



# St Mark's C of E Primary School – Medium Term Planning

## History: Cycle B Summer Term

### KS1

**Unit Focus:** Local Area Study: Castles

**Rationale:** This unit was covered in the interim History Curriculum in summer 2022. This unit builds on children's learning of Houses and Homes during the Autumn term. It gives chronological context to the Local History Study in LKS2 – Industrial Revolution.

**NC Objectives:** Local History - significant historical events, people and places in their own locality

### Big Question: What was the importance of castles?

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To describe motte and bailey castles</b>	Year 2 Castles CB booklet  <a href="#">Castles and Knights: The Features of a Castle   History   BBC Teach (youtube.com)</a>	<b>Vocabulary: castle, motte, bailey, attack, defend, protect, impress</b> <ul style="list-style-type: none"> <li>• Early castles were called motte and bailey castles.</li> <li>• The motte was a mount with a castle / keep on top. It was hard to attack because it was up a hill.</li> <li>• The bailey was a large area below the motte with a fence around it.</li> <li>• The first castles were built of wood. Then they were built with stone.</li> <li>• Castles were built to protect the people inside.</li> <li>• Castles were built to impress anyone who saw them.</li> <li>• Local Study: Label the motte and bailey on Dudley Castle.</li> </ul>

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2	<b>LO: To explain how features of castles helped its inhabitants</b>	Previous planning From 2022.	<b>Vocabulary: attacker, defender, moat, drawbridge, portcullis, keep, archer, arrow slit</b> <ul style="list-style-type: none"> <li>• Castles were built on hills – this meant that people inside could see attackers from a long way away. It was hard to attack up a hill.</li> <li>• Walls were very thick so that they were hard to destroy.</li> <li>• Water around a castle was called a moat. This helped to keep people away from the castle.</li> <li>• A drawbridge could be pulled up to stop people from crossing the moat.</li> <li>• A portcullis was a spiked barrier that protected the door.</li> <li>• The keep was the tower at the centre of the castle. It was the strongest part of the castle.</li> <li>• Archers fired arrows out of arrow slits. These windows were very small so that they protected the archer.</li> </ul>
3	<b>LO: To explain and understand the features of Dudley Castle</b>	<a href="#">Dudley Castle - Dudley Zoo and Castle</a>	<b>Vocabulary: attacker, defender, moat, drawbridge, portcullis, keep, archer, arrow slit</b> <ul style="list-style-type: none"> <li>• Dudley castle was built just after 1066</li> <li>• Originally a wooden motte and bailey castle, later on it was rebuilt as a stone fortification</li> <li>• The castle was built</li> <li>• Remains of the castle show the Motte and Bailey, The Keep, Main gatehouse,</li> <li>• Be able to label the Motte and Bailey, The Keep, Main gatehouse,</li> <li>• Part of the Castle was destroyed by a fire in 1750 which lasted 3 days</li> <li>• In 1937, Dudley Zoo took over the castle grounds and the castle ruins became a feature within the zoo.</li> </ul>
4	<b>L.O: To know who lived in castles</b>	<a href="#">A Day In The Life... Of A 10-Year-Old In Norman Times - Hands on History - BBC (youtube.com)</a>  <a href="#">Who Lived in Castles   Castle History for Kids   Hands-On Education (youtube.com)</a>	<b>Vocabulary: lord, lady, chapel, priest, blacksmith, repair, servant, soldier, patrol</b> <ul style="list-style-type: none"> <li>• Castles belonged to rich families, called lords and ladies.</li> <li>• Lots of people would live and work in the castle. They worked for the lord.</li> <li>• Castles often had their own church, called a chapel. The priest would lead worship for everyone in the castle.</li> <li>• Blacksmiths worked with metal. They would make and repair tools, weapons and other metal items.</li> <li>• Servants did lots of jobs for the family. They would cook, clean, wash as well as helping the lord and lady.</li> </ul>

