

## Mantle of the Expert: The Beggar Queen

What is it we want the children to learn - start with the curriculum.

What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?

<p><b>Step 1: Theme</b></p> <p>Castles/Knights</p>	<p><b>Step 2: Overview of learning</b></p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> Roles in a medieval castle. Features of a medieval castle Defences on a medieval castle. Jobs in a medieval castle. Geographical features and how these relate to castle locations.</li> <li><b>Skills:</b> Geographical field skills (identifying physical features):</li> <li><b>Understanding:</b> Differences between 'then and now'.</li> </ul>	<p><b>Step 3: List of things that make the theme interesting</b></p> <ul style="list-style-type: none"> <li>Castles – the building</li> <li>Castle defences</li> <li>Knights and knight roles</li> <li>Battles</li> <li>Dragons</li> <li>Difference between 'then' and 'now'</li> </ul>	<p><b>Step 4: Generate questions for inquiry</b> <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i></p>
<p><b>Step 5: Invent a narrative – include tension, location and time</b></p> <p><b>Characters:</b> Queen Matilda</p> <p><b>Locations:</b> Various locations – the team will be on the move, looking for somewhere to locate the new kingdom</p> <p><b>Time:</b> Medieval time period</p> <p><b>Narrative:</b> Queen Matilda is kingdomless. She has been made homeless and needs a new kingdom. For this</p> <p><b>Tensions:</b> Homelessness. Danger from..... . Dragon living in the hill where we want to build the castle.</p>	<p><b>Step 6: Select the expert team and list powers, responsibilities and values</b></p> <p><b>Team:</b> A team of knights</p> <p><b>Powers:</b> To support and protect the queen by whatever means necessary.</p> <p><b>Responsibilities:</b> To support and protect the queen. To carry out her wishes.</p> <p><b>Values:</b> To behave with bravery and honour. To protect anyone in need of protection.</p>	<p><b>Step 7: Decide on the client and their role, purpose and authority</b></p> <p><b>Client:</b> Queen Matilda</p> <p><b>Role:</b> To lead her team of knights on a quest to find a new kingdom. To set tasks for the knights to carry out. To feed back to them about</p> <p><b>Authority:</b> Very high – she is the queen. She can demand anything that she wants once they have pledged their loyalty to her.</p>	<p><b>Step 8: Devise the commission</b></p> <p>Queen Matilda has lost her castle and her possessions in a huge fire. There is no hope of recovery or repair. As a result she is in need of a whole new kingdom: castle and all. She recruits some local, poor villagers on the promise that they will be her knights and will sit at the round table with her to make all decisions. On their quest they meet various foes and complete a range of tasks in order to satisfy the queen and show their loyalty to her</p>
<p><b>Step 9: Other points of view</b></p> <ul style="list-style-type: none"> <li>Dragon</li> <li>Other villagers at the start of the story</li> <li>Landowners</li> <li>Pretender to the throne</li> <li>Other knights they encounter</li> </ul>	<p><b>Step 10: Possible team tasks and classroom activities:</b></p> <ul style="list-style-type: none"> <li>Considering the best materials from which to build a castle</li> <li>Considering the best location for a castle</li> <li>Learning about and taking on different roles in a medieval village</li> <li>Learning about a motte and bailey castle</li> <li>Designing shields</li> <li>Taking part in an oath-taking ceremony</li> <li>Planning and carrying out a medieval banquet: food, decorations, music, dancing</li> <li></li> </ul>	<p><b>Step 11: Possible EYFS and NC links</b> <i>Subject to change as the mantle develops</i></p> <p><i>See highlighted objectives below</i></p>	<p><b>Step 12: Sequence of steps into the fiction</b></p> <p>See below for steps</p> <p><b>7 aspects of planning a start:</b></p> <ol style="list-style-type: none"> <li>What's happening? Location, people, events?</li> <li>What signs are there for the students to interpret – words, pictures, movement?</li> <li>What's going to attract their interest – the tension?</li> <li>What questions are raised – the inquiry?</li> <li>What tasks are the students going to do to bring them into the fiction?</li> <li>How are students going to take on the mantle of the expert team?</li> <li>How are they going to be introduced to the client and the commission?</li> </ol>

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Steps in:

### Step 1: A village in 2021 pt 1

Go for a walk around Whaddon village, noting the geographical features it has. Encourage children to take lots of photographs and talk about what they see and why it is there.

### Step 2: A village in 2021 pt 2

Upon return to the classroom, do some work around this (geography link): naming the features, adding them to a pre-prepared map of Whaddon, creating symbols and a key.

