

Issues in Leading Primary History - 1



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LEIR



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BBC NEWS





The Rediscovery of Tutankhamun

You are here: [Home](#) / [Events](#) / [The Rediscovery of Tutankhamun](#)

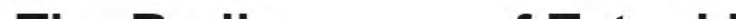
All of our lectures are live streamed and are open to anyone to join us online, Fellows and Non-Fellows.

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« All Events

This event has passed.



<https://www.sal.org.uk/event/the-rediscovery-of-tutankhamun>

Dynasties: Eleventh, Twelfth, Thirteen.
Photo: Statue of Mentuhotep II

Second Intermediate Period

Royal power declined again and Nubia became an independent state. The Hyksos, nomadic peoples of Palestinian origin, gained control of the northern part of Egypt, establishing their capital at Avaris in the Delta, and ruled the country.

Dynasties: Fourteenth, Fifteenth, Sixteenth, Seventeenth.



1773 - 1550 BC

1550 - 1069 BC



New Kingdom


King Ahmose expelled the Hyksos and founded the 18th Dynasty. Thutmose I conquered Upper Nubia. Queen Hatshepsut built the


<https://www.egyptianmuseumcairo.com/>




EXHIBITION

Tutankhamun: Excavating the Archive

 13 April 2022 – 5 February 2023

 Treasury, Weston Library

 Free admission

On Friday 11 November the exhibition galleries will be closed from 12.45pm – 2.30pm and the Bodleian Café will be closed from 12.45pm – 2.15pm, due to an event in Blackwell Hall. Large crowds in the hall are likely, so visitors may wish to visit outside of these hours.

Related links

- [> Plan a visit](#)
- [> Exhibitions and events](#)
- [> Discover Tutankhamun on the Griffith Institute](#)

<https://visit.bodleian.ox.ac.uk/event/tutankhamun-excavating-the-archive>

Scheme of work: The history of the ancient Olympic Games



Sporting
Heritage

Why did the Olympic Games start originally in Ancient Greece?

What do the Olympic Games tell us about life in Ancient Greece and what was their significance then and today?

What are the similarities and differences between the ancient and modern Olympic Games?

Model history curriculum expert panel

A group of experts in history, history teaching and curriculum design who are advising the Department for Education in developing a model history curriculum.

The aim of the panel is to develop a model history curriculum by 2024.

The model curriculum will be a non-statutory guidance document that will:

- support the teaching of high-quality, knowledge-rich content
- support teachers to make sure all children can benefit from the breadth and depth of content in the national curriculum
- act as an example to support curriculum design in schools





KEEP
CALM
AND
Ask

Agony Uncle



Our trust
has a vision
for every
child



THE ROMANS KNOWLEDGE ORGANISER



Diagram - Map of the Roman Empire

Map of the Roman Empire (20AD)

The map shows the Roman Empire at its largest, during the rule of Trajan in 100AD. Much of what is now Europe and North Africa was dominated by the empire, as well as virtually all of the Mediterranean coastline. However, with the increasing size, the Romans' ability to rule the empire effectively was decreased, meaning that there was a gradual loss of territory from the great empires, particularly in the 3rd Century.



Roman Leaders and Emperors

<p>Julius Caesar (100BC-44BC)</p>  <p>Julius Caesar was held responsible for the being the first dictator of Rome - putting in an end to the Roman Republic. A powerful army general, Caesar gathered enormous support amongst Romans, in opposition to the rules of the Senate. He marched his army to Rome and took control. As leader, he built many famous buildings and changed the calendar to the type we use today. He was eventually murdered by members of the Senate.</p>	<p>Augustus (63BC-14AD)</p>  <p>Augustus is held famous for being the first Emperor of Rome and for stabilising the Roman Empire. Famously known as Octavian, Augustus proved to this when he became the ruler. After many years of civil war, he brought peace to the land and began to rebuild the empire, including roads and buildings. He also expanded the empire around the Mediterranean, and brought peace and prosperity to Rome.</p>
<p>Nero (54AD-68AD)</p>  <p>Nero has a reputation for being one of the worst Emperors of Rome. It is rumoured that he executed anyone who did not agree with him (including his own mother!) and that he played the fiddle while Rome burned in a great fire (this is debated). Despite starting out with good intentions, Nero became a tyrant, killing people in horrible ways, often with little proof of their guilt. In 68AD, fearing that he would be executed, Nero committed suicide.</p>	<p>Marcus Aurelius (121AD-180AD)</p>  <p>Marcus Aurelius was considered the last of Rome's 'Five Good Emperors'. He was well-liked - his word 'Aurelius' itself means 'golden'. He deftly guided the Roman Empire through war on several fronts, while also remaining equally firm (but in positions of power around him, Aurelius made sure that for his (Commanding) succeeded him after his death - a bad thing in Roman times) to be well-liked and respected.</p>
<p>Claudius (10BC-54AD)</p>  <p>Claudius was the fourth Roman Emperor. He had some kind of disability in both speech and walking, which meant he was kept from power until he was the last remaining male of the family (aged 68). Claudius, however, proved himself to be a good leader, expanding the Empire and doing a great deal for the public. Unfortunately, he related to his, later could result in his great work.</p>	<p>Hadrian (76AD-117AD)</p>  <p>Hadrian was the Roman Emperor who is now best known for building Hadrian's Wall, which marked the northern limit of Roman territory in Britain. He also built the Pantheon in Rome, amongst many other famous buildings. Hadrian was a kind Emperor who was considered the third of the 'Five Good Emperors'. Throughout his reign, he travelled to almost every province.</p>