			<ul style="list-style-type: none"> <li>• Soldiers lived in the castle even in peace time. They would patrol to keep watch for any attackers.</li> </ul>
5	<b>LO: To know who John Dudley was.</b>	<a href="#">John Dudley, 1st Duke of Northumberland Facts for Kids (kiddle.co)</a>	<p><b>Vocabulary: lord, lady, chapel, priest, blacksmith, repair, servant, soldier, patrol, executed, treason</b></p> <ul style="list-style-type: none"> <li>• Dudley Castle has been occupied by over 20 Lords during its existence.</li> <li>• John Dudley 1504 – 1553 (just over 100 years before the Great Fire of London)</li> <li>• In 1537, he ordered the start of building work at Dudley Castle.</li> <li>• A very powerful noble who advised the King but when the King died, he did not support the new Queen.</li> <li>• He was executed for treason.</li> </ul>
6	<b>L.O: To understand how castles affected their local area</b>		<p><b>Vocabulary: local, mill, hunt, repair,</b></p> <ul style="list-style-type: none"> <li>• People from the local area would work in the castle.</li> <li>• Local people would have to work on the lord's land as farmers.</li> <li>• Any local workers who made things had to give some of it to the lord.</li> <li>• The lord would make sure that the mill was working. Local people had to pay him to be allowed to use the mill.</li> <li>• Only the lord was allowed to hunt in the lands around the castle. Local people were not.</li> <li>• The lord had to feed people if there was not enough food.</li> <li>• The lord has to help local people to sort out disagreements.</li> <li>• The lord had to repair roads and bridges on his land.</li> </ul>

## LKS2

### Unit Focus: The Industrial Revolution

**Rationale:** This builds on the Local Area study from KS1 in chronology: children have some awareness of Dudley Castle and mediaeval life. As our local area was impacted so heavily by the Industrial Revolution, it is pertinent to study this period. This will then give children the necessary knowledge to understand why the area was targeted during WW2 as their Local Area study in UKS2.

**NC Objectives:** Significant historical events, people and places in their own locality.

- the lives of significant individuals in the past who have contributed to national and international achievements.

**Big Question: What impact did the Industrial Revolution have on the Black Country?**

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To know why our area is known as the Black Country</b>	CB Booklet Y3 The Industrial Revolution Session 3, 5, 9  CB Local History Study Black Country Session 1	<b>Vocabulary: region, unofficial, Black Country</b> <ul style="list-style-type: none"><li>That Black Country is made up of four different areas. It is an unofficial region.</li><li>It was called “black by day and red by night” because of how many factories there used to be and fires being used in the factories</li><li>Be able to locate the Black Country on a map from given options</li><li>It has its own flag, which the children can recognise.</li><li>Know where Dudley and Pensnett are located.</li></ul>
2	<b>LO: To know and understand what the Industrial Revolution was</b>	CB Booklet Y3 The Industrial Revolution Session 4  CB Local History Study Black Country Session 3	<b>Vocabulary: Industrial Revolution, industry, steam engines</b> <ul style="list-style-type: none"><li>The Industrial Revolution happened between 1750 and 1900.</li><li>know that Industrial Revolution was when there were rapid changes happened in industry, technology and science.</li><li>This changed how people lived, and how things were made due to machines.</li><li>The first steam engine was invented by Thomas Newcomen near Dudley. Steam engines would be very important in the Industrial Revolution.</li></ul>
3	<b>LO: To know what significant industries there were during the Industrial Revolution.</b>	CB Booklet Y3 The Industrial Revolution Session 6  CB Local History Study Black Country Session 4	<b>Vocabulary: industry, Industrial Revolution, mine, factories</b> <b>Children should know:</b> <ul style="list-style-type: none"><li>The area had lots of resources that could be used in factories.</li><li>There were lots of mines because there was coal underground which was burnt for fuel.</li><li>Locally, chain making, nail making and glass making were important industries.</li></ul>

