

Year Group Curriculum Planning Overview

Year Group: Y4	Term: 1	Unit: Dudley Castle- a local study	Timescale: 12 weeks	Values: Honesty/ Responsibility			
Big Question: Why did they build Dudley Castle during medieval times and would they build it today?			Core Text: King Arthur				
	Q1 – two weeks	Q2 – one week	Q3 – two weeks	Q4 – two weeks	Q5 – two weeks	Q6 two weeks	Q7 one lesson
<p>Steps to Understanding Questions that help to focus in on answering the Big Question</p>	Why did William the Conqueror need to build castles?	Why was Dudley a good place to build a castle? Why hills?	How were castles defended?	Who lived in a medieval castle?	Was there a difference between rich and poor? What was the difference between men and women?	How did castles change over time?	<p>Why do we not build castles today?</p> <p>What have we learned lesson</p>
<p>Core Knowledge What do I want each child to know by the end of each step?</p>	<p>To know who was William the Conqueror was and when he lived</p> <p>To know what happened at the Battle of Hastings</p> <p>To understand the purposes of the Domesday Book.</p> <p>To find the location of Hastings and Normandy using a map of the UK and Europe</p> <p>To identify Dudley on a map of the UK</p> <p>To know the purpose of the Bayeux tapestry</p> <p>WALT place events on a time line</p>	<p>To know why Dudley Castle was built on a hill.</p> <p>To identify the key reasons why castles were built in particular locations</p>	<p>To understand why castles had to be defended.</p> <p>To know how they were attacked</p> <p>To know how castles were defended.</p>	<p>To know who lived in a medieval castle.</p> <p>To describe the roles of people living in a castle.</p> <p>To know the importance of the role of the knight</p> <p>To identify key features of different roles</p>	<p>To know that people in castles had different jobs depending on their status.</p> <p>To understand that men and women, poor and rich led different lives.</p> <p>To compare the lives of rich and poor children.</p>	<p>To understand how castles changed over time.</p> <p>To identify the different parts of the castle</p> <p>To understand the purpose of the different parts of the castle.</p> <p>To know what a motte and bailey castles was</p>	<p>To understand how castles and our homes today differ.</p> <p>To understand how weapons and warfare have changed since castles were built.</p> <p>To understand how we are protected today.</p> <p>To know how castles are used today.</p>

Key Vocabulary	Bayeux, conqueror, Normandy, defeat, Hastings, taxes, Doomsday, census, revolt, power, claim, monarchy, heir, throne, castle,	Dudley, fortification, keep, protection, enclosure, steep, ditch, motte and bailey, castle, hill, defence, mound, tower, stone, materials ,	motte and bailey, castle, hill, defence, mound, tower, stone, materials , moats, ramparts, high walls, curtain walls, drawbridge, portcullis, battlements, durable, strong,	Nobility, knights, peasants, ladies in waiting, servants, baker, jester, stables, butler, minstrel, court fool,	Nobility, knights, peasants, ladies in waiting, servants, baker, jester, stables, butler, minstrel, court fool,	machicolations, crenels, merlions, parapet, murder holes, arrow slits, siege,
What are the difficulties and misconceptions?	Understanding that lives in the past were very different to today, and that castles were built for a specific purpose (children might have knowledge of Dudley Castle and think all castles come with animals.) Kings and Queens live in palaces with clean rooms and luxury.					
Prior Learning:	Children learnt in year 2 where Dudley is, in					
Ignition: How will you begin your unit?	Bayeux Tapestry. Cut up and solve the puzzle of the tapestry.					
Rationale:	Children have a better understanding of their local area and the historical significance of Dudley Castle.					
Trips:	View Dudley castle from afar. Warwick Castle.					

