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| **HA Resource Hub Submission Form** |
| **Resource Title:** **What was life like in a castle?** | **Age Range:** Key Stages 1 and 2 (can be linked to a local history study |
| **Author name and email contact:**Stuart Boydells.boydell@kesbath.com | **Resource Details: (e.g. how many documents does it consist of? In which order?)** Each activity has its own research question and will need the internet to assist with finding answers and/or information retrieval;Resources: Anything you can lay your hands on that could be used to improvise building materials. could include Lego, art materials, empty boxes. For dressing up/role play activities you will need to have made some crowns, bows and arrows (sticks and string), elastic bands, old fabric/clothes. |
| **Necessary prior learning to complete this:**None necessary. It includes activities and learning styles that KS1 children will be familiar with from their time in school. | **What does it lead to next?** From this the children could choose a different historical period. Preferably focus on a building of historical significance in their own locality. The activities can be easily translated into looking at other types of buildings from other periods with a little creative thinking. |
| **Explanation: How should this resource be used?** This is a self-contained mini-project that can be done over a series of days/weeks. It will help younger children begin to think and work like historians. They will have a question and an art/craft-based activity that will help them learn more about castles and the people who lived/used castles. It will use only secondary evidence available on-line so there is no need to visit a castle. The project includes links for on-line resources and covers key learning objectives for History as well as from other curriculum areas including Art, DT and English.The children could record their work using photographs or make a video diary that could be shared with teachers and school friends.\*You will need cardboard, string, scissors, sticky tape/glue, art materials and some old fabric/cloth and some sturdy, but bendy sticks. |

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| **Key Question** | **Activity** | **Resources** |
| **1****What is a castle?** **What important building features did castles need to have?****Why did castles need these important features?** | Ask the children to draw a picture of a castle. What features do they think there needs to be to make a good castle? Show children pictures of different castles, e.g. the Tower of London, Cardiff Castle and Edinburgh castle on a Google search (if you are fortunate enough to have a castle linked to your home location, you might want to include an image of that castle in the children’s work).How does the children’s picture of a castle compare to the images? Ask the children to talk about what is the same and what is different? When do they think castles were built? Introduce them to the term **medieval** period (around 500AD to around 1500AD). Explain that they are going to learn about life from around 800 years ago! Much older than anyone alive can remember! If the children has done some history at school, you could show make a timeline in a room with themselves at one end, the medieval period and the other period they have learn about placed in the right order so they can get a sense of where roughly the medieval period fits into history. Ask them to examine the images of the castles. Ask them to order the pictures from the oldest looking castle to the most recent looking. Can they explain their choices?Explain that they are going to use **secondary sources** (historical sources of information that were created after the historical period) to see if they were right. Check the dates each one was built. Re-order if necessary. They look very different to one another, but there are some similarities. Can you child find 5 similarities and 3 differences? Focus on the similarities -stone walls, high walls, towers, small windows. Why did castles have these features? What is about a castle that makes it a special type of building? See the links below for a guide. They will help children to find out why castles needed certain key features.<https://www.dkfindout.com/uk/history/castles/><https://www.youtube.com/watch?v=AesgRREuCQI>**Children’s activity:** To use old boxes and junk model equipment to try to recreate one of the castles. Make sure that the important features of the castle are evident in the model. Children who are confident writers could put labels on their model. Try to use an open-topped box, such as a shoe box, so the children can put things inside next time (see next activity). The following link provides a good idea of how to make a box castle.<https://www.english-heritage.org.uk/members-area/kids/guide-to-castles/cardboard-castle/> | Prepare pictures of 3 or 4 different castles from Google images e.g.Tower of LondonCardiff CastleEdinburgh CastlePaper, colouring and drawing equipmentBoxes, sticky tape **KEY WORDS*** Arrow slits
* Keep
* Portcullis
* Drawbridge
* Moat
* **medieval period**
* **secondary sources**
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| **2****What were castles like on the inside?** | Look at pictures of castle interiors in ancient tapestries etc with pictures in books of fairy tale castles. Why do the children think the colours used in the medieval period are not as bright as colours used today?<http://www.primaryhomeworkhelp.co.uk/castles/inside.htm>Look at examples of medieval art on-line – see Bayeux Tapestry link below. Talk to the children about how colours and paints and dyes were made by grinding and mixing natural products to make a powder. The children could try being medieval artists by mixing and grinding up chalk, petals or leaves etc to make their own paints. <https://kids.kiddle.co/Bayeux_Tapestry>Would the children like to live in a castle? Why/Why not? **Children’s activity:** Children to use images and the video clips to help them make a list of common colours, features, design and patterns that were in castles. They can then decide what they would like to recreate for the inside of their shoebox DT castle. They could make some furniture with cardboard or toys they have at home.  | Internet<http://www.ducksters.com/history/middle_ages_art_literature.php>DVDs – fairy tales set in castlesArt materialsDressing up materials |
