

Year 1 HISTORY Topic 6: Dungeons and Dragons (5 Weeks)

Key Assessment Questions

What is a conquest? Who was William the Conqueror, when did he come to England and what is he famous for building?
How do we know about William the Conqueror? Why is William the Conqueror significant to historians?

SCHOOL VALUES (Spring 2): Forgiveness

Children will explore ideas of forgiveness in the context of relationships and friends at school/home, but also as they look at people in 1066. They will think about how unfair it was for the Normans to invade and take over land that was not their own. However, they should understand that good things also came from the Conquest (castles).

	KNOW	DO	UNDERSTAND
	<ul style="list-style-type: none"> Know that life in the time of William the Conqueror happened beyond living memory because no one is still alive who remembers it. Medieval means a time in history a long time ago, when William the Conqueror lived. 	<p>VOCABULARY Explain with <u>some support</u> the terms (revisit): history, history beyond living memory, chronological, timeline, source</p> <p>New vocabulary introduced: conqueror, conquest, medieval, 1066, tapestry, Battle of Hastings</p>	
Chronological Understanding	<ul style="list-style-type: none"> Know what the word chronological means where events are put in the correct time order. Know what a timeline is, and what it shows us. Know that William the Conqueror was born in 1027 and that he came from France. Know that the Battle of Hastings happened in England in 1066. 	<p>Plot the Battle of Hastings 1066 on a timeline, along with other known events on school timeline (Guy Fawkes lived, own birth and present day).</p> <p>Tell the story or part of the story of the Battle of Hastings in 1066, in the correct order.</p>	<p>This unit takes the children further back in time from 1666 to 1066. It will help build awareness of the past.</p> <p>Understand that 1066 a long time before 1600s.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a conqueror is a person who comes to attack and take over a place. Know that a conquest is when a conqueror attacks and takes over a place. Know what a source is and that it helps us to find out about the past. 	<p>Begin to understand how historians can use sources (Bayeux Tapestry) to understand what happened at the battle of Hastings.</p> <p>What did William bring to England to help historians? Domesday book, castles and French language (show how Domesday book can help historians know how people lived then)</p>	<p>Children should carry on asking questions about how historians use sources to tell them about the past.</p> <p>Year 4 will study <i>Anglo Saxon Chronicle</i> in more detail. This is a glimpse of it.</p>
Enquiry: Cause & consequence, & continuity, & change & similarity & difference	<ul style="list-style-type: none"> Know that William built Norman castles all over England and you can still see many of them today. Know that we live differently now compared to people in the time of William the Conqueror. Know that William the Conqueror was an important man in Britain's history. 	<p>Describe features of a medieval castle, who built them and why? Key Stage History Lesson on Spies* <i>Trip to Tamworth Castle will provide opportunities for the children to explore features of a Medieval Castle, how they were built and why.</i></p> <p>Begin to understand that historians see William the Conqueror as significant in British history because life after 1066 was not the same.</p>	<p>Begin to understand the significance of the Battle of Hastings. Life in Britain was not the same after this.</p> <p>Understanding this unit will help children when they come to Year 4 and learn about this as the end of Anglo Saxon and Viking Britain.</p> <p>PSHE and British Values Is it right to attack and take over someone's else land or country? Why? How do we treat each other today? Was William right to conquer?</p>

Year 1 Geography

Dungeons and Dragons

Assessment Questions		
<p>- In which continent is the UK? What is a landmark? Name some castles in England today that were built by the Normans.</p> <p>- Where is Hastings – can you show me on a map? Where did William’s Army come from, which country?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I can name and find 4 countries of UK and surrounding seas on a map.</p> <p>I can name and locate Denmark, Norway and France on a European map.</p> <p><u>Geographical Skills and Fieldwork</u> Know that maps give us information about the position of landmarks in an area.</p> <p>Know that four-point compass points can be used to identify position.</p> <p>I can use and understand geographical vocabulary (learn important names: <i>Hastings, English Channel, Pevensey</i>).</p> <p>Know some castles from this time can still be seen today.</p>	<p><u>Locational Knowledge</u> NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Find where England is on a map of Europe.</p> <p><u>Geographical Skills and Fieldwork</u> NC</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Use a map of Europe to find England, Denmark, Norway and France (with support) and trace the routes that the armies took.</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Use aerial photographs to observe features of castles and landmarks which have survived from that time (Tamworth, Warwick, Kenilworth all built by the Normans).</p> <p>Use the four compass points to describe position of landmarks.</p>	<p>In this unit the children will be introduced to the idea of compass points and how they can be used to identify position. The children know the names of the four compass points and be able to use them when describing objects.</p> <p>They will use the four compass points to help them to understand where Pevensey, Hastings and the English Channel are in relation to one another. They could locate some famous castles in England</p>
<p><u>Key Vocabulary</u> Landmarks (castles) settlement (where people lived) Compass points: North, South, East, West Geography Core Concepts: Settlement Landmarks</p>	<p><u>Fieldwork Opportunities.</u> Visit to Tamworth castle – children could take photographs/sketch the castle and other human features in the area.</p>	

Year 1 MUSIC Topic 6: Dungeons and Dragons

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> music can be used to tell a story the tempo and dynamics of music can be changed to change its effect you need to concentrate and listen carefully when learning and performing songs and chants with others <p>Vocabulary:</p> <p>duration dynamics tempo improvise rhythm</p>	<p>Cross curricular links:</p> <p>One of the BBC ten pieces is 'The hall of the mountain king' Grieg. The children will have an opportunity to listen and respond to the music (there are also extension activities on the BBC that children may complete)</p> <p>Music express Storytime (3)</p> <p>The children will explore different fairytales through music. They will think about which audio fits which type of story. Using instruments, they will explore which sound effects match different parts of a fairytale. They will learn a three little pigs rap, and perform it in 4 parts, using instruments to accompany.</p> <p>They will watch and listen to <i>the magic porridge pot musical</i> and talk about how the traditional story has been transformed by the inclusion of songs, a chant and musical interludes. They will use a story board to create their own improvisation, thinking about tempo and dynamics.</p> <p>They will also learn a chant 'pieces of porridge' and explore rhythms of phrases and repetitions. All of this will be put together into a class performance of 'the magic porridge pot musical'.</p>	<p><i>IN EYFS, the children will have learnt songs and rhymes and will have performed them in front of others. They will have learnt actions and used instruments to accompany songs. In Year 1, they are now making more choices about what instruments are effective, and following a structure to their performance.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> Pupils explore structure, timbre, tempo, dynamics, and appropriate forms of notation Pupils listen to, review, and evaluate music, including the works of the great composers Pupils learn to sing and play a musical instrument Pupils create music on their own and with others