Activities to pre-teach in September (WB 6/9/21)

- Cut up images of the Bayeux Tapestry as a jigsaw puzzle. Children to be detectives to see what they can learn from it.
- Use dictionaries to find the meaning of the words for our display (conqueror, battle, invasion, invader, tapestry, defend.)
- Share our big question with the children and see what other questions they want to ask
- Complete KWL grid for the topic

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
1 History	Children know there is a castle in Dudley.	Why did they build Dudley Castle during medieval times and would they build it today?	Who was William the Conqueror?		Who William the Conqueror was. What happened at the Battle of Hastings. The purposes of the Domesday Book. To know the purpose of the Bayeux tapestry	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT evaluate the usefulness of the Bayeux Tapestry as a historical source WALT recall and select historical information about William the Conqueror WALT offer a reasonable explanation for the Battle of Hastings WALT place events on a time line		Join the pieces of the tapestry and discuss what they can see, what it might mean and how reliable it is. Factfile on William the Conqueror – why unpopular? Why did he have the claim to the throne? Differentiated information sheets about William. GD to use books as well. LA to complete sentences using a wordbank. Lesson 1 – research and fact finding lesson/note making Lesson 2 – create factfile	Tapestry pieces Information and PP on William the Conqueror PlanBee castles History Slide 1 has a simple introduction.	Tapestry, conqueror, battle, Hastings, invasion, invader, Normans, Anglo-Saxons,	Note taking in English Fact file in topic	Who? Where? Why? When? What? Quiz to answer the WALT offer a reasonable explanation for the Battle of Hastings

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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3 Geography History	Children know there is a castle in Dudley. Children know that castles are built of stone.	Why did they build Dudley Castle during medieval times and would they build it today?	Why was Dudley a good place to build a castle? Why hills?		Castles were built on hills for defence. Castles were built near water and woodland. William rewarded loyal subjects with land, property and money.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT to know why Dudley Castle was built on a hill. WALT to identify the key reasons why castles were built in particular locations		Challenge – Sir John de Gallivant wants to build a castle. We get a letter from him asking for help as he is not sure where is the best place to build his new castle. Look at a variety of pictures of different castles. Children to act as detectives and investigate what natural features are around each castle ie water, wood. Deduce the best place to build a castle. Report back to Sir John via: LA – postcard MA/HA - scroll Lesson 1 – be detectives and research the best place to build a castle and why. Lesson 2 – reply to Sir John’s letter.	Pictures of different castles Letter from Sir John de Gallivant PlanBee castles – Geography slide 3 is a good introduction to castles around the UK PlanBee Geography slide 1 talks about castles being built on hills	Location, river, water, wood, necessary, essential, hill, height, defence,	Letter/post card to Sir John	Multiple choice – LA - tick the three best answers for why castles were built where they were built HA - Label a picture of a castle – why it was built there

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4	Children know castles were/are strong and built out of stone. Children know they were fought over and battles/sieges took place there.	Why did they build Dudley Castle during medieval times and would they build it today?	How were castles defended?		Castles were attacked and defended in many different ways. Children will know the names of different weapons and how they were used.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT to understand why castles had to be defended.		Use Attacking and defending a castle - BBC Bitesize to introduce how castles were defended and attacked. Lesson 1 – mixed ability groups. Sorting activity – which were for defending and which for attacking: etc. Groups to choose the weapon/defence they think would have been the most effective. Orally present the reasons for their choice. Lesson 2 – label a castle and its defences. Explain the purpose of each part they have labelled.	BBC clips Pictures/word cards of attack and defence	ladder, fire, battering rams, catapults, mining, laying siege, moat, portcullis, arrows, attack, defence, motte and bailey, castle, hill, defence, mound, tower, stone, materials, moats, ramparts, high walls, curtain walls, drawbridge, portcullis, battlements, durable, strong,	Labelling of weapons and defence strategies	HA - At start of second lesson children to use purple pens to write their understanding of the sorting activity and what they learnt from this. LA – circle defence in red and attack in blues