| **3****Who lived and worked in castles?** | *\*A good start for this session would be to find some clips on the internet from an old Hollywood movie, such as, Erol Flynn’s* ***Robin Hood****. It will reinforce the children’s knowledge of how castles looked and might have felt to be on the inside, but it will also show them the costumes and different ways people in castles lived and worked.* This link will help children learn something about medieval clothes and the life of an important lady living in a castle.[*https://www.youtube.com/watch?v=1k-LhWB4QaA&vl=en-GB*](https://www.youtube.com/watch?v=1k-LhWB4QaA&vl=en-GB)Ask the children to observe the differences in clothes between rich and poor people. Who has the most decorative and finer looking clothes? Why? What did the poorer people in the past wear? Were their clothes anything like ours today? What exactly is similar/different? What are the modern equivalents? Why do they think medieval clothes are so different to modern clothes?Was it only rich people who lived in castles? What types of jobs might have happened within and immediately around the outside of a castle? Who would have carried out the different types of jobs? Use the link below to learn about the roles of a **Lord** & **Lady, a steward, a marshal, a clerk and a constable**. Who had the most exciting role? Why?<https://www.planbee.com/media/catalog/product/cache/1/image/600x/040ec09b1e35df139433887a97daa66f/0/6/061-castles_history_slide4_4.jpeg>**Children’s activity:** Ask the children to draw a picture of somebody doing their favourite role within a castle. To make it a bit more challenging you can ask the children to draw them in the sort of room that is associated with their job e.g. a cook in a large castle kitchen. They could also add a speech bubble with a sentence that would explain who they are and what they are doing. The art work could go into the box-castle and help make it look there is life taking place within the castle.  | **KEY WORDS:*** Lord & Lady
* Steward
* Marshal
* Clerk
* Constable
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| **4****What was a knight?** | Ask the children to draw a picture of a knight or tell you what they think they wore and what their jobs were. Where have they learnt about/seen a knight. The children will most likely have seen them in children’s stories/dramas. They will also think that all knights fight dragons! If this is the case you will need to talk to them about the difference between knights in history (real life) and knights in stories (fictional life).You will probably also have to explain to the children that in the medieval period it was mainly men who could become a knight. They had to work their way up to being a knight with many years practice before they could go off to a battle. Children might be surprised to learn that there were female knights. The two most famous are Joan of Arc (France) and Joane Agnes Hotot (England).Nowadays men can still be made a knight by the Queen, but it is a very different role. The female equivalent to becoming a knight is to be made a **dame**. This happens when someone does something important and helpful for other people. You might want to use the internet to learn about some modern knights and dames – sports’ personalities, actors & pop stars etc.The medieval knights took many years to train. Firstly, very young children (aged about 6 or 7 years old) would leave their families and move into a castle. They would start life in a castle as a **page.** They wouldwork with a **squire** (trainee knight) and a fully-trained knight. They would have to attend reading and writing lessons and learn how to behave in a castle environment. When, a page became a teenager, he (it was usually boys) would become a squire who had to look after his knight’s armour, weapons and horses. A part of a squire’s training also included learning to fight in a battle and defend a castle.In this session, the children will need to practise all the skills needed to be a page and a squire.**Children’s Activity:** The children can learn four key skills:* Looking after his/her things. They must tidy their toys/room before they begin. All knights had to have very tidy places to live! Similarly, if you have a pet at home, knights would need to take great care of their horses – making sure they were well fed, sheltered and groomed;
* Make a cardboard sword for practising swordsmanship skills. A knight would not have used a bow & arrow so there is no need to make these unless the children is very keen (the sticks should not be sharpened to prevent injury);
* Writing – Knights would often have learnt how to read and write when they were a page (same as children today). They would often write poems about their adventures. If you can find a feather, the children could pretend to be writing with a quill. Older children could write a poem about their day as a page.
* Preparing food – a page would not have prepared food, but they would have served knights and other important people during banquets and important meals. The children could help with some chores around the home as part of their training.

When the children have accomplished all of the tasks, you could use the cardboard sword (you will need to wear a crown!) and dub the children Sir/Dame (the children’s name). They have now been knighted! | Sticks,StringCardboardKEY WORDS* King
* Queen
* Knight
* Dame
* Sir
* Squire
* Page
* Dubbing ceremony
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| **5****Why did knights and other important people have special colours and crests on their shields/****armour/****flags?** | Now that the children are either a Sir or a Dame, they will need to have some very important accessories to wear and carry.Introduce the children to the term **heraldry** (heraldry is the word given to describe the colours, patterns and meanings of the many colours and patterns used in flags and on shields). Explain to the children that in medieval times, which is when castles were mostly built and lived in, important families and their knights were given a *family crest* and a set of colours to wear which were special only to them and their family. This was to help identify a knight who would be wearing full armour. It was easy to know whether someone was your friend or your enemy if you recognised the colours on their flags and/or design on their shield and armour. You could use the internet and look at the royal coat of arms. Explain that it was often something to do with a special job they had down or a place they had been to.Children can look at different designs of family crest. Some fairy tale books will include images of knights and princes/princesses with flags and shields etc. Use the kiddle link below.<https://kids.kiddle.co/Heraldry>**Children’s Activity:** On the internet many European family names will have an associated crest which the children could learn about. In all cases, however, the children can design their own family crest to be made on a shield.Let the children have some time role-playing being a medieval person in their newly designed costumes. How do they feel? Talk about the importance of having worked hard (as they have to achieve something and earn a new costume – just like knights would have done in the medieval period. **Final Activity:**The children should now be in a position to answer the key question: What was life like in a castle? To demonstrate their new knowledge older children could write a diary entry or a letter in the role as a medieval knight/page or one of the other key figures within a castle. Their writing should show clear evidence that they have understood what a castle looked and felt like and the activity that would have been taking place within the castle.For younger children a painting or a role-play opportunity where the children can verbally explain what is happening inside their castle. This could be videoed and uploaded for their teacher to see. | A large piece of card (a cut up box)Paints/coloursFabric to make cloaks/flagsKEY WORDS* Heraldry
* Coat of arms
* Motto
* Flag
* Shield
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