

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

<p style="text-align: center;">Nicky Nook Class Autumn 2 Year B</p>	<p>N.C. LINKS: Pupils should be taught about: Significant historical events, people and places in their own locality.</p>			
<p>Etymology – castle – from Latin castellum meaning 'fort'.</p>	<p>Vocabulary:</p>			
<div style="text-align: center;">  <p>Castles By Laura Buller</p> </div> <p>Key Concept: MONARCHY/ SIGNIFICANT PLACE <u>Lancaster Castle</u></p> <p>Key Question: Why is Lancaster Castle a significant place in history?</p> <p>Unit Overview: To know when and why the castle was built.</p>	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
	<p>Medieval Prison Structure Century Courts King James I Castle portcullis moat Keep draw bridge</p>	<p>Century, Before I was born, past, similar, different, era, timeline</p>	<p>Old, new, Queen, rule, important figures, monarchy Britain important figures earlier, later</p>	<p>Artefact, explain, who? Why? What? When? Where? Source, events, newspapers, evidence,</p>

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<p>To understand how the structure of the castle made it successful throughout the centuries and what has it been used for over the centuries and why.</p>	<p>Monarchy</p>			<p>historians, experts</p>
<p>Chronological Context:</p> <p>The Gunpowder Plot – 1605</p> <p>Pendle Witch trials – 1612</p> <p>King James I – King of England at that time.</p>	<p>Significant place</p> <p>King Queen</p>			
<p>New Knowledge Progression:</p> <p>Understand when and why Lancaster castle was built.</p> <p>To learn about how the structure of the castle made it successful throughout the centuries.</p> <p>To learn about the different uses of the castle over the centuries.</p>	<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons</p> <p>Research – find out about people, places, events, objects, ask questions, use different sources to find answers.</p>	<p>Building on Prior learning when B follow A:</p> <p>Explain what living memory means (changes within their parents, grandparents and great-grandparents lives)</p> <p>Understand where the children in Forton used to attend school (when the building was built, how it was used and who it was used by)</p> <p>Make comparisons between the Forton school now and in the 1900s (building, school day, uniform)</p>		

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Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences.
Vocabulary – language of time when talking about past/present events in their own lives.

Explain the changes that have happened to the geography of Forton over the last 80 years

Key Skills (Disciplinary)

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.
- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.

- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.
- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.

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- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.

Sequence of Lessons:

1. **LO: To research the history of Lancaster Castle.**
2. **LO: To understand why the castle was built.**
3. **LO: To learn about the different uses of the castle over time.**
4. **LO: To understand why Lancaster castle is a significant part of local history.**

Enhancements:

Trip to Lancaster Castle

End of Unit Outcome:

Information report about Lancaster Castle

Oral Assessment:

Why is Lancaster Castle a significant place in history?

Why was the castle was built?

What were the different uses of the castle over time?

Why is Lancaster castle a significant part of local history?