

Adapted unit: What were castles like a long time ago?

About the unit

This unit looks at the similarities and differences between homes today and castles. Children examine features of buildings, household objects and stories to find out about a time before living memory.

Where the unit fits in

This unit builds on unit 1 by introducing children to an aspect of the past beyond living memory. Children use a range of sources of information including pictures, stories and buildings to answer questions about life in castles. It introduces them to the idea that the past is represented in different ways.

Expectations

At the end of this unit

most children will: identify features of homes today and of castles; identify different objects used in castles and know how they were used and in which room they belonged; develop their awareness of different ways of life in the past; use appropriate language when talking, writing and role playing; begin to develop an awareness that the past is represented in different ways.

some children will not have made so much progress and will: identify some characteristics of homes and home life; talk about their own homes; recognise some features of castles and begin to describe what it was like to live in a castle.

some children will have progressed further and will: make comparisons across the time periods; identify and describe a range of different features of modern homes and castles; compare home life now and in the past beyond living memory; explain why people from different societies live in different styles of homes; talk about how the past is represented in different ways.

Prior learning

It is helpful if the children have:

- used a story to talk about the past
- used time-related vocabulary, *eg before, after, long ago, year, old, new.*

Language for learning

Through the activities in this unit children will be able to understand, use and spell correctly:

- names of different types of homes, *eg caravan, bungalow, terraced house, flat*
- names of architectural features, *eg windows, chimneys, doors, roofs*
- names associated with features in castles *eg drawbridge, moat, portcullis, tower, well, kitchen spit, fireplace*
- time-related vocabulary, *eg new, old, older, oldest, long ago, modern, when parents/carers were young, when grandparents were young.*

Resources

Resources include:

- a class timeline
- picture packs and stories with pictures illustrating life in castles
- pictures of different sorts of homes
- pictures of home interiors.

Section 1: What sorts of homes do people live in today?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none">• that people live in different sorts of homes• to talk about homes using appropriate vocabulary.	<p>Show the children pictures of different sorts of homes. <i>Which ones are like your home? Which are different?</i> Encourage them to talk about homes they are familiar with. <i>Why do people live in different sorts of homes?</i> Select children to place the correct labels on the pictures of different types of homes.</p>	<p>Children:</p> <ul style="list-style-type: none">• recognise and name different types of homes.	<p>The purpose of this activity is to provide opportunities for children to appreciate the diversity of homes that people live in today, so that they can use this knowledge as a basis for comparisons with the past.</p>

Section 2: What can we find out from the outside of homes?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to recognise common external features of domestic dwellings to record their observations appropriately. 	<p>Take the children to look at homes near the school. Help them to recognise common features by asking them to look for what is the same and what is different about the homes. Encourage them to talk about what the homes are built from, details of the windows, doors, chimneys etc.</p> <p>Ask the children to draw or take photographs of one of the homes, showing everything they can recognise.</p> <p>On their return to school, ask the children to improve their drawing and to include all the key features. Alternatively, they may write labels and captions for their photographs.</p>	<p>Children:</p> <ul style="list-style-type: none"> identify key external features common to homes, <i>eg windows, doors, chimneys, different building materials.</i> describe and draw details of different features of a home. 	<p>The location of the school will determine the type of home that can be used for this activity.</p> <p>This activity provides opportunities to make links with unit 1d 'Homes' from the QCA design and technology scheme of work, and with unit 1 'Around our school – the local area' from the QCA geography scheme of work.</p> <p>Children may develop their IT skills by creating a sequence using their photographs and taped recordings of their observations.</p>

Section 3: What sort of things do we expect to find in a home?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none">to identify the key features to be found inside homes.	<p>Ask the children to draw different pictures of the inside of their homes. Talk about the details that they have included in their pictures. Collect a range of pictures of different home interiors and use them to help compile a list of different things that you would expect to find in a home with the children, eg <i>different rooms, furniture, appliances, heating, lighting, washing facilities.</i></p>	<p>Children:</p> <ul style="list-style-type: none">describe the features of home interiors.	<p>Children may make their own models of the interiors of homes.</p>

