# **HISTORY**

Ask and answer questions about the past by selecting and organising relevant information from sources carefully. What do I know? Teacher to bring in and show three actual objects which relate in some way to monks in the Middle Ages e.g. a wooden cross made from sticks tied together, a really old bible, a fleece rug or some clean wool. Talk partners guess what the link might be between the objects. Reveal topic. Reveal Middle Ages Discussion Prompt. Think, pair, share the things we already know and what would we like to find out.

Children complete KWL chart (know, want to know, like to find out). Less able work in pairs. Feedback. Fill two windows of sheet (K&W). Fill in what they learned later. Understand the different ways we find out about the past and the way it is presented. Use sources to answer questions and gather information. Look at different versions of events, give reasons why people might view things in different ways.

History mystery. Children ask questions about the past using historic drawings & artefacts. Groups of 2-4 use one printed slide each from *History Mystery PP* and discuss what it has to do with Nidderdale in the Middle Ages. Give 5-10 minute time limit. They use who, why, what, where, when questions to discuss the picture, what it is or what it might show. They note their thoughts on a team record sheet. 'Carousel' the groups and study additional pictures. Lesson length can be adjusted according to number of pictures children look at. Children feedback views to class. share ideas. Can they agree on what the pictures represent? Children should understand that people may interpret history sources in different ways and that we don't always know the answers. Teacher reveals more about the history mystery of each picture. Teacher can use the Information Sheets and History Mystery PP notes relating to the pictures to help them discuss the pictures with the children.

Recount facts, give reasons why, make comparisons, analyse consequences of key events in the history of Nidderdale in the Middle Ages.

Use *Information Sheets* children research and take notes (This can follow on from history mystery). Cut each sheet into small sub-headed sections so children only have a part to read. They are Nidderdale-focused, covering *Monks and Middle Ages, Lay-brothers, Grange Farms, Animals, Getting Around, The Black Death & The Feudal System* (see also *Nidderdale & Feudal System Smartboard* Resource UKS2 / LKS3 for learning Middle Ages hierarchy)

# **GFOGRAPHY**

<u>Place knowledge</u>: Identify seasonal weather patterns in the UK

-Using Nidderdale farming Year in Middle Ages resource, children complete own medieval farm calendar. Groups of 4-6 and are given a large piece of flip chart paper with a drawn circle divided into four to represent the seasons. Jigsawing enables team members to collect and contribute information on part of the farming year (two months or a season each). Draw, write or glue pictures of farming activities into the correct season on the team calendar wheel. Label and write or present explanations as to why these seasons might be the best times to complete the activities. The best examples divide seasons into months.

-Once the children have built their knowledge of farming life in the Middle Ages in Nidderdale, children make an 'Understanding the effect of poor weather flow chart' to show impact on life in the dale when crops failed (as they did due to wet summers in the 1300s).

Describe the <u>physical and human features</u> of an area and understand how they interact and make an area distinctive using place-based examples.

a)Using the 'Middle Ages' Image Resource 1 and the 'Nidderdale Today' Image Resource 1 (in the Wildlife and Habitats section of the education resources), children observe, discuss and circle landscape feature changes between two time periods. Working in pairs or small groups, children circle changes, number them and note down what the difference is. Discuss findings as a class.

b) Children remind each other about the difference between 'human' and 'physical' features. Go back and indicate or list the differences which are 'human' and those which are 'physical'. Discuss the length of the lists. Which features have changed most – human or physical? Why?

-Using the *Middle Ages Grange Farm Smartboard activity and Worksheet* a) discuss and label features of a Grange farm; b) Take a short observational walk in the countryside around the school or as part of a trip to Nidderdale. Invite a local history expert if possible and try and include a really old path / green lane if possible. Children ask questions and make observational sketches of the things seen on the walk. What features do we think might be Medieval and why?

# SCIENCE

<u>Forces: Y3</u> I compare how things move on different surfaces

-Children ask and answer 'how easily does a four wheeled cart move on different surfaces' **. Devise fair test**. Plants: Y3&5 Explore requirements of plants for life and growth and understand seeds and their role in the life cycle of plants.

Children plant a variety of seeds of plants from medieval times and observe how they grow in different growing conditions. Explore seed dispersal of weeds (a problem for medieval farmers). How do the seeds of different plants travel and spread all over fields where they are not wanted?

Rocks: Y3 Recognise that soil is made from rocks and organic matter.

-Collect different soils from different children's gardens and **observe what is in soil**. Learn how medieval people improved their soil!

<u>Animals including humans:</u> Y3 I know that animals need the right amount of nutrition and they get nutrition from what they eat.

-Make an 'Understanding the effect of poor weather flow chart' to show impact on animal feed crops due wet weather in medieval times. Illustrate if time.

Y5: I can describe the process of reproduction in some plants and animals-Ducks, chickens, sheep, cows (see Middle Ages farming year)

<u>Living things and their habitats: Y4</u> I recognise that environments can change and that this can pose a threat to living things.

-Observe and note environmental changes. Compare *Middle Ages Image* Resource 1 with later images. Note how the environment has changed. Might these changes pose a threat to living things? Class debate: Should humans be allowed to change the landscape?

<u>Seasonal changes and earth</u>: Y3Y4Y5 I observe how the sun appears to move and this causes shadows to change. I can describe the movement of the sun relative to earth.

- Discuss as a class the problems of telling time before clocks were invented (see *Day in the Life of Lay-Brother resource*). Place an upright post in the playground and mark the length of the shadows with chalk at different times of day. Observe and discuss. Children **research and make own primitive playground sundials** in groups (see DT).

# HISTORY continued...

<u>Place events in chronological order</u>, use a timeline and historical vocabulary, placing specific events on that timeline.

