

TOPIC: Get Out Of My Swamp!		LESSON No: 21	TIME: 2 hours
Lesson Objective		Which skills will children use to demonstrate their understanding?	
To understand the purpose and features of castle and identify who may live in one.		Expected: Can make observations, and use appropriate language to describe feature of a castle.	
Context	Vocabulary	Exceeded: Can use observations to make predictions about the type of person who might live in the castle, and explain why.	
Fairytales Homes	Castle, Moat, Tower, Turret, Drawbridge, Fort, Courtyard, Knight, King, Queen, Prince, Princess		

Who might live in a castle like this?

Introduction:

Tell children it is their job to discover what we are learning about today. Have a simple feely box containing different artifacts to represent a character who might live in a Castle (a sword, a goblet, a wooden bowl, a crown etc.). Ask a child to come the front and choose an artifact without looking – What does it feel like? Etc. (Link to Science – Materials). Pull artifact out of the box and discuss what they think it is? Who it might it belong to? How old is it? Etc. Repeat with other artifacts until all have been shown. What do you think we might be learning about today?

Main Teaching and Learning:

Ask children to Partner, talk about what they already know about castles.

Discuss castles nearby and show images E.g. Warwick Castle, Kenilworth Castle and Tamworth Castle.

Watch BBC class clip of Edinburgh Castle - <http://www.bbc.co.uk/learningzone/clips/a-visit-to-edinburgh-castle/5444.html> Ask children to look for features they already know about in the video. E.g. Tower, Draw Bridge, Staircase etc. Ask children what else they now know about castles after watching the clip.

Show children a picture of a medieval castle. Can we label some of the features? Who might live in castle like this? Encourage children to think about real people and fictional fairytale characters.

If available – use Epic Citadel App on iPads to explore a castle grounds/what it looks like from the inside and build vocabulary.
Introduce main activity and model how to label an image/build a word bank.

2 groups to do Main Activity with CT & TA, whilst other 2 groups work Independently – Swap half way through afternoon.

Teacher Lead Main Activity – 1 group with CT & 1 with TA	Independent Activities		
Labeling/Knowledge Harvest Activity. Discuss what children have learnt/already know about Castles. Which parts can we already label? What else would you like to find out? Have secondary sources (books, photographs etc.) for children use to research/find out more information, refer to pictures etc.	<p>Construction</p> <p>Can you build a castle out of lego? Can you build a castle den?</p>	<p>D&T</p> <p>Can you make a cardboard box castle? http://ijuan12.squidoo.com/castles-lesson-plan</p>	<p>Art</p> <p>Cereal Castle Art http://www.busybeekidscrafts.com/Cereal-Castle.html</p>

Plenary:

Split children up into mixed ability groups so they are not working with children from their original table. Ask them to share their Castle mind maps with their new group, are there any good ideas you can ‘magpie’ from your friends to add to your work? Could you add more detail/pictures to explain?

Recommended Resources and use of ICT:

Create labelling Castle Sheet - Differentiated iPad – Epic Citadel App to explore castle Cardboard boxes/construction/

Note other differentiation specific to class below:

Visual resources to support visual learners and EAL
Extension through CQ levels- questioning and expectation

Assessment

Independent

With Help

Couldn't do it