Important Places and Daily Life in the Roman Empire

<p>The Colosseum</p> 	<p>The Colosseum was built between around 70-80 by the Emperor Vespasian. It could seat about 50,000 spectators who came to watch events including gladiatorial combats, wild animal hunts and sporting games.</p>	<p>What? Roman Arena</p>	<p>Key Fact: The Colosseum is still standing today.</p>
<p>The Pantheon</p> 	<p>The Pantheon was originally built as a temple to the gods of Ancient Rome, however you still see it in current form in 2021. It is the best preserved of the Roman buildings in Rome. Since it was built, it has always been used.</p>	<p>What? Roman Temple</p>	<p>Key Fact: Pantheon - consists of temple of all gods.</p>
<p>Hadrian's Wall</p> 	<p>Hadrian's Wall, begun in 122AD was a fortification designed to stop tribes of barbarians attacking England (part of the Roman Empire). It took over ten years to build. It was the most heavily fortified wall in the Empire.</p>	<p>What? Roman Fortification</p>	<p>Key Fact: Lots of the wall still exists, and can be followed to walk.</p>
<p>Diocletian's Palace</p> 	<p>Diocletian's Palace was built as a retirement residence for the Roman Emperor Diocletian around 305AD. He lived in the palace until his death in 311AD. Although called a palace, it was also used for it whole army quarters.</p>	<p>What? Roman Palace</p>	<p>Key Fact: It is a fact that Diocletian was killed in the palace.</p>
<p>Aqueduct of Segovia</p> 	<p>The Aqueduct of Segovia is a well-maintained Aqueduct in Spain. It is considered to have been built around 100AD. It once transported water from the Rio Pisuerga to Segovia.</p>	<p>What? Roman Aqueduct</p>	<p>Key Fact: In 2010, the aqueduct received a length of 200m.</p>
<p>Family Life</p> 	<p>Family was an important part of Roman life - laws were written to protect the family structure. The family that you belonged to had a lot to do with your place in Roman society.</p>	<p>What? Roman Law</p>	<p>Key Fact: The Roman Law system was based on the Twelve Tables.</p>
<p>Slaves and Plebeians</p> 	<p>Slaves performed much of the hard work and construction in the Roman Empire. Most slaves were people captured in times of war, but some children were born to slaves.</p>	<p>What? Roman Slavery</p>	<p>Key Fact: Slaves could own property and even be freed.</p>
<p>Life in the City</p> 	<p>In Ancient Rome the city was the hub of life. It was the place where goods could be traded, people could be entertained, and important decisions took place.</p>	<p>What? Roman City</p>	<p>Key Fact: Roman cities were built on a grid system.</p>
<p>Life in the Country</p> 	<p>Most of the Roman population lived in the countryside - many were farmers. Life was hard, with most people working from dawn right up until dusk.</p>	<p>What? Roman Farming</p>	<p>Key Fact: The city of Rome had to import a million tons of grain a year.</p>
<p>School</p> 	<p>Roman children started school at the age of seven. Wealthy children could be taught by a tutor, while others went to public schools. Poor children could not go to school.</p>	<p>What? Roman Education</p>	<p>Key Fact: Many girls were not allowed to school.</p>
<p>Food</p> 	<p>A wide variety of foods were available, depending upon a person's wealth and where they lived. The Romans ate 3 meals a day, with the largest meal eaten in the afternoon.</p>	<p>What? Roman Diet</p>	<p>Key Fact: The most famous dish is garum (sauce).</p>
<p>Clothes</p> 	<p>Men and women wore tunics with a belt. However the women's tunics were usually slightly longer. Women wore white until they were married. Most Romans wore sandals (made of leather) on their feet.</p>	<p>What? Roman Clothing</p>	<p>Key Fact: The rich wore different kinds of clothes.</p>

Roman Timeline

509 BC - The City of Rome is founded. 509 BC - Rome becomes a republic. Rome is run by elected members. 476 BC - Sparta is the dominant power in Greece. 476 BC - Julius Caesar becomes the first dictator of Rome, ending the end of the Roman Republic. 27 BC - The Roman Empire begins with Augustus as the first Roman Emperor. 476 AD - The Western Roman Empire falls. 476 AD - Hadrian's Wall is built. 476 AD - Constantine moves to Constantinople, creating Byzantium. 476 AD - Roman Empire ends with the fall of Rome.

Which european explorer achieved the first recorded contact with Australia ?

