

<p>Theme read:</p> <ul style="list-style-type: none"> • <i>Queen Matilda</i> by Annie Fettu • Empress Matilda of England (The Legendary Women of World History) - by Laurel A. Rockefeller <p>Extracts from:</p> <ul style="list-style-type: none"> • What Were Castles for? by Phil Roxbee Cox and Sue Stitt • The Middle Ages (Usborne History of Britain) by Abigail Wheatley • A Brief History of Life in the Middle Ages (Brief Histories) by Martyn Whittock • The Middle Ages (See Inside) by Rob Lloyd Jones and David Hancock • The Adventures of Robin Hood by Adrian Mitchell and Emma Chichester Clark • The Adventures of Robin Hood by Marcia Williams • Illustrated Tales of King Arthur (Illustrated Story Collections) (Illustrated Stories) by Sarah Courtauld and Natasha Kuricheva 	<p>Year 1 Spring Enquiry Question</p> <h2>Who was Queen Matilda?</h2> <p>Key driver: Ambition</p> <p>Key skills: I can use historical terms to identify similarities and differences between ways of life in different periods</p> <p>Year Enquiry: How does learning about the past inspire my future?</p> <p>Topics: Castles (local history study)</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Oxford Castle (school visit) • A Mini Guide to Medieval Castles Animated History - https://www.youtube.com/watch?v=RXXDThkJ3Ew • Castles for Kids: What is a Castle? - https://www.youtube.com/watch?v=AesgRREuCQI • Medieval knight video - https://www.youtube.com/watch?v=pG0dMxybV_8
<p>Key Vocabulary:</p> <p>Queen, King, monarch, knight, squire, page, armour, castle (drawbridge, moat, keep, tower, battlements), legend,</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>Imagine you are in a group of people escaping Oxford castle at night in the snow. Why are you running? Who is with you? What do you need to do to get to safety?</p>	<p>Lesson 2</p> <p>Why was Matilda in a castle? What were castles for? WALT: I can name the features of a castle using key vocabulary. Outcome: Chdn can describe features of a castle and talk about</p>	<p>Lesson 3</p> <p>What kind of people would have lived in a castle with Matilda? WALT: I can describe who lived in a castle and what they did using key vocabulary. Outcome: Chdn can discuss what life was like in medieval times,</p>	<p>Lesson 4</p> <p>How would the knights that protected Matilda have become knights? What weapons would they use? WALT: I can describe how people became knights using key vocabulary.</p>	<p>POP Quiz</p>
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<p>WALT: I can retell the story of Queen Matilda's escape, using 'because' to explain how events happened.</p> <p>Who is the monarch now?</p> <p>Outcome: Chdn learn who Queen Matilda was and why she have to escape from Oxford Castle?</p>	<p>what they were for. Chdn can label a picture of a castle.</p>	<p>what jobs people did and where and how they lived, comparing this to their own lives and their parents' jobs.</p>	<p>Outcome: Chdn can draw and label the different stages of becoming a knight – page, squire, knight. Chdn can talk about boys' ambitions to become knights – what could girls' ambitions have been. How is it different now?</p>	
<p>Lesson 6</p> <p>What would Matilda and her followers have eaten?</p> <p>WALT: I can describe the kind of food medieval people ate.</p> <p>Outcome: Chdn can write a medieval menu for a banquet. How is this different from what poor people ate? Which diet was healthier? Why?</p>	<p>Lesson 7</p> <p>What would Matilda have done for fun? Tournaments, jousting, falconry.</p> <p>WALT: I can describe what people did for entertainment in medieval times.</p> <p>Outcome: chdn can draw and write about medieval pastimes, comparing them to what we do for entertainment today.</p>	<p>Lesson 8</p> <p>Why else did knights fight? Link to Templars Square. Crusades, Hospitallers.</p> <p>WALT: I can talk about what medieval knights did outside England, using 'because' to explain how events happened.</p> <p>Outcome: Chdn can find out about knights fighting beyond their castles e.g. for the throne in England (1066) and France in the 100 Years War, and write about different orders of knights in medieval times, how they fought in the Crusades.</p>	<p>Lesson 9</p> <p>How can we compare Matilda to other British queens? How did they manage to succeed where she failed?</p> <p>WALT: I can order different English queens on a timeline.</p> <p>Outcome: Chdn use a timeline to identify and compare queens across history, using 'because' to explain how events happened.</p>	<p>Celebration</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> significant historical events, people and places in our own locality. Find answers to simple questions about the past from 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> Extends chronological understanding by going back further in history, expanding chdn's concept of the timeline. Looks back beyond living memory, introducing concepts of 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> Building our own castles and dens using building blocks, junk modelling, larger materials outside – what features do we 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> Stories from the era. Not just Matilda and Stephen (each side has different point of view), but also Robin Hood (caring for the poor) and from further back 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Visit Oxford Castle to find out about how Matilda came to be there and what else happened there. Find out about the Knights Templar in Oxford (Templars
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<p>sources of information e.g. historical site – Oxford Castle), books and internet (historical enquiry).</p> <ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features of events. • Events beyond living memory that are significant nationally (importance of castles in medieval England). 	<p>monarchy, power and struggle, yet in a familiar context of castles and knights.</p> <ul style="list-style-type: none"> • Provides contrasting examples in comparison of ‘then and now’ that highlight reasons for our choices, such as in our choices of what we eat and how we stay healthy. 	<p>need to include to make it a good ‘castle’?</p> <ul style="list-style-type: none"> • Design our own clothes – what would we need for a night-time dash across a frozen river? 	<p>King Arthur on ideas of knighthood and chivalry.</p> <ul style="list-style-type: none"> • What action can we take to be like the heroines and heroes of these stories? Write to the rich (supermarkets and big companies) to get them to give to the poor? Make up our own Code to go above and beyond in how we behave/what we do. 	<p>Square shopping centre) at the time of Matilda.</p> <ul style="list-style-type: none"> • Write to local shops/businesses to ask what they are doing for the needy in our community. • Can we identify who and how we could help in our own community? What would it look like? Who would be involved? Would it be time-limited or ongoing?
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