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			<ul style="list-style-type: none"> <li>• That men and women worked in these industries.</li> </ul>
4	<p><b>LO: To identify which jobs impacted Pensnett during the Industrial Revolution using primary sources</b></p> <p><i>This will be an explore and investigate lesson for children.</i></p>	<p>OS map from Historic England. KS has these.</p> <p>Census data – on teams this will show jobs of people living in Pensnett.</p>	<p><b>Vocabulary: Industry, OS map, census, colliery, iron works, profession, blacksmith</b></p> <ul style="list-style-type: none"> <li>• Know that the main industrial jobs were miner, factory workers, Blacksmith</li> <li>• Identify the school and Tiled House Colliery</li> <li>• How to find information from an OS map</li> <li>• How to find information from Census data.</li> </ul>
5	<p><b>To understand the conditions of work in the Black Country during the Industrial Revolution</b></p>	<p>CB Booklet Y3 The Industrial Revolution Session 7</p> <p>CB Booklet Y4 Mary Macarthur and the Chain Makers’ Strike Session 1, 4</p> <p>CB Local History Study Black Country Session 4</p>	<p><b>Vocabulary: industry, Industrial Revolution, Chain making, workers</b></p> <ul style="list-style-type: none"> <li>• Chain making was hard work – loud, dirty, dangerous and worked very long hours. Everyone pay was low, but women’s pay was lower.</li> <li>• People worked for long days with very little money</li> <li>• Women were still expected to look after everyone in the family home.</li> <li>• That workers had very few rights (Children will need to know what rights are)</li> </ul>
6	<p><b>Lo: To understand the impact the Industrial Revolution had on the Black Country</b></p>	<p>CB booklet Industrial revolution Lesson 8/9</p>	<p><b>Vocabulary: industrialised. transformed, invested, railways, canals,</b></p> <ul style="list-style-type: none"> <li>• Canal and railway lines had be built throughout the Black country to connect to other areas (Birmingham, Dudley, Wolverhampton)</li> <li>• Different areas of the Black Country become associated in specialised areas. (Cradley Heath =Chain making, Glasswork in Stourbridge)</li> <li>• The name Black Country was given during this time because of the smoke and fumes that could be seen across the skyline.</li> <li>• The area had mainly been rural but had become more urban with the development of factories.</li> <li>• The population of the area increased as people moved her for work.</li> <li>• Some parts of the Black Country became famous – The Anchor for the Titanic had been built in Netherton, The Chainmakers strike in Cradley Heath,</li> </ul>

## UKS2

### Unit Focus: Early Islamic Civilisation

**Rationale:** This unit was previously taught during the interim curriculum during 2022. This unit will allow children to learn about important developments in the wider world. Changes have been based on questionnaire from staff who taught the interim unit suggesting areas that were strengths for the children but also the challenges that it had created for staff and children. It is included in our History planning to deliberately challenge some assumptions that align with the Prevent duty. **In the previous term, children have learned about the Anglo—Saxons which provides a direct comparison with this unit.**

**NC Objectives:** - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

*Useful link: [School Learning Zone - Early Islamic Civilisation \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)*

### Big Question: What impact did the Early Islamic Civilisation have on the wider world?

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To know when and where the Early Islamic Civilisation were from and how it was established.</b>	CB Booklet - Session 1, 2 and 3	<b>Vocabulary: Caliphates, Prophet, Mecca, Damascus, Baghdad, Middle East, developments, civilisation</b> <ul style="list-style-type: none"><li>• The Early Islamic Civilisation lasted roughly from 622AD (Prophet Muhammad) to 1300AD</li><li>• The Early Islamic Civilisation began in an area we now know as Saudi Arabia it covered the area to include modern day Iraq, Syria, Afghanistan and Egypt</li><li>• It started in Mecca, then Damascus and finally in Baghdad</li><li>• There were three main caliphates – Rashidun (632-661) The Umayyad caliphate (661-750) and the Abbasid caliphate (750-1258)</li><li>• The Prophet Muhammad is the same Muhammad who founded Islam.</li><li>• Many people had not originally believed Muhammad, who was then forced to begin a new community in a place called Medina. They were persecuted by the people living in Mecca and were forced to leave.</li><li>• That the caliphate is a political-religious form of government that led the Muslim community in the lands of the Islamic Civilisation. They had absolute power.</li></ul>
2	<b>LO: To know the importance of Baghdad on</b>	CB booklet session 4 & 5	<b>Vocabulary: Baghdad, civilisation, caliphate, Islamic Empire, trade , fertile</b>