Magellan

Captain Haddock

Captain cook

NEXT ▶



200,000 Years ago	- 2600 Ancient Egypt	- 776 Greece First Olympic Games	- 753 Ancient Rome	476 - 1429 Middle Ages	Year 0	1455 Renaissance	1765 French Revolution	1765 Age of Enlightenment	1800 Industrial Revolution	1914 First World War	1939 Second World War	1959 Man on the Moon	1960 The World Wide Web is created
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ENTRY TO THE TRAITORS' GATE







Domestic Building
in the Middle Kingdom

The Middle Kingdom (2050-1700 BC) was a period of relative stability and prosperity in Egypt. This is reflected in the domestic architecture of the time, which was more spacious and comfortable than the Old Kingdom. The walls of these houses were often decorated with paintings of family life, such as the scene depicted in this painting.



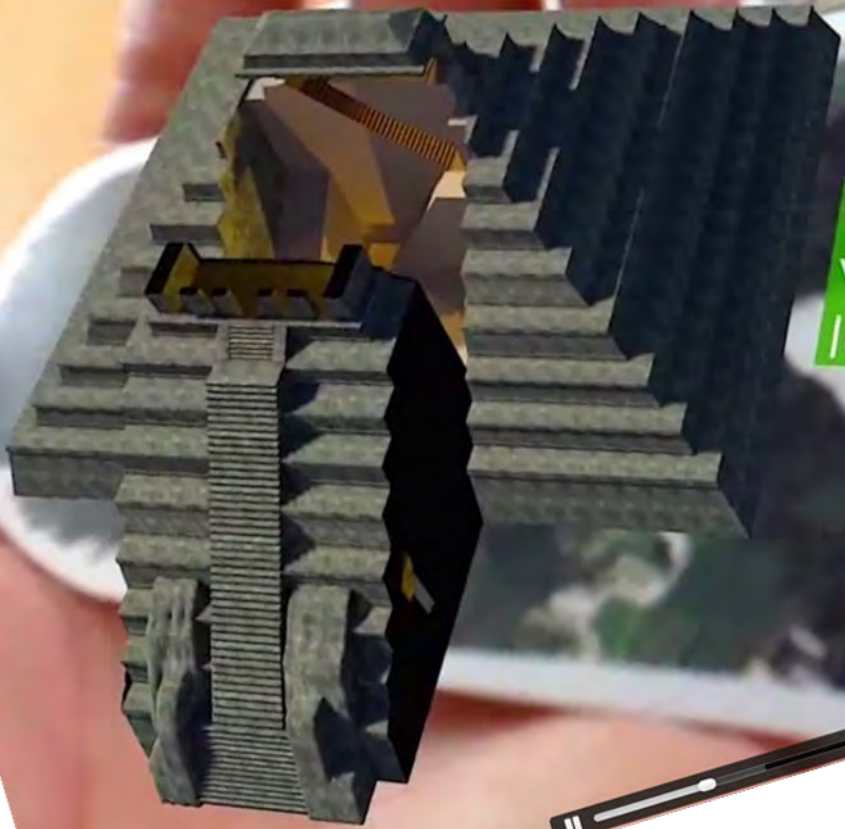


MAYYA

A JOURNEY THROUGH THE MAYA WORLD



AWARDS 2016
WINNER





What are the strengths and weaknesses of Primary History within the school?

Strengths

Weaknesses

Strengths and weaknesses of Primary History within the school

Strengths

- History is a well-established discretely taught subject with a budget and release time for co-ordination .
- Both staff and pupils enjoy history
- Existing planning is detailed and thoroughly resourced
- Teachers are confident in their content knowledge
- Pupils can recall record historical content and vocabulary
- Learning is fast paced
- The school has some curriculum autonomy within the trust

Weaknesses

- Learning is largely restricted to substantive knowledge
- There is an overdependence on knowledge organisers
- Pedagogy is limited, lacks creativity or variety and does not encourage independent learning
- Teachers are spoon fed planning and resources
- The history curriculum does not comply with National Curriculum content requirements because no local history is covered.
- Local Bangladeshi identity is not represented in the history curriculum

Planning through two curriculum lenses

- **Substantive knowledge** – scope, coherence, rigour and sequencing of content



- **Second Order Concepts or Disciplinary Knowledge** – major ideas that shape the way the discipline of history is understood and taught such as cause and consequence



What do OFSTED mean by Knowledge-rich?

- Cultural capital is *‘the essential knowledge that pupils need to be **educated citizens**, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’*
- *“Invaluable knowledge they (school leaders) want their children to know”.*
- *“**this must not be reduced to, or confused with, simply memorising facts**. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts”*



`They (inspectors) will decide whether your curriculum is in line with the scope and ambition of the National Curriculum...and whether the content of your curriculum teaches children enough about the second order conceptsdo children engage with these concepts in sufficient depth and sufficient contexts....`

Tim Jenner HMI and National Lead for History, July 2020

6 Second Order Concepts of disciplinary knowledge

- Cause and Consequence
- Change and Continuity
- Similarity and Difference
- Handling Evidence
- Historical Interpretations
- Historical Significance

Change and Continuity

“understanding how and why change occurs in history, why and how things stay the same and analysing trends across time”.

