

# Year: 1 (AP1)

## Topic: Colchester Castle

## Time Period: Normans

### Learning outcomes:

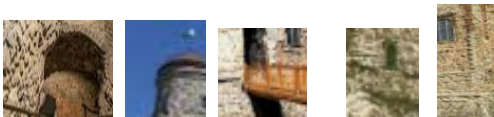
- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past
- Use stories to encourage children to distinguish between fact and fiction
- Find answers to simple questions about the past from sources of information

### Information for teachers:


The effects of the Norman Conquest on Colchester can be interpreted as both positive and negative; for example, the castle itself was probably built by forced labour of local people and using money levied from the inhabitants. But, in the long term, it probably contributed to the development of Colchester.

Colchester Castle was ordered to be built by William the Conqueror in 1076.


## Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>On tables, have images of Colchester castle – partially hidden. Different tables have different parts revealed.</p>  <p>Give the children the task of moving around the room and looking at the revealed parts of the castle. Can they work out which <b>famous landmark</b> is being shown to them?</p> <p>Bring the children back together as a class.</p> <p>Which Colchester landmark were they looking at? What makes them think that?</p> <p>Can they prove or justify their verbal answers?</p> <p>Reveal image of Colchester castle. Were they correct?</p> <p>What do they know about Colchester Castle? Share ideas and scribe on flip chart to display.</p>	<p>castle</p> <p>new</p> <p>old</p> <p>ancient</p> <p>compare</p> <p>years</p> <p>built</p> <p>lived</p> <p>past</p> <p>present</p> <p>landmarks</p>	<p>WALT: know more about colchester castle and why it is here</p> <p>In groups, ask the children to talk about: What is a castle? Why were they built? What sorts of locations were they built on? (Hills) Why? Why do we have one in Colchester? Who they think built Colchester Castle. Share ideas - maybe record on flip chart. Which suggestions are realistic? Pop a tick next to the more realistic suggestions (some might say The Romans, their grandparents, a king or queen for instance). Why would it have been a king or queen? Lots of people? Could it have been an 'ordinary' person, an important person or group of people? Why? Why not?</p> <p>Children to have a picture of Colchester castle in their books- write down who might have lived there and what the castle was used for.</p>	<p><b>Identify</b> what a castle is.</p> <p><b>Describe</b> where castles were built.</p> <p><b>Explain</b> why castles were built.</p> <p><b>Predict</b> who might have built Colchester Castle.</p>	<p>Images of Colchester castle- but only parts of</p>

## Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
 <p>King William I ('The Conqueror') by unknown artist, oil on canvas 1597-1618 © National Portrait Gallery CC BY NC ND</p> <p>Have this image displayed and ask the children:</p> <ul style="list-style-type: none"> <li>Who is this?</li> <li>What makes you think that?</li> <li>Is it an important person?</li> <li>What was their job?</li> <li>Where did they live?</li> </ul> <p><i>Do the children have some questions about this person?</i></p>	<p>Invaded</p> <p>Normans</p> <p>William the Conqueror</p> <p>King Harold</p> <p>castle</p> <p>new</p> <p>old</p> <p>ancient</p> <p>compare</p> <p>years</p> <p>built</p> <p>lived</p> <p>past</p> <p>present</p> <p>landmarks</p>	<p><u>WALT: know about someone famous who had an influence in our town/city.</u></p> <p>Explain that this is <b>William the Conqueror</b>...nearly 1000 years ago he <b>invaded</b> (discuss the word) England long, long ago - from France.</p> <p><b><i>Why would someone invade a country? (William believed he was the rightful King)</i></b></p> <p>Introduce <u>The Normans</u>-</p> <p>In 1066 the Normans invaded with William the Conqueror and in 1076 The Normans built the castle over the ruined Roman Temple of Claudius, built when Colchester was the first Roman capital of Britain (put this on the class timeline).</p> <p>Who were they? They are the people who built the castle (on the Roman remains). Why did they come to Colchester? Were they the first to build on this plot? Why did they need a castle?</p> <p><a href="https://www.youtube.com/watch?v=rCbXWkNiMLg">https://www.youtube.com/watch?v=rCbXWkNiMLg</a></p> <p><i>Watch this – great video about the Battle between King Harold and William the Conqueror and how he became King of England. Shows why William needed to build castles- including Colchester castle.</i></p> <p><b>Role play in groups, the Battle of Hastings</b></p>	<p><b>Understand</b> that events happened in the past which changed the place we live in today (Colchester).</p>	<p>Image of William the Conqueror as stimulus / intro</p> <p><a href="https://www.youtube.com/watch?v=rCbXWkNiMLg">youtube.com/watch?v=rCbXWkNiMLg</a></p>