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	<b>the Early Islamic civilisation</b>		<ul style="list-style-type: none"> <li>• During the Abbasid caliphate they needed to keep control of the Islamic Empire, to do this they created a new centre or capital city.</li> <li>• Baghdad was centrally located for the East and West on the Silk Road – an important trade route.</li> <li>• Baghdad was located on the river as it was fertile (this helps with growing crops)</li> <li>• Having the central location allowed the Caliph to control, help with trade and create wealth.</li> <li>• Its central location also meant everything was closer and easier to administer, helped with trade and creating wealth.</li> </ul>
3	<b>To understand the importance of the House of Wisdom was</b>	CB Booklet session 6	<p><b>Vocabulary: House of Wisdom, scholars, translated, Arabic, engineering, cartography, astronomy</b></p> <ul style="list-style-type: none"> <li>• The House of Wisdom was built in 830AD and stored many texts from different locations around the world that had been translated (Into Arabic) these included – Persian, Indian, Ancient Greek and Roman texts.</li> <li>• It was created by Harun AL-Rashid and that he said “He who purses the road of knowledge, Allah will direct to the road of paradise” “The scholar’s ink is holier than the martyr’s blood” He included scholars from different faiths to his court.</li> <li>• It was centrally located in Baghdad to attract scholars from not only Europe but also Asia this meant it was easy to travel to and from.</li> <li>• Major breakthroughs in Medicine, maths, engineering cartography and astronomy came from the House of Wisdom</li> </ul>
4	<b>LO: To know what developments came from the Early Islamic Civilisation</b>	CB Booklet Session 7 and 8  <a href="#">History KS2 / KS3: Invention &amp; Innovation in Baghdad 900AD - BBC Teach</a>	<p><b>Vocabulary: mediaeval, House of Wisdom, significant, translated,</b></p> <ul style="list-style-type: none"> <li>• The mediaeval Church destroyed texts of the Ancient Greeks, and other early societies which had advanced ‘scientific’ knowledge because they did not align with the Church. We only know about them because of the copies that were kept by the House of Wisdom.</li> <li>• The House of Wisdom collected, translated and developed ideas.</li> <li>• Muhammad Ibn Zakariya Razi (Ad 854 – AD 925) was a significant figure in medical developments ( Mainly ophthalmology)worked out the difference between smallpox and measles and how to treat them, developed treatment and ointments to treat different eye conditions.</li> <li>• Abu Abdullah Muhammad Ibn Musa Al-Khwarzmi ( Born around AD800) was a significant figure in mathematics - Introduced Hindu Arabic number 1-9 and 0 These were used 250 years before people in the West used them.</li> </ul>
5	<b>LO: To understand the impact of the Early Islamic</b>	CB Booklet 9 & 10	<p><b>Vocabulary: Early Islamic Civilisation, societies, scholars, developments</b></p> <ul style="list-style-type: none"> <li>• The Early Islamic Civilisations used clean water and drainage in cities, Europe had unsafe water supplies and very little drainage.</li> </ul>

	<b>Civilisation on the 21<sup>st</sup> Century</b>		<ul style="list-style-type: none"><li>• Generally peace across a huge Islamic Empire, unlike in Europe where there were many wars between Christian Kingdoms.</li><li>• Many ideas, techniques and tools which were discovered by scholars at the house of Wisdom are still used today.</li><li>• If the House of Wisdom had not kept the ancient texts and continued to develop their understanding of these areas, modern society would be much less advanced than it is.</li><li>• The developments of the Early Islamic Civilisation (Free hospitals, Numbers) are still used in Britain today.</li></ul>
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