Cause and Consequence

‘the identification and description of reasons for and results of historical events, situations and changes studied in the past’.

Similarity and Difference

‘the ability to identify and explain similarities and differences within and across periods and societies studied’

Handling Evidence

‘understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims’

Historical Interpretations




‘the study of historical evidence dating from after an event, period or the lifetime of a person, reflecting back on it or them from the perspective of a later time. This includes understanding how historical interpretations have been constructed and suggesting reasons why they may differ.’

Historical Significance

‘understanding and suggesting reasons why events, periods, societies and people may be considered historically significant’

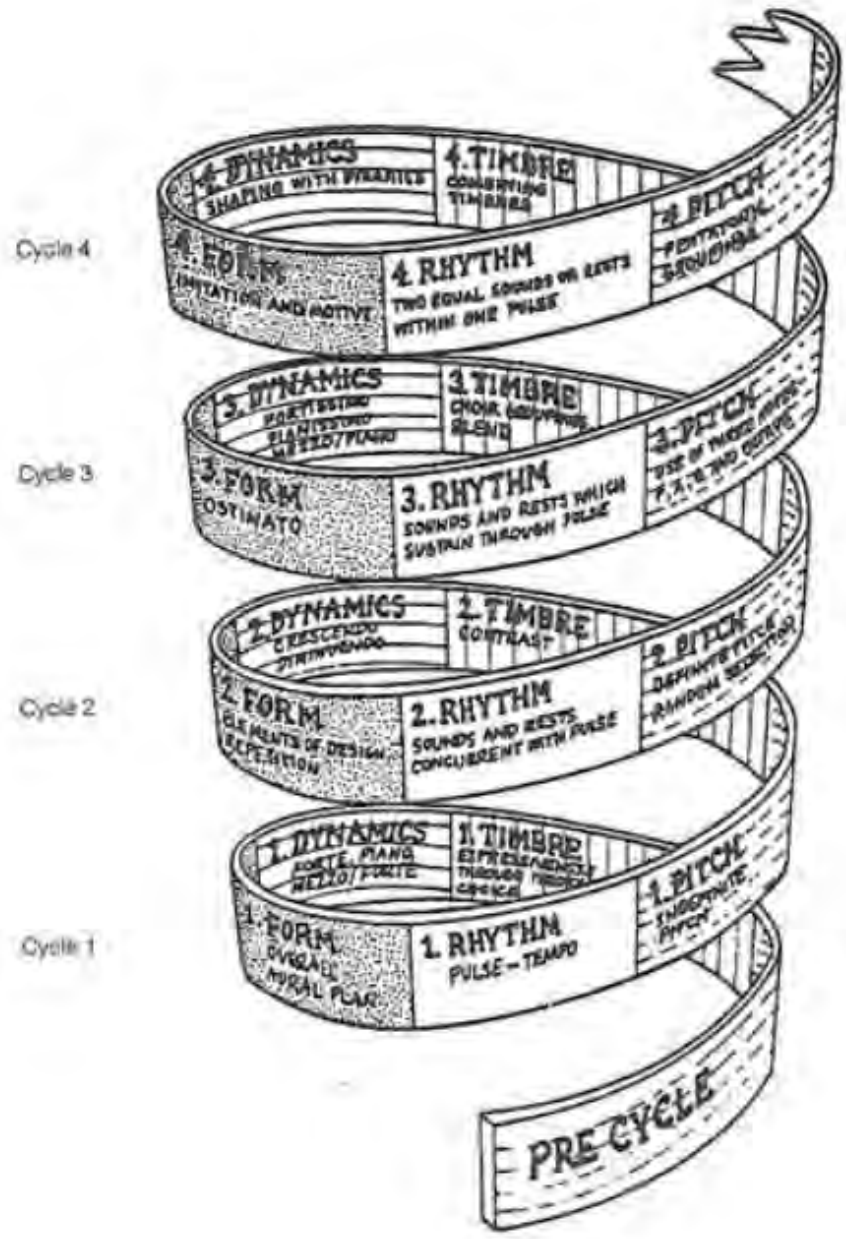
Acquiring: retrieve information from an historical source (oral)

Strengthening: investigate life in Anglo-Saxon times by studying artefacts to identify what they show us about society during this time.

Artefact	What I believe it tells us about the Anglo-Saxons	What historians believe it tells us about the Anglo-Saxons
	It could also be made of fish bones. I believe this is made out of wood. I think it's a hairbrush or something to plough the field with. Men might of used it for work or girls to brush their hair or men might use it for hair too.	Made from bones, & combs. They must of had long hair. They are combs. They all must have had no scissors and must of had long hair.
	This is made of stone but it could be used to clean/paint pots, it also could be jewellery. Maybe girls and women used it to cook or wear or paint or clean.	They are looms ^{weights} and probably used to weave or were made from stone are loom weights and make clothes.
	I think this is a shoe pair and I think men/women/girls/boys wore these. It tells us they had shoes back then and they didn't walk around bare foot.	They are shoes and made from leather and were single soled and didn't last long. Men prob wore them for farming.
	I think these are baskets and pots. I think girls and women used them as they had to cook and maybe they put fruit and food or carried things in e.g. water.	These are Anglo pots, they used to cook, storing food, water and some probably used to drink and one will be used for...