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5	Children will know that castles were fought over, attacked and defended, using a variety of weapons such as battering rams and catapults.	Why did they build Dudley Castle during medieval times and would they build it today?	How were castles defended?		Siegues were a way of attacking a castle. People in the castle saved food, water and resources to stay alive. Siegues could last for months.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To know how castles were attacked To know how castles were defended.		Introduce a competition whereby the children are asked to do something for the longest, ie stand on one foot, stay still/quiet. Establish that a minute is a longer time than they may have thought. Relate this to staying inside for months during lockdown - lead on to a siege lasting a month, Lesson 1 - What was life like in a castle under siege? - BBC Bitesize Write a diary entry from the point of view of someone under siege and someone attacking the castle. Lesson 2 – build a trebuchet/make a board game? - DT lesson	Account from different perspectives. Lollipop sticks Elastic Bands Glue Neelam has cards on stick	Siege, trebuchet, Attack, rock, boulder, defence, wall,	English – diary writing Measures and angles	Exit ticket on Trebuchet HA – explain what it was and how it was used LA – use the wordbank to fill in the gaps in the sentences

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6	Children will know people built and lived in castles. Children will know many different people lived in castles and that the sometimes had to defend their castle.	Why did they build Dudley Castle during medieval times and would they build it today?	Who lived in a medieval castle?		Everyone had their role in a castle. Roles differed according to gender and wealth.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>To know who lived in a medieval castle.</p> <p>To describe the roles of people living in a castle.</p>		<p>Who actually lived in a castle (not just Kings and Queens!)</p> <p>Lesson 1 - Look at a cross section of a castle with people in it. Children to work as detectives in teams to discover what the different jobs were.</p> <p>If no cross section available use BBC Bitesize – what was life like in a castle?</p> <p>Give the children different roles to do. Drama – hot seating roles. Children to act out roles and explain how they feel about their jobs and why.</p> <p>Lesson 2 – start with the pictures of the different jobs from the PlanBee resources. What was the most important/dangerous/exciting job why? Discuss.</p> <p>Activity for lesson 2 - Top trumps for jobs in a castle.</p>	<p>Top Trumps cards</p> <p>Picture of cross section of castle</p> <p>Plan Bee history lesson 5 slide has a good introduction to people living in the castle.</p> <p>pdf (bbci.co.uk) – job list on BBC bitesize</p>	<p>Nobility, knights, peasants, ladies in waiting, servants, baker, jester, stables, butler, minstrel, court fool,</p>	<p>Drama</p> <p>Top trumps could be linked to maths</p>	

Half Term

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7	Children might know that a knight rode a horse and wore a suit of armour. They might think Knights rescued princesses like in films and stories.	Why did they build Dudley Castle during medieval times and would they build it today?	Who lived in a medieval castle?		Everyone had their role in a castle. Roles differed according to gender and wealth. Knights were men who started training at a young age. There was a code of chivalry they followed.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>To know the importance of the role of the knight</p> <p>To identify key features of different roles</p>		<p>Lesson 1 - Information on what a knight did and how they worked their way up from being a page and a squire. Introduce what chivalry means and what the code was. Discuss any jobs which they think are similar nowadays.</p> <p>Lesson 2 – respond to a job advert</p> <p>Skills needed to be become a knight</p> <p>Job application for a knight – children apply to be a knight and address all the points in the job advert.</p>	<p>Job advert – possible one on Twinkl which can be adapted</p> <p>Apply for a job</p>	<p>Knight Squire Page Chivalry Motto</p>	<p>Writing a job application</p>	<p>Give three words to describe a knight</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
8	Children will know everyone had their role in a castle. Children will know roles differed according to gender and wealth. Children will know knights were men who started training at a young age and that there was a code of chivalry they followed.	Why did they build Dudley Castle during medieval times and would they build it today?	Was there a difference between rich and poor? What was the difference between men and women?		Rich people and poor people had different roles within the castle. There were fewer rich people and many more poor people working for them. Poor people had to obey rich people. Men and women had different roles, with women having to obey men.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To know that people in castles had different jobs depending on their status. To understand poor and rich led different lives.		Lesson 1 - Discuss a feudal triangle. Cut and stick activity to create triangle based on class and wealth. Lesson 2 - Compare life for rich and poor (research activity) Write a paragraph/ bullet points about the rich and poor. LA – picture of rich and poor. How would you know? Extra activity - Listen to and respond to medieval music.	Resources in PlanBee (pick favourite job) Feudal Triangle https://www.ducksters.com/history/middle_ages_feudal_system.php	Wealth Feudal system/triangle Poor Rich Peasant Music Role Gender	ICT – research Feudal triangle and difference between rich and poor	 Order the people from most to least important – using numbers 1 to 5