Section 4: What were castles like and how were they different from homes today?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to identify the key features of a home built a long time ago to give reasons for some of the features that they have identified in homes built long ago to give reasons for some of the features that they have identified in homes built long ago. 	<p>Tell the children they are going to find out about different sorts of homes in the past. Show the children a large picture of a castle. Ask the children to identify the key features that they can see. Look at how the castle is built and its different features, <i>eg different building materials, thick walls, moat, drawbridge, portcullis, well</i>. Discuss with the children the reasons for these different features. <i>Why did the castle need thick walls and a moat? Why were the windows long and thin?</i></p> <p>Using the knowledge that they have developed through previous activities, ask the children to compare the castle with modern homes. <i>What is different about this home from modern homes? Is it made from the same materials? Are the windows the same shape? What is different about the door?</i></p> <p>Use artists' illustrations and reconstructions to encourage children to find out about the interiors of castles. Draw on earlier activities that built on children's knowledge of home interiors.</p> <p><i>What rooms do they have in the castle? What is the kitchen like? How is the food cooked? How is the castle heated/lit? What are the washing facilities like? What is the furniture like?</i></p> <p>Encourage the children to notice and describe as many features as they can from each picture.</p> <p>Use the children's suggestions and ideas to develop a word bank of new nouns and adjectives.</p>	<p>Children:</p> <ul style="list-style-type: none"> describe the features of a home built a long time ago explain some of the features of a castle identify some differences between two homes built at different times identify the rooms in a home from long ago describe, using appropriate vocabulary, features, furniture and household objects from homes from long ago. 	<p>This activity can be adapted to include different homes near the school locality, <i>eg a country house, Tudor merchant's house, Georgian townhouses</i>.</p> <p>English Heritage has produced publications that support teachers and pupils in their work on castles.</p> <p>The creation of a classroom frieze showing the interior of a castle, with different rooms and features labelled would reinforce children's learning.</p> <p>A class display of pictures of different castles would provide a useful point of reference for this activity and those that follow.</p>

Section 5: What can we find out about people who used to live in castles?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none">• about people who used to live in castles• about different ways of life in the past.	<p>Read the children stories that use medieval castles as settings. Use stories and pictures to talk about the different people who lived in castles and the different jobs that they would do, <i>eg lord and lady, soldiers, servants, blacksmiths etc.</i></p> <p>Look at the clothes that these people wore and their possible possessions.</p> <p>Compile a class diary showing a day in the life of one of the people who lived in the castle. Include details about where the person slept, what he/she ate and did during the day.</p>	<p>Children:</p> <ul style="list-style-type: none">• describe different people who lived in castles• talk about aspects of home life long ago.	<p>The selection of stories may link with work in literacy.</p>

Section 6: How can we turn the play area into a kitchen, hall or living room in a castle?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to apply their knowledge and understanding of home life a long time ago to communicate, through role play, what they have learnt about home life. 	<p>Ask the children to help you transform the play area. Encourage them to use all the information they have, <i>eg pictures of rooms, their drawings of homes and objects. What sort of windows do we need? How should the room be lit/heated? What objects would you find there?</i></p> <p>With the children's help, make a plan of the play area. Ask them to select appropriate objects and features and make models and copies of them to place in their room. Talk about what it would have been like to live in that room in the past. Provide different costumes and props and encourage the children to role play using the objects.</p> <p>Compile a list with the children of the different ways in which they have learned about castles, <i>eg pictures, photographs, a visit to a castle, films, TV programmes, stories.</i></p> <p>Give children different sources of information about castles and ask them to say what the source tells them about castles and/or ways of life in castles.</p>	<p>Children:</p> <ul style="list-style-type: none"> become familiar with key features of a room in a home long ago show understanding of an aspect of home life in the past through role play use language related to the past and to home life talk about the different ways in which we can learn about the past. 	<p>A visit to a castle would provide an appropriate introduction or ending to this unit.</p> <p>The play area could be set up like this for children to play in over a period of time. This would provide opportunities for them to develop and consolidate their understanding.</p> <p>More able children may be encouraged to think about what is the best source of information about castles.</p> <p>Children may create a simple database of the facts that they have found out about castles.</p>