Fighting Forts UKS1 Medium Term Unit Plan

- How have castles changed over time? (*Change and Continuity*)
- Arrow holes, portcullises and moats, how did these help protect castles from enemies? (*Handling Evidence*)
- How do we know what it was like living in a castle? (*Handling Evidence*)
- Why was Beeston Castle built? (*Cause and Consequence*)
- How are castles used differently today? (*Similarity and Difference*)



The founding of Rome



Romulus and Remus were twin boys who were left in a basket on the Tiber River when they were babies as their father, the King, was afraid that one day they would overthrow him and take his throne.

They were found and raised by a she-wolf and later by a shepherd. As the boys grew older they became natural leaders, after they discovered their true identity they went on to establish their own city.

The twins eventually came to the place where Rome is located today but neither could decide on which hill to build the city on. Each started to build their cities on different hills but one day fought over this. Romulus killed Remus and officially founded the city on April 21, 753 BC, making himself king, and naming it Rome after himself.

Roman Beliefs

In the earlier Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives.



In 315AD, with Emperor Constantine's edict of toleration, Rome was converted to Christianity. Before then Christians were persecuted for their religion. The Roman Empire allowed Christianity to spread easily and it continues in the form of the Roman Catholic Church that has its heart in Rome's Vatican City.



The Romans



Daily life of Romans

Clothing



Men wore a knee-length tunic and important men would wear a toga. Women wore a longer tunic than men and would wear a dress called a stola over their tunics. Boys wore a knee-length tunic and a bulla (jacket around their necks) to protect them from evil spirits. For girls this piece of jewellery was called a lunula. Romans wore leather sandals on their feet.

School



Roman children started school at the age of seven. Wealthy children could be taught by a tutor, whilst others went to public school. Poor children could not go to school and were often sent out to work young.

Food



The Romans ate a wide variety of foods, sourced from across the empire. The diets of the rich and poor were very different. They generally ate 3 meals a day and dinner was usually the biggest.

Housing



Poor Romans lived in small, cramped houses called insulae. These could house up to 50 Romans. Rich Romans lived in villas domus and they had slaves to run the household.

Jobs



Roman citizens could work as farmers, merchants, soldiers, craftsmen, entertainers, lawyers, teachers and in the Roman government.

Leisure



The Romans would visit bath houses as a social activity. For the wealthy, dinner parties would feature music, dancing, and poetry readings. Going to watch the games was very popular and in Rome the famous colosseum could seat about 50,000 spectators who came to watch events including gladiatorial combats and wild animal hunts.

The Roman Army

As the Empire grew bigger the army had to fight further away from home. Being a soldier became a full-time job - they were no longer sent home when a battle ended.

These full-time soldiers were well-trained and disciplined. They had to be tough and confident in the use of a number of weapons. They would march over 20 miles a day with heavy things to carry and they were also skilled engineers and craftsmen because they had to build roads, bridges and forts.

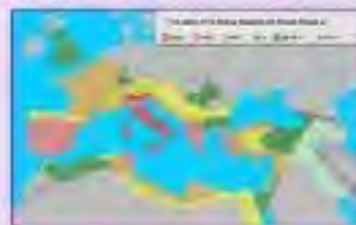


Recruits had to be at least 20 years old and they joined for 25 years after which they were given money and land to farm in their retirement.

A centurion commanded 80 men divided into ten sections of eight. Six centuries of eighty men formed a cohort, and ten cohorts made up a legion (about 5,000).

Spread of the Roman Empire

Rome reached its peak of power in the 2nd century around the year 117 AD under the rule of the great Roman emperor Trajan. Virtually all of the coastline along the Mediterranean Sea was part of the Roman Empire. This included Spain, Italy, France, southern Britain, Turkey, Israel, Egypt, and northern Africa.



Rome ruled much of Europe around the Mediterranean for over 1000 years. However, the inner workings of the Roman Empire began to decline starting around 200 AD. By 400 AD Rome was struggling under the weight of its giant empire. The city of Rome finally fell in 476 AD.

What should I already know?

That a time line is split into BC and AD

That the Roman era was from 27 BC to 476 AD

That some evidence is reliable and some is not reliable.

Knowledge

That the Anglo Saxons were a group of people who inhabited England from the 5th century.

They wanted to settle in England because of the climate, good farming land and trading routes.

Anglo Saxon villages were small and built with natural resources (what they could find).

Monks travelled to Anglo-Saxon villages to teach about Christianity.

Sutton Hoo is where a Saxon ship was buried and many artefacts have been discovered.

Skills

Order significant events and dates on a timeline.

Describe how some of the things I have studied from the past affect/influence life today.

