

Exploring Castles

History

What we should already know:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

As Historians we will:

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.
- Ask a range of questions about the past (Who? What? When? Why?)
- Understand that a source provides information about the past and that there are different types of sources.

Vocabulary:

chronological order, anachronism, era, period, recently, old fashioned, traditional, impact, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact,

Science

What we should already know:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

As Scientists we will:

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Vocabulary:

suitability, solid, change, squash, bend, twist, stretch, conductor, flexible, rigid, pliable, supple, malleable, multiple uses, purpose, useful, categorise, particular use

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Design & Technology

What we should already know:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used

As Design and Technologists, we will:

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

Vocabulary:

idea, shape, make, construct, aim, develop, template, use, style, equipment, tools, cut, join, finish, construct, material, glue, attach, stable glue gun, joint, scissors, structures, stronger, stiffer, stable, reinforce, mechanisms, lever, review, improve,

Art

What we should already know:

- Use sketch books to gather ideas for artwork.
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities.
- Experiment with different techniques
- Describe what they think about the work of others

As artists we will:

- Use sketch books to experiment with artistic ideas of their own in sketchbooks.
- Experiment with different techniques and make sensible choices about what to do next to improve.
- Develop and exercise some care and control over their artwork (e.g., they do not accept the first mark but seek to refine and improve)
- Express clear preferences and give some reasons for these (e.g., "I like that because...")
- Develop a range of techniques (e.g., pressure, hardness of pencil) to create a range of tones.
- Use graded pencils to create different tones.

Vocabulary:

Line: thick, thin, wavy, zigzag, horizontal, vertical, diagonal

Texture: hatching, cross hatching, stippling, dots

Colour: primary, secondary, pure/hue, values

Shape/Form: circle, square, rectangle, triangle, 2D, regular, irregular, landscape/portrait (paper orientation)

Application of knowledge outcome:

Making a castle with working features (drawbridge, catapult)

Be Creative:

When we design and make our own castles

Be Resilient:

When we are testing out materials and making mock-ups

Be World-Wise:

When we find out about famous castles from around the world. When learn about kings and queens from the past.