>Create product description in order to sell. Read amazon product descriptions for ideas.</p> <p>Each group has chance to attack a castle built by staff (stacked boxes??) prize for the group who destroy most of the castle. Counter attack from within castle – does it destroy their weapon on can it withstand a hit or 2? Evaluate.</p> <p>Leave a review once tested. Read amazon reviews. Evaluate DT.</p> <p>Taste testing Medieval food – complete taste testing sheet for each item (cabbage, beans, oats, brown bread, honey).</p> <p>Design and make medieval food.</p> <p>Siege at Dudley Castle (History)</p> <p>Exit ticket – self evaluation of trebuchet</p>

Wk4	<p>Label parts of a castle– Dudley Castle and describe what each part is for– compare to their own homes</p> <p>Why did castles have different parts and rooms? What were these used for?</p> <p>Label parts of castle and describe what they were used for.</p> <p>Compare castles to their homes</p> <p>Interior designer. If you were designing your own castle what would you have in and why?</p> <p>Estate agent activity – you are selling your castle/ how do you advertise it? Look at rightmove. Describe each part of the castle in detail for potential buyers.</p> <p>True/false parts of castle game</p> <p>Pictures of castle to label, word mat for LA and spellings</p>	Wk9	<p>Jobs in castles– research (trip)- link to WOW</p> <p>Research different jobs people did in castles – servants, knights, chefs and grooms, etc.</p> <p>Research jobs within castles. Compare to jobs in Buckingham palace. Create job advert for one of the job roles in the castle. Apply for a job in a castle – link to who am I? What qualities/skills do I have to fulfil that role? Role play interviews.</p> <p>Select roles for banquet – who will be serving, who will be cooking etc.</p> <p>Communicate their knowledge and understanding in their own ways</p> <p>Children guess job from given description– role play</p>
Wk5	<p>Draw parts of castle</p> <p>Sketch parts of castle—turret, keep etc</p> <p>Write a description of a castle</p> <p>Plan how to make suit of armour.</p> <p>Using recycled materials, in groups – one child as the model, create a new suit of armour for the knight. What would it need and why?</p> <p>Evaluate and explain what you would change and why.</p> <p>Create advert/poster selling new designed suit of armour.</p> <p>Evaluation – peer assessment</p>	Wk10	<p>Answering big question</p> <p>Create decorations for Hall in anticipation of banquet.</p> <p>Invite parents to Medieval banquet. Showcase learning – songs/dances/clothing/suits of armour/re-enact siege on small scale/serve food/show art work.</p> <p>Reflection on learning</p> <p>End of Topic quiz,</p>