

Morpeth First School Knowledge Organiser

History	Year group	Summer
Local castles	4	6 sessions

Background knowledge

Northumberland is a county bursting with history and is renowned for its castles. There are over 70 castle sites in the county and many castles are still in good condition, Bamburgh, Alnwick, Warkworth, Holy Island, Belsay and Chillingham to name a few.

Castles were full of life, bustle and noise and crowded with lords, knights, servants, soldiers and entertainers. In times of war and siege they were exciting and dangerous places but they were homes as well as fortresses.

Resources

Listed with activities

History Rocks (songs) - Normans - Castles

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information and begin to discuss the effectiveness of a source.

I can sequence events and objects into chronological order.

I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.

I can place time studied on a timeline including the Roman Empire and Stone Age.

I am beginning to identify and give reasons for different ways that the past is represented.

I can discuss sources of information and question whether a source of information is always true and reliable.

I am developing my understanding of historical concepts such as continuity and change, similarity and difference. and significance.

National Curriculum Objectives / Key Skills	The Journey
<p>Range and depth of historical understanding Look for links in times studied Offer a reasonable explanation for events. Develop a broad understanding of ancient civilizations</p> <p>Chronology Use terms related to the period studied and begin to date events Develop a chronological secure knowledge and understanding of British history</p> <p>Historical enquiry and sources Use sources to build up a picture of a period of time.</p> <p>Interpretations of history Look at the evidence available Begin to evaluate the usefulness of different sources</p>	<ol style="list-style-type: none"> 1. What is a castle and why were they built? Name and locate the castles of Northumberland on a map. What do you know about them? Have you visited / seen them? <i>(PPT of Northumberland castles on StaffShared - New curriculum- History - Resources - Year 4)</i> Consider how life would change in an area after a castle was built. Why would people settle near a castle? 2. What are the features of a castle? https://www.twinkl.co.uk/resource/t-h-80-parts-of-a-castle-powerpoint Draw and label a castle. 3. Attacking and Defending castles. https://www.tes.com/teaching-resource/download/11873781 Help the knight to find the best way to attack the different types of castles such as motte and bailey, stone and concentric castles. 4. Research what life was like in a castle. Consider the different jobs that people would do. Would you like to have lived in a castle? 5. Prince Henry is moving to Northumberland and needs a castle to live in. <i>(SS - New curriculum planning - history - resources - year 4)</i>

Create an information pack about one Northumberland castle and present the information to Prince Henry - you could choose, drama, song, video, powerpoint, leaflet or poster.

6. As lesson 5

Cultural Capital

Visit to local castles - residential trip?

This provides a massive opportunity to give all children equal access to first hand, quality experiences which will stay with them forever. They will not just be learners but explorers, investigators, enthusiasts, performers, decision makers, contributors, creators, role models, members of society, and ultimately the future of our community and the world beyond it.

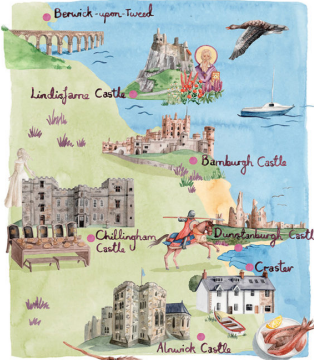
Outcomes

[An overview of what children will know / can do](#)

Developing: With support I can name and locate castles in Northumberland. I am beginning to answer questions such as, what was life like in a castle, what are the features of a castle and how the building of a castle might impact on the local area. I am beginning to carry out independent research and decide how to present my findings.

Secure: I can name castles in Northumberland and locate them on a map. I am beginning to suggest reasons why castles were built in certain areas and the effect of a castle on the local area. I can answer questions such as, what was life like in a castle, what are the features of a castle and how the building of a castle might impact on the local area. I am beginning to carry out independent research and decide how to present my findings.

Mastery: I can name local Northumbrian castles and locate them on a map. I can give some reasons as to why they were built in certain areas (defence from sea attack, good vantage points etc). I can describe the features of different types of castles and say how they have changed over time. I can confidently carry our independent research and choose how to present my findings.

Key Vocabulary	Timeline / Diagrams
<p>feature - a distinctive attribute of something</p> <p>Northumberland - county in the North East of England. Morpeth is in Northumberland</p> <p>motte and bailey castle - a castle on a hill, surrounded by a wall</p> <p>concentric castle - a round castle</p> <p>Expected vocabulary for this unit of work: peasant, monarchy, aristocracy, agriculture, economic, conflict, invaders, defenders</p>	

Key people / places
<p>Northumberland, Bamburgh, Alnwick, Dunstanburgh, Warkworth, Belsay, Chillingham, Lidisfarne.....</p>

Assessment questions / outcomes
<ol style="list-style-type: none"> 1. Can you name 3 castles in Northumberland? 2. What impact do you think the building of castles might have had on Northumberland? 3. What was life like in a castle? 4. What sources have you used to build up a picture of life in a castle? 5. Tell me about the castle that you have researched for Prince Henry. Why do you think he will like this castle? 6. Can you discuss the history of Bamburgh castle in relation to the Roman invasion of Britain and the Anglo- Saxons (use a timeline to help).