

Castles Unit: Unit 11

Class:	Teacher:	Study Title:	ES Outcome	People in Past	Level C/D
Term:	Date:	Duration:			
Knowledge and Understanding Attainment Targets Level C/D	Learning Outcomes for: Wars of Independence	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		Skills Attainment Targets Highlight the Emphasis for Teaching Level C	
<ul style="list-style-type: none"> Describe the diversity of lifestyles of people in the past, eg the life of a peasant as opposed to a landowner – C. Make a comparison between present and past lifestyles/ circumstances/features – C. Give some reasons for differences and for aspects of continuity – C. Suggest a variety of sources of information about the past and what use they might be to someone studying a particular topic – D. Explain the meaning of the term heritage and give some examples, eg castles, literature – D. 	<ul style="list-style-type: none"> To be able to compare and contrast the lifestyle and role of different people living in a castle, eg King and servant. To be able to describe life/everyday routines in a castle and compare them to their own lifestyle, giving reasons for similarities and differences. To understand why castles were located in strategic positions with specific reference to Edinburgh castle/Stirling castles/Craigmillar castle. To be able to use evidence, including observations, to make suggestions about everyday life in a castle (eg visit a castle ruin). To understand that castles are very much part of Scottish heritage – important part of tourist industry and many are still lived in. 	See Activity Sheet starting on Page 72.	<p>Level C Skills Pupils are able to: Preparing for the task:</p> <ul style="list-style-type: none"> plan a sequence of tasks or procedures, adapting as required choose a variety of straightforward sources from which relevant information might be collected. <p>Carrying out the task:</p> <ul style="list-style-type: none"> select and use known enquiry methods and/or equipment to access, select and record relevant information from a variety of straightforward sources. select techniques to process/classify information in a variety of ways, for example, the results of a questionnaire. make simple judgements about the usefulness/ reliability of information/evidence, eg by reference to bias. <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> present findings in an organised and appropriate manner. present conclusions and justify these with reference to evidence. 		

Castles Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluation
<p>Language Reading for information/research, writing a report on a castle visit, 'a day in the life of a servant...', poems about castles/atmosphere/description.</p> <p>Religious Education Role of the early church/middle ages.</p> <p>Music Medieval music, minstrals, early instruments.</p> <p>Art/Technology Castles, drawings in pastels, photos of trip, heraldry designs/shields/armour – black/white/grey pastels, models of drawbridges/catapults.</p> <p>Drama Castle life/defending the castle from attack – scenarios.</p> <p>Mapwork Work on contours/hills on maps, look at locations of castles in Scotland.</p>	<p>Castles in Scotland Resource Pack Historic Scotland Longmore House Salisbury Place Edinburgh EH9 1SN Tel: 0131 668 8732</p> <p>Primary Technology Projection City of Edinburgh Pack November 2001 Traction Trebucket page 64 Onager or mongouch Page 84</p> <p>Jacqueline Cuthbertson pack (Level B outline)</p>	<p>Pages 3 and 4 Castles Level C/D Jacqueline Cuthbertson pack Castles (Level B and People in Place)</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>			

People in the Past			Sense of History	Castles		
	ISBN	Author	Title	Price		
	0744552672	Anderson, Scoular	Puzzling Day at Castle Pelican	£5.00		
		Baxter, Colin	Scottish Castles	£3.00		
	0750214708	Bryant-Mole, Karen	Normans: Invasion	£9.00		
	0863182712	Byam, Michelle	Arms & Armour (DK)	£10.00		
	0750210648	Chrisp, Peter	Normans: Look Into the Past	£9.00		
	0746013418	Cox, Phil Roxbee	What Were Castles For?	£5.00		
	0750221488	Dargie, Richard	Scottish Castles through History	£6.00		
*	0750221461	Dargie, Richard	Castle Under Seige	£10.00		
*	075022147X	Dargie, Richard	Knights and Castles	£10.00		
	0751360066	Gravett, Christopher	Knight (DK)	£10.00		
*	075136021X	Gravett, Christopher	Castle (DK)	£10.00		
	0749642637	Kerr, Daisy	Knights and Armour	£5.00		
*	075138029X	Langley, A	Castle at War	£10.00		
	074963703X	Macdonald, Fiona	Castles: Topic Books	£11.00		
	0859480187	Maynard, Christopher	Incredible Castles and Knights	£3.00		
*	0750232277	Reid, Struan	Castle Life	£6.00		
	0750212969	Robson, Pam	Castles: Topic Box	£9.00		
	0749607610	Wright, Rachel	Castles: Craft Topics	£9.00		

Castles ACTIVITY SHEET

Define what a castle is by looking at photos and identifying key features.

In groups, children research the role of a person living in the castle. In poster format, write a job description for that person, to be advertised.

Gather information on daily life in the castle. Write a diary account of a typical day in the castle.

Listen to and review medieval music.

Make paper mache examples of food eaten in a medieval castle.

Act out a feast to be held in the Great Hall.

List in bullet points the similarities and differences between castle life and the life of the children today.

Investigate key Scottish castles, Edinburgh, Stirling, Craigmillar, Dirleton, Eilean Donan etc. Map work – Use maps to identify the location of these castle and benefits of their strategic positions, e.g. water, hills, vantage points. Discuss how the location would be used as a defence. Identify other defences used.

*Using a variety of art materials, make a model of a castle showing situation. Label.

Or

*Draw a castle showing situation. Label.

Drama – In groups defend the castle from attack.

Visit a castle. Collect and record evidence of daily life in the castle building. E.g. the Great Hall, kitchens, chapel, defences etc.

Use a digital camera in groups and location sheet to record evidence found. Display group findings in classroom.

Using current tourist information online and with leaflets, identify the roles castles have today, including tourist centres, homes, hotels.

Identify castles as integral part of Scottish heritage – define ‘heritage’.

Groups collaborate to display information on role of castles today.

Make a brochure of castles to visit in Scotland.

Resources

Reference books and artefacts can be borrowed from McDonald Rd resource centre

Useful Websites

<http://www.castles.org/>

<http://www.castlewailes.com/life.html>

<http://www.castlexplorer.co.uk/>

http://www.historic-scotland.gov.uk/properties_sites_detail.htm?propertyID=PL_121

<http://www.edinburghcastle.biz/>

<http://www.undiscoveredscotland.co.uk/edinburgh/craigmillarcastle/index.html>

<http://www.marie-stuart.co.uk/Castles/craigmillar.htm>

<http://www.visitscotland.com/>

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