-Speed date info & timeline sort. Children read and share brief facts about Nidderdale in the Middle Ages. Print Nidderdale Monks and Middle Ages Timeline p2-7 as thumbnails by printing six pages per sheet. Cut up and handout thumbnail fact cards – one to each child. Give them 3 minutes to tell their fact and find out more facts from as many others in the classroom as they can. See who has remembered the most facts after this time. -Children sort facts onto a timeline of kings and Queens of England. Show Smartboard presentation 1 of Kings & Queens of England in Middle Ages. Ask children what they think it is and what they know about any of the Monarchs. Can children calculate length of time of this period of history? Point out sheer numbers of Kings and how many things must have happened in Nidderdale in that time. Using smartboard, teacher models picking an event to put along the timeline, using the dates to match it to the correct monarch. Children have a go together, then complete own paper version using set of printed 'thumbnails' per group and printed p9 of timeline as worksheet. Differentiate by number of events to place, partner work, with support or just sort by chronology.

Recognise similarities and differences between life in different periods and explain how something in the past affects our lives. Describe different societies and periods in history and start to make links between features and across time.

- -Children record the routine of their own day and compare with a Day in the life of a Nidderdale lay-brother
- . Children note down and comment on the differences.
- -Write a diary of one day in the life a lay-brother
- -Practise being silent and using sign language in the classroom. These activities could be used to follow up on an educational tour of Fountains Abbey to remind the children about the routines of a lay-brother (see also DT How to tell the time in medieval Nidderdale)
- -Abbot's table and peasant's table

Cut and sort foods into those eaten by an abbot and those eaten by a peasant. This activity is based on an extract from Fountains Abbey's 'Bursar's book' and would complement research into food in the Middle Ages.

# MONKS AND THE MIDDLE AGES IN NIDDERDALE

# GEOGRAPHY continued...

Location knowledge. Use terms North, South, East and West, fieldwork observations and grid references to describe physical & human features and routes on a map. -Use co-ordinates to plot a monk's route out of Nidderdale. Tell the children about the importance of old routes (Information Sheets). Using an OS map of Nidderdale, children choose a route that a monk might have taken to go from (for example) Bouthwaite Grange to High Grantley or use an old route near their school. They use post it notes to show where they might put 10 standing stones or crosses to help them find their way, number them and write the grid references for these on the post it notes. They could then draw an illustrated **'sketch map' of the route** with pictures of some features (from the map) they might find along the way and write a key. They could make this look old by using tea-stained paper. Any aspect of history could be used as the purpose of the map to cross link it e.g. Abbot's missing chalice. escaping the Black Death. It could also be linked to storywriting.

#### ART & DESIGN

Increase awareness of different kinds of art, craft and design. Use range of materials. Learn about great artists.

- Illustrate own 'Psalter of Nidderdale' Use Google images to show children examples of illuminated medieval manuscripts. Distribute printed examples and / or ask the children to research the beautiful drawings of the Luttrell Psalter and Queen Mary's Psalter. Children copy and sketch own ideas for illustrations. Include Nidderdale specific features e.g. wildlife and contemporary activities but in medieval style. Test different art materials for effect including inks (especially colours & gold). Finalise sketch ideas and materials and make final coloured version.

# MUSIC

Listen to, and then write and perform own version of medieval plainsong and chants. Invent own notation.

# DT

Use creativity and imagination to design and make products that solve real and relevant problems.

- -Research, design and make a 'clock candle'.
- -Research, design and make a 'water clock' and / or sun dial. Use *Day in the Life of a Lay-brother* resource as stimulus.
- -Design and make a bridge for the monks to get over the River Nidd using experimentation and strengthening & reinforcing methods. *Use Information sheet on 'Getting about in Nidderdale'* as stimulus.

Cooking and nutrition: Understand seasonality and how a variety of ingredients are grown, reared, caught and processed. (see information sheets, science activities and farming calendar activity in geography session) -Use seasonal products from Medieval times to make a medieval banquet. Use Abbots table or peasants table activity and medieval farming calendar, as well as own research, for food ideas. Make yoghurt or cheese.

#### PF

Make <u>actions and sequences</u> of movement Enjoy <u>communicating collaborating and competing</u>. Use creativity and imagination to <u>devise team games</u>.

- -After reading about an aspect of medieval times by doing own research or *information sheets*, **invent**, **modify and improve a game**. For example, 'Catch the rabbits in the warren' using hoops around the edge of a large square area as rabbit holes to get in with 'rabbits' and 'catchers'. -To support learning about food and the seasons in
- Nidderdale in medieval times, invent running, jumping, hopping, spinning, standing actions for different medieval activities for a game similar to 'Pirates'. For example, saying prayers, sowing seed, cattle to the Abbey, shear the sheep, milk the cow, churn the butter, pull the plough, catch the rabbits, collect the muck, wade through the ford, jump over the stream, dig for lead, silence. This could then be used at random in the classroom for fun.

# **DRAMA & HISTORY**

Talking heads I & II Children act the part of a real character from Medieval Nidderdale and film it as if they are a 'talking head' at a museum. Show they understand consequences of events in Middle Ages Nidderdale by communicating these to others. Use provided 'talking head' idea or script, act out and film their own.



# Monks and the Middle Ages Topic Web Notes

- This topic web contains some suggested activities and cross-curriculum links.
- It is designed to be printed on two A4 sheets of paper and then put together and photocopied to form one A3 sheet.
- The text in red denotes a resource which is available to download free from the Upper Nidderdale Landscape Partnership Education Resources pages.
- Text in other colours denotes a Curriculum objective.
- The text in bold denotes an activity that the children will be doing.
- 'PP' is short for PowerPoint Presentation.