Use evidence to describe what was important to people from the past.

Use documents to collect evidence about the past and choose which to use to answer questions.

Power-Year 4

We do not need magic to change the world. We carry all the power we need inside ourselves already. We have the power to imagine better.

History

Saxons



Vocabulary:

religious differences	When people have different beliefs
Pagans	People who believe in a range of gods
Christians	A religion based on the teachings of Jesus who believe in 1 god
reliable evidence	It can be trusted
non-reliable evidence	It can't be trusted
invaded	When people enter a country with the aim of taking it over
settled	When people decide to live in a place
archaeologist	A person who studies history through the excavation of sites

Romans



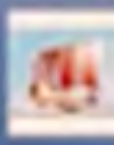
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Saxons



450

Vikings



793

Normans



1066

Tudors



1485

Victorians



1837

WW II



1939

The main enquiry question
is.....

**Key knowledge/learning
from each lesson**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Substantive concepts explored this term

highlight: Empire, Civilization, Migration ,
War, Trade, Tax, Religion, Monarchy

Disciplinary concepts explored this term

highlight: Cause and Consequence, Change
and Continuity, Similarity and Difference,
Historical Interpretations, Significance,
Handling Evidence

My curiosity questions- add a question
after each lesson

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

A blank outline map of the area/region.
Add details after each lesson

Vocabulary we will need to use and
understand

Glossary- add the definition against
the word once you have discovered
the meaning

Timeline- add dates after each lesson

ANCIENT GREECE

Physical Features

- ★ Although the largest part of Greece is the Peloponnese, the rest of the country is made up of 277 islands.
- ★ The most famous river in Greece is the Acheron, which is 200 miles long.
- ★ The longest mountain range in Greece is the Pindus, which forms the backbone of mainland Greece.



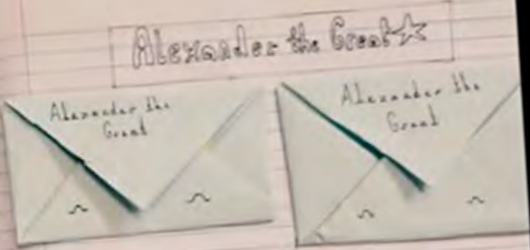
Ancient Greek Ages

- ★ The history of the Ancient Greek ages AD: Archaic, Classical, Hellenistic, Roman.
- ★ In Ancient times the age BC: Pre-Classical, Classical, Hellenistic.

Can you name the 6 Greek periods?



You worked hard on this, boy I am proud of your efforts 3hp



The battle of Marston

Let the battle of Marston from 1141 be described by Geoffrey of Monmouth. He says that King Stephen was defeated by King Matilda's forces. The battle was a decisive victory for Matilda, who then became the queen of England. The battle was fought on 12th September 1141, near the town of Marston in Wiltshire. Stephen's army of 10,000 men was defeated by Matilda's army of 5,000 men. Stephen was captured and held for several weeks. The battle was a turning point in the civil war between Stephen and Matilda.

Dinsey

In the film 'Dinsey' the character of Dinsey is a very important part of the story. He is a very clever and cunning character who is always looking for a way to get ahead. He is a very complex character and is one of the most interesting characters in the film.

Did you know?

Retrieval

1	2	3	4	5	6
What might have happened if Alexander had not died aged 33?	Do you think Alexander was more of a hero or a villain?	Why is Alexander called 'great' even though he caused a lot of people to die?	What might have happened to the separate Greek city-states without Alexander?	Can you think of other famous conquerors from history?	Do you think it would be possible today for one ruler to conquer so many other countries? Why/why not?

1. I think he would have conquered India and many more countries!
2. I think Alexander was a bit of both because he conquered lots of countries and made the men there part of his army but also he didn't make people worship the Greek Gods!
3. He conquered a lot of countries!
4. Someone else would have taken over Greece!
5. Odysseus (E.O) Philip II
6. No because there are prime ministers around today and can stop him from taking over countries.

LKS2 Fighting Forts

History – Castles (Including a Local Study – Beeston Castle)

Prior Knowledge:

- All – Children have studied significant events beyond 1066 such as the Great Fire of London and sirl individuals such as Florence Nightingale, Mary Seacole and Rosa Parks. They have looked at how it has developed and changed over time.
- Year 4 – Children have studied early man from the Stone Age to the Iron Age era. They have studied Neolithic period and considered how sources tell us how early man lived their lives, in communities they protected themselves. They have learnt about how crime and punishment from the Anglo-Saxon present has changed and developed and the impact this had on society. They have learnt how the present has changed and developed and the impact this had on society. They have learnt how the present has changed and developed and the impact this had on society. They have learnt how the present has changed and developed and the impact this had on society.

National Curriculum PoS – History:

Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should contrast and trends over time and develop the appropriate use of historical terms. They should sometimes devise historically valid questions about change, cause, similarity and difference. They should construct informed responses that involve thoughtful selection and organisation of information. They should understand how our knowledge of the past is constructed from different sources.

Pupils should be taught about:

- a local history study
- (A study of an aspect of history or a site dating from a period beyond 1066)

Topical Knowledge:

Historical Vocabulary:

Motte and Bailey: The first castle, created by William. Made out of wood and had a higher motte part and a lower bailey part.

Concentric Castles: Can be described as "a Castle within a Castle". They had two or three walls around the keep.

Battlements: Ramparts built around the top of a castle. The gaps between them were used to fire arrows through.

Drawbridge: A wooden platform that allowed access to the castle over the moat. It could be raised to protect the castle from enemies.

Keep: A square or circular tower. The keep was the most protected and safest part of the castle. The keep was where the family lived.

Barbican: A passageway situated at the entrance to the main castle.

Crenellation with opening
Hoardings overhang
Portcullis
to a casemate / Arrow slit / Arrow slit / Arrow slit

Stone Castles

Later, once William the Conqueror, the leader of the Normans, had firmly established his rule in England, the Normans built huge stone keep castles. The Norman timber Motte and Bailey castles were quickly replaced by permanent stone Norman castles. It is believed that as many as 1000 Motte and Bailey Castles were built in England by the Normans. They were built to last a long time and many can still be seen today.

The methods of attacking and besieging castles improved over time and on became a need for stronger

Fighting Forts

The Normans invaded England in 1066 and after killing England's King, they set about taking over the whole country. In order to do this, they needed to build defences to protect themselves while they advanced across the rest of the country.

The Normans introduced the first proper castles, starting with the wooden Motte and Bailey castles. These castles were quick to build using just earth and timber.

Year 3 and 4

Year 3 and 4

10TH Century SAXON DITCH AND RAMPART CASTLE WITH WOODEN FENCES



Fighting Forts



How were Motte and Bailey Castles built?

The most important part of the Motte and Bailey castle was the Keep. It was built on mottes ranging from 25 feet (8 metres) to over 80 feet (24 metres) in height. The sides of the motte were so steep that it would have been impossible to run up them. Inside the bailey, lived the followers of the Lord who ran the castle. There were many buildings including stables, storehouses, bakeries, kitchens, houses, and quarters for soldiers.

A strong wooden fence (palisade) surrounded the buildings. The bailey was surrounded by a ditch, called a fosse.

Advantages of Motte and Bailey Castles

- Motte and bailey castles were quick and cheap to erect - some only took a couple of weeks!
- The huge motte with its timber tower on top gave the defenders an advantage.
- The bailey was designed so that any point on its circumference (outer edge) would be within bowshot of the tower.

Disadvantages of Motte and Bailey Castles

- Wooden castles were not very strong.
- The wooden structures caught fire easily.
- Stone was much stronger
- From around 1100 onwards, people began to build castles in stone.

Towers

These tall, round or square structures were built into the length or corners of the castle walls. They were usually higher than the walls and constructed in the same manner. Rounded towers projecting from the wall or at a corner gave a better view to the defenders. Towers usually had arrow loops, and the tops could have hoardings that were crenellated or roofed.

It was harder for attackers to make round towers collapse. Square towers they had no corners, which collapsed if holes were dug underneath the foundations. Inside the towers, stairs were often circular (turning clockwise going up), narrow and made of wood or stone. This gave the defender an advantage because soldiers were left-handed people were considered evil, so even if you handed, you learned to fight with your right hand. Going up and down the stairs was a challenge for attackers. Defenders had room to swing their weapon hands, but attackers could not do this easily.



Gatehouses, Drawbridges and Barbicans

Gatehouses were inside the wall and connected with the bridge over the moat, but they were more than just doorways. The gates were usually long tunnels with arrow-looped towers at either side of the entrance. The outer opening of the gatehouse tunnel was covered by a grated wooden or iron gate called a portcullis. Soldiers could raise the portcullis with a winch and lower it while under attack so defenders could shoot arrows through the openings.



In the ceiling of the gatehouse were murder holes through which hot liquid. The sides of the gatehouse had a heavy door which soldiers could shut.



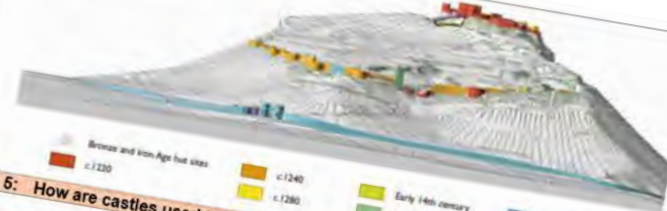
The bridge's retraction mechanism was a central fulcrum with a winch, and some had a centre fulcrum perpendicular to form a wall. Other drawbridges were so that they were parallel to the moat and did not cross it.

Inner Walls and Towers

The inner walls and towers were constructed much like the outer version. They had many of the same features (arrow loops, hoardings, crenellations) and served the same purpose. The inner walls also divided the bailey or ward into different



ELEVATION:
viewed from the east without trees



EQ 5: How are castles used today?



Castles have survived for over 1,000 years and will, hopefully, be around for another millennium. Although they no longer have military uses they have adapted to changing requirements by opening up to the public in a way that their original builders had never imagined. Some medieval castles are still in their original family, many are owned by charities or by the government and some castles are just a playground for wealthy people!

Legacy

Today there are many medieval castles which are well preserved and lived in by their owners. However, the maintenance of these castles places a heavy financial burden on their owners whether they be private families or organisations such as English Heritage or the National Trust (in Britain). Castles today therefore have to look to where they can generate the monies required for the upkeep of their buildings and grounds and they do this in a variety of ways....

- Some castles open their doors for public visits and castle tours during select times of year.
- Some castles have opted to become castle hotels, opening their doors to discerning guests looking for luxury accommodation in a historic setting.
- Some castles stage special events for the public such as music concerts, theatre productions, steam engine rallies, craft fairs, medieval fairs.
- Some castles are even available for hire as wedding venues or corporate venues.
- Some castles enjoy the privilege of extra income from photographic shoots and being used as historic film locations for movies and television.



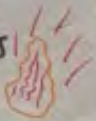
Beeston as a Tourist Attraction

The 19th century saw the castle develop as a tourist attraction, chiefly facilitated by the opening of the Chester to Crewe railway in 1845. Two years previously the castle had been the setting for the first Beeston festival, which became an annual two-day event, drawing thousands of people.

The present castle ticket office and the stone wall around the base of the crane were built in 1846. The



Autumn 1 - KS1 - London's Burning!



EQ1+2 ^{small steps!} ^{outcome}

- * children to use pictures from freeze frames to write in role. children to use peer critiques effectively.
- * word banks, sentences, pictures, freeze frames

- * A descriptive piece of writing in role of chosen character.
- * vocab from lesson 2.

EQ1+2 CL1 / TP

- * make a list of questions for 1666 people. (strengthening)
- * word banks, sentences, pictures, freeze frames
- * writing role, extended writing opportunities
- * website, people, noble, farmer, pony, slum, baker, maid, samuel Pepys
- * video and freeze frames, print pics of books ready for lesson 3.

Enquiry question 1 linked to 5

- * children to consider similarities & differences about London in 1666 and now.

- * examining photographs, paintings
- * create a NH of comparison (acquiring)
- * London, historical painting, then, now, Hambleton

Enquiry question 2

- * to underline the events of the fire.
- * video, timeline, working wall, timelines enlarged for group work
- * create an accurate and annotated timeline.

- * see previous lessons.
- * timeline - sequence a few objects, fewer things
- * annotate their own timeline (adding their own facts on what they have learned)

Enquiry question 3

- * children will learn about why the fire burned for so long and why it burned for so long. (Lack of fire brigades, leather buckets, houses close together)
- * template of fire engine, houses in a row, report template (rebuilding Act)
- * children will use correct vocab to discuss improvements / create a report.
- * rebuilding, law, opinions, fire brigades, rules

EQ4

- * children will learn about the re-building Act (1667) purple wash

- * children to make a list of reasons
- * explain reasons
- * create poster
- * samuel pepys, building, re-building Act.

7

- Key:
- Small steps
 - Outcome
 - Resources
 - Vocab
 - Year groups
 - S.E.N
 - GDS

Possible summative assessment tasks

Co-writing and performing an audio tour of the Indus Valley Civilization	Writing a section of a mock trial of William the First	Researching for and contributing to a balloon debate on which was the most significant period pupils have studied.
Writing and explaining labels for a Class Toy Museum	Helping to prepare for and contributing to an assembly on the Kindertransport children for Holocaust Memorial Day	Making a podcast on the significance of the Windrush
Interviewing elderly local residents about their experience of evacuation	Taking part in a debate on whether there was an ancient Greek Golden Age	Preparing a booklet for younger pupils on changes from the Stone to Iron Ages



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Enrichment

- Why is the enrichment being planned? What can a visit or visitor do that a classroom lesson cannot?
- How are pupils being prepared for the visit or visitor?
- What prior knowledge may they bring with them?
- What will they learn on the visit or with the visitor? How will they learn it? Has there been liaison between teachers and heritage staff?
- How will any gains in knowledge be reinforced in the classroom?
- Where has the enrichment been positioned? Why there? Does it act as a stimulus for future learning, does it come half way through a unit both reinforcing what has already been taught and acting as a spring board for what is to come or is it a summary or grand finale?

Year 2
Great Fire
of London
workshop



Year 2 Florence Nightingale workshop



Year 4 Roman Day



Year 5
Museum of
London
Artefact
workshop



Year 5 Second
World War
Artefact handling



Year 5
Ancient
Greek
workshop



Year 6 Islamic
Civilizations
Trip to British
Museum



Year 6 Viking Day



Moving forward in this Visionary Academy School

- If you were the subject leader in this school how would you plan a way forward? What might you prioritize? What would you say to SLT? How would you structure an action plan? How long would it take to address the weaknesses in Primary History?
- Are there any priorities that echo what you might want to do in your own school?

Issues in Leading Primary History - 1



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