

KS1: Year A : Once Upon a Time ([History](#) | [Geography](#))

History

Focus area in Nat Curriculum	<p>Significant places in their own locality - with a focus on Mountfitchet Castle and Hedingham Castle.</p> <p>Lives of significant individuals - 4 monarchs including Queen Victoria, Queen Elizabeth I, William Conqueror, Queen Elizabeth II.</p>		
Enquiry question(s)	<p>In what ways and why are Mountfitchet and Hedingham castles similar and different? What can we find out about castles and monarchs from photographs, pictures and plans? Why should we remember them?</p>		
Chronology	<p>Developing children’s chronological understanding underpins every history unit. Children should have opportunities to place key individuals studied on a simple timeline (different colours to show living memory/ beyond living memory; no need to add numbered intervals but can scale to show 10 year marks).</p>		
Key disciplinary concepts	<p>Similarity and difference - compare the lives of kings / queens, nobles and ordinary people</p> <p>Change and continuity - how Mountfitchet Castle and Hedingham have changed over time; how castles have changed more generally</p> <p>Cause and consequence- why people moved out of castles, why some have been destroyed and some survived better.</p> <p>(<i>Evidence</i> is a concept in every enquiry. Child’s own experiences, stories, photos, interviewing family members, artefacts etc)</p>		
Key substantive concepts	<p><i>Government</i> - how castles were used to defend against attack and to rule the surrounding areas?</p> <p><i>Civilisation</i> - castles and palaces as part of our heritage?</p> <p><i>Invasion</i> - introduce some of the key groups that children will study later in KS2, eg Iron Age Celts, Romans, Vikings; explain how castles were originally important defensively to protect against attack</p>		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	R	Now and then Early chronology Sequencing Seasons Climate Change- cause and consequence Role play- use of money Florence Nightingale HOTP day	
	Y1 (as above plus)	Chronology through explorers last year- a focus on before/after certain periods of time.	CW- has extensive existing knowledge- additional projects
Y2 (as above)	Visual timeline on display in class- discussion where significant individuals	Add visuals to class timeline as new learning is introduced	

	plus)	fit on timeline in relation to other key events.	
Key knowledge to cover in this unit	<p>Order of monarchs between William the Conqueror and King Charles III. The roles of a monarch. How colour was used to show royalty. Parts of a castle including how they were made. The different types of castles. Roles within a castle. How castles have survived. How different castles look in different countries. Why castles were built</p>		
Enrichment opportunities	<p>Visit to Mountfitchet Castle - 16th June 2026 Non Fiction and fiction books available throughout the topic</p>		
Outdoor Learning	<p>Outdoor learning area and Abington Woods- creating moats and drawbridges.</p>		
Equalities, Diversity and Inclusion	<p>Compare lives of different types of people - who lived in the castle? What jobs did they have? Range of opportunities in role play</p>		
Assessment of learning	<p>Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Practical / oral opportunities for assessment of learning over topic</p>		
Vocabulary	<p>Vocabulary Document</p>		

Geography

Focus of study	<p>Main:</p> <ul style="list-style-type: none"> • Name and locate continents and oceans • Name, locate and identify characteristics of countries & capital cities of UK • Study human and physical geog of small area of UK - local area, including castles • Identify seasonal and daily weather patterns in UK • Use basic geog vocab for human and physical features • Use simple compass directions and locational and directional language • Use aerial photos & plan perspectives; devise a map; use & construct basic symbols <p>Other:</p> <ul style="list-style-type: none"> • Study human and physical geog of small area of contrasting non-European country - Germany due to studying Australia last term (linked to fairy tales) • Identify hot and cold areas of world • Use world maps, atlases and globes to identify UK & its countries • Use world maps, atlases and globes to identify countries, continents & oceans • Use simple fieldwork and observational skills to study geography of school, grounds and surrounding environment
Big ideas / Key substantive concepts	<p><i>Settlement:</i> why particular sites were chosen for castles; how castles often became basis for wider settlements over time</p> <p><i>Place, space and scale:</i> understand more about the local area - focus on Mountfitchet and Hedingham; compare castles around the world / in depth comparison with Germany? Use compass knowledge to direct knights across the world to visit different castles.</p>

Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes for current teacher</i>
	R	Focus on Australia last term Comparison of habitats around the world.	
	Y1 (as above plus)	Use of a globe to see the location of different countries, continents and oceans. Use of Google Earth to explore different places in the world and Google Classroom to share photos of children's visits to other countries.	
	Y2 (as above plus)	Discussions about World continents and oceans	
Key knowledge to cover in this unit	The names and location of the seven continents and 5 seas Where the equator is What the symbols on a map mean - river, road, church, parking, green space, mountain ranges How to draw a basic aerial map How seasons are different around the world at the same time (continual work throughout the year) The capital cities of the UK. Human and physical features of an area - comparing where castles were built and placed, and why.		
Assessment of learning	Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Practical / oral opportunities for assessment of learning over topic		
Enrichment opportunities	Abington Woods Beebots to follow maps Knight School		
Outdoor Learning	Treasure/castle maps		
Equalities, Diversity and Inclusion	Diverse examples from around the world		
Vocabulary	Vocabulary Document		