## Lesson plan: Session 3



INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Show the children a range of images of the Bayeux tapestry and an image of William the Conqueror. Can they guess what the pictures (explain it was a tapestry made to tell the story of the famous Battle of Hastings) are telling us...a battle? A King? This is PRIMARY SOURCE EVIDENCE, as it was made at the time and it is something which is still in Normandy, France today.</p> <p><i>Some historians argue that it was embroidered in Kent, England. The original tapestry is on display at Bayeux in Normandy, France.</i></p> <p>Tell the children a simplified story of the invasion and use the Bayeux tapestry to tell the story.</p>  <p>Bayeux Tapestry, Credit Zairon, CC BY-SA 4.0, via Wikimedia Commons</p>	<p>Primary Source evidence</p> <p>Bayeux Tapestry</p> <p>England</p> <p>France</p> <p>Invaded</p> <p>Normans</p> <p>William the Conqueror</p> <p>King</p> <p>Harold</p> <p>castle</p> <p>new, old</p> <p>ancient</p> <p>compare</p> <p>years</p> <p>built</p> <p>lived</p> <p>past</p> <p>present</p> <p>landmarks</p>	<p>WALT: know about an important event that happened a very long time ago (and how it affected Colchester).</p> <p><b>Retell the story:</b></p> <p><b>William the Conqueror from France, wanted to be King of England so he got lots of ships (more than 100) and attacked England, He fought with the English people and won. He became King of England in 1066. He was not a very popular King so he built lots of castles including the one in Colchester that we will visit next week.</b></p> <p>Explain to the children that English (Anglo-Saxon) people sewed (made) the Bayeux tapestry to tell the story of what happened when William came to England. He fought the Anglo-Saxons and won-becoming the King of England. (Simplified version!)</p> <p>Show them this animated version –pausing at points to show the ships arriving, the battle...</p> <p><a href="https://www.youtube.com/watch?v=LtGoBZ4D4_E">https://www.youtube.com/watch?v=LtGoBZ4D4_E</a></p> <p><b>Ask the children: Why were these events so important to Colchester?</b></p> <p><b>Teacher Notes:</b> The effects of the Norman Conquest on Colchester can be interpreted as both positive and negative; for example, the castle itself was probably built by forced labour of local people and using money levied from the inhabitants. But, in the long term, it probably contributed to the development of Colchester. Colchester Castle was ordered to be built by William the Conqueror in 1076.</p>	<p><b>Identify</b> what the Bayeux Tapestry is.</p> <p><b>Describe</b> why it was made.</p> <p><b>Explain</b> who made it and why.</p> <p><b>Use</b> sources of information to answer simple questions about the past.</p>	<p>Images of the Bayeux Tapestry</p> <p><a href="https://www.youtube.com/watch?v=LtGoBZ4D4_E">https://www.youtube.com/watch?v=LtGoBZ4D4_E</a></p>

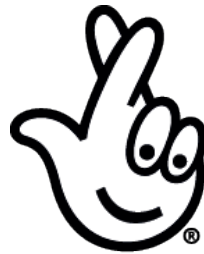
## Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Visit Colchester Castle and explore the exterior and the Norman element. Contact Colchester Museum learning team to arrange a loan box.</p> <p>Split the class into two groups - 'Attackers' and 'Defenders'. In pairs and with a plan of the castle, explore it through the eyes of an attacker or a defender. Attackers: Find the weak spots in the castle. Think about: How would you storm the castle? Defenders: Find the weak spots in the castle. Think about: How would you defend the castle?</p>				



## Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
 <p>Credit: Amanda B, CC BY 2.0, via Wikimedia Commons</p>  <p>The Tetris Castle by Hans and Carolyn CC BY-NC-SA 2.0 via Flickr</p> <p>Show the children images of these castles...how were they made? Do they look like Colchester Castle?</p>	<p>England France Invaded Normans William the Conqueror King Harold castle new old ancient compare years built lived past present landmarks</p>	<p>WALT: <u>create a model castle like Colchester Castle using different materials.</u></p> <p><i>Many castles were built during a time of conflict. They were built to keep hold of land that was captured and then kept to rule the defeated enemy. Castles were ferociously defended and attacked. Colchester Castle was just the same!</i></p> <p>If we build a castle like Colchester Castle- what things MUST we include (look at images of the castle to remind us).</p> <p>Using the outdoor area – can the children build their own Colchester castle? Use the Learning Garden- sand pit, mud kitchen and big blocks – then take photos for their books. Put children in teams so they are Collaborating Carlos. All teams to have an image of Colchester Castle to help them.</p>	<p><b>Explain</b></p>	<p>Access to the learning Garden: sand pit, mud kitchen, large play blocks, junk modelling resources</p>



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