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
9	Rich people and poor people had different roles within the castle. There were fewer rich people and many more poor people working for them. Poor people had to obey rich people. Men and women had different roles, with women having to obey men.	Why did they build Dudley Castle during medieval times and would they build it today?	Was there a difference between rich and poor? What was the difference between men and women?		Rich children led a different life to poor children. Rich children were educated, ate well and had servants. Poor children could not read and write and worked from a young age.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To understand that life was very different for men and women (This walt will be achieved through discussion) – Exit ticket To compare the lives of rich and poor children.		Lesson 1 - Research lesson – use the tablets/library service books to research the lives of the children in medieval times. Have paper with rich one side and poor the other so they can divide up their facts. Sort pictures of rich and poor children Lesson 2 - A day in the life of..... write a diary entry explaining how the children have spent their day.	Tablets/laptops Books from the library services	Rich Poor Peasant Role Job Whipping boy Clothes	Diary writing in English	Exit ticket – compare pictures of a rich and poor person LA – read statements and see which one is rich or poor – circle the answer.

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10	Castle were built on hills and were both attacked and defended.	Why did they build Dudley Castle during medieval times and would they build it today?	How did castles change over time?		Dudley Castle was originally a motte and bailey. Warwick Castle was palace castle. Castles changed over time and were originally built from wood and later from stone.	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To know what a motte and bailey castles was To identify the different parts of the castle		Lesson 1 - Label parts of a motte and bailey castle. PlanBee castles History slide 2 has a few ideas. Lesson 2 - Comparison with Warwick Castle	PowerPoint of different types of castle	Motte and bailey Stone Wood Fort Moat Keep Tower	Leaflet to advertise Warwick castle	Trip to Warwick Castle

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
11	Castles were originally motte and bailey castles and changed over time into stone castles.	Why did they build Dudley Castle during medieval times and would they build it today?	How did castles change over time?	Dudley Castle was originally a motte and bailey. Warwick Castle was palace castle. Castles changed over time and were originally built from wood and later from stone. Motte and bailey castles were quick and cheaper to build but easy to destroy. Stone castles were slower to build and more expensive but harder to attack.		
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
(To understand the purpose of the different parts of the castle.) To understand how castles changed over time.		Lesson 1 - Cut out different types of castles and put them into chronological order Lesson 2 - pros and cons of each type of castle, key features and comparison with motte and bailey – NG has this on her stick?	PowerPoint in chronological order TEs PowerPoint for how castles have changed – order photos. Teachit.	Motte and Bailey Concentric castle Stone Keep The Castle Palace The curtain wall castle The curtain wall castle with round towers		

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12	As above.	Why did they build Dudley Castle during medieval times and would they build it today?	Why do we not build castles today?	We do not built castles today as they would not keep us safe from modern warfare and weapons. Weapons changed with the invention of gunpowder.		
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>To understand how castles and our homes today differ.</p> <p>To understand how weapons and warfare have changed since castles were built.</p> <p>To understand how we are protected today.</p> <p>To know how castles are used today.</p>		<p>Lesson 1 – ask children to think about the big question again –focus on the second half. Why don't we build castles today?</p> <p>Share ideas and compare to the facts found on What came after castles? - BBC Bitesize</p> <p>How are castles used today? - BBC Bitesize</p> <p>Lesson 2 – complete KWL grid</p>	<p>What came after castles? - BBC Bitesize</p> <p>How are castles used today? - BBC Bitesize</p>	<p>Modern Weapons Warfare Gun powder</p>		<p>Complete the foanl aprt of our KWL grid.</p>

Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2		Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests

Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22 nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser