



Year:

3/4

Unit:

Were Norman Castles really bouncy?

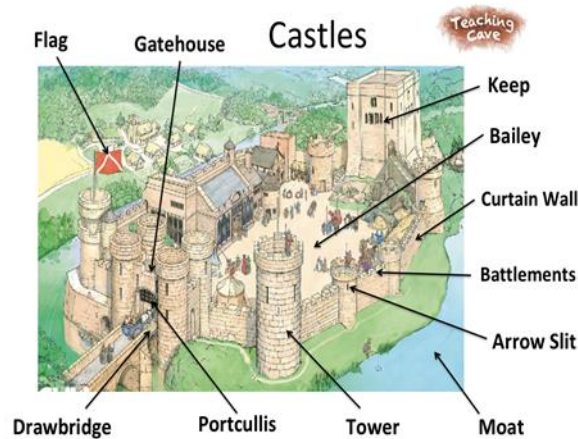
What will I learn this year?

- Establish a clear narrative within and across the periods they study.
- The children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Key Vocabulary

peasants	An agricultural worker
apprentice	A person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
merchant	A person involved in trade and business.
crusades	A series of medieval military expeditions made by Europeans to recover the Holy Land from the Muslims in the 11th, 12th, and 13th centuries.
banquets	An elaborate and formal meal for many people.
tapestry	A piece of thick textile fabric with pictures or designs formed by weaving.
portcullis	A strong, heavy grating that can be lowered down grooves on each side of a gateway to block it.
trench	A long narrow ditch
rivalry	Competition for the same objective or for superiority.

Parts of a castle.



Skipton Castle



What should I already know?

- I can identify similarities and differences between ways of life in different periods.
- I can use simple stories and other sources to understand key features of events.
- I can show an understanding of the past in different ways. (speaking, role-play, drawing and writing)



What will I learn next?

- I will understand some of the methods of historical enquiry. Finding answers to questions about the past.
- I will use sources to start to devise questions about change, cause, similarity and difference and significance.
- Understand how the past is constructed from a range of sources.

