



Caring, Successful,
Happy Learners

Learning Organiser **History: Castles**

Year 2

Cycle 2: Heroes and Heroines

Spring Term

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
<ul style="list-style-type: none"> • When and where The Battle of Hastings happened • Who William the Conqueror was. • Where the William the Conqueror came from. • That William built castles for defence. • That the invaders were known as Normans. • That King Harold II was killed by William and his army. • The names of the key people involved. • The chronological order of events. 	<ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features. • Gather information from simple sources to ask and answer questions. • Understand that the past can be represented in different ways by comparing books, pictures, photos, artefacts, buildings, museums of people or events in the past. • Place people, events and objects in chronological order, on an individual timeline.

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge objective	Activity
1	Research who William the conqueror was and where he came from	Use parts of stories and other sources to show that they know and understand key features.	Use text to locate key pieces of information linked to William the Conqueror.
2	That the army William gathered were known as Normans.	Use research tools to gather information from simple sources.	Explore books to answer comprehension questions.
3	Know when and where the Battle of Hastings took place.	Understand that the past can be represented in different ways.	Use images of the Bayeux Tapestry to identify when and where the battle took place .
4	Sequencing key events in the story of William the Conqueror.	Sequence events chronologically.	Practical sequencing
5			
6			

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<ul style="list-style-type: none"> • Researching how toys have changed over time. • Identifying similarities and differences between toys past and present. • Using words to describe the passing of time. • Talking about toys in the past and present and describe some of the differences. • How to find information about toys in the past. • Ordering events chronologically. 	Event, explain, sequence Past Present	New Vocabulary Chronological, research, timeline, artefact	Possible visit to Lincoln Castle