### Step 3: A medieval village pt 1

Begin the session with the children gathered around the map of Whaddon. Say to them *Back in the year 1100, a village like Whaddon would have looked quite different. Yes, there would have been houses, there would have been a road and a church... But not like we know them.* Show children images of medieval villages from 1100s (discussing the fact that we only have drawings, not photographs).

### Step 4: A medieval village pt 2

*I wonder if Whaddon were a medieval village, what it might look like?* Using the images and discussion, invite the children to create a medieval village together. Adults to participate to ensure that there are the key features by the end of it. You could either have prepared images for the children to cut and stick onto the map, or invite children to draw their own.

### Step 5: Medieval villagers

Display the map of our medieval village somewhere, with the title of 'Medieval Whaddon'. Say to the children *We've done a good job of creating medieval Whaddon with all of its geographical features. They are quite different to the ones we have now, aren't they? Do you think the people might be different too?* Discuss (using images) how people in medieval times would have looked (clothing wise) and anything else the children want to discuss.

### Step 6: Medieval jobs

Bring the discussion around to jobs. Wonder aloud what sort of jobs and roles people in a medieval village would have had. Address any misconceptions and use images to compile a list of possibilities. Say to the children *If you were one of these villagers, which one would you be?* Children choose a role for themselves. On A6 paper they draw themselves in that role, using images for support. Invite children to glue themselves onto our village, wherever they think their role would be.

### Step 7: A Day in the Village

Mark out a space which for the purposes of this session will represent the medieval village. Make some agreements with the children and possibly mark out, for example, where the church is, some houses.... Invite the children to step into the village and take on the roles they have chosen. Adults to join in to support this, modelling to the children where necessary.

### Step 8: A Visitor.

Either following on from the previous step, or starting a new session: say to the children *The sun was setting in the village. The villagers were preparing for dinner, or were on their way home from their jobs to eat the dinner being prepared. As the blacksmith was walking past the old oak tree, he noticed a figure slumped against it.* Explain to the children that an adult will represent that figure. Adult steps into the village and sits, slumped and looking tired. *The blacksmith did not recognise the woman – she certainly wasn't a villager. Her gown was dirty, but still expensive-looking. On her head was.... A crown?!* Pause the story and invite children to look at the figure and speculate as to who she is and where she has come from. At an appropriate moment, children in role as villagers are invited to interact with the adult in role.

### Step 9: The Queen's Story

As the children interact with the queen, her story will come out: she is Queen Matilda. She has travelled a long way – she has been travelling by day down quiet roads and across country. Her castle was captured by her enemies – they were going to kill her so she had to leave. As she was leaving, her castle was being burned to the ground. She has nothing left. Children talk to her and ask her questions, in role as the villagers.

### Step 10: An invitation

At an appropriate moment, adult in role to explain that she has come looking for help. She has nothing left – she needs a new **order of knights** to act as her protectors, advisors and counsel. Will the villagers leave their quiet lives and come on a quest to find a new kingdom and even build a new castle?

	UtW: The World	UtW: Computing	UtW: Peoples and Communities	EAaD: Exploring and using media and materials	EAaD: Being Imaginative
30-50	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; Can talk about some of the things they have observed such as plants, animals, natural and found objects; Talks about why things happen and how things work; Developing an understanding of growth, decay and changes over time; Shows care and concern for living things and the environment.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.; Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones; Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images; Knows that information can be retrieved from computers	Shows interest in the lives of people who are familiar to them; Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life; Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Explores colour and how colours can be changed; Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects; Beginning to be interested in and describe the texture of things; Uses various construction materials; Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces; Joins construction pieces together to build and balance Realises tools can be used for a purpose.	1. Developing preferences for forms of expression. 9. Uses available resources to create props to support role-play. 10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer; Uses ICT hardware to interact with age-appropriate computer software.	Enjoys joining in with family customs and routines.	Explores what happens when they mix colours; Experiments to create different textures; Understands that different media can be combined to create new effects; Manipulates materials to achieve a planned effect; Constructs with a purpose in mind, using a variety of resources; Uses simple tools and techniques competently and appropriately; Selects appropriate resources and adapts work where necessary; Selects tools and techniques needed to shape, assemble and join materials they are using.	Create simple representations of events, people and objects.
ELG	Children know about similarities and differences in relation to places, objects, materials and living things; They talk about the features of their own immediate environment and how environments might vary from one another; They make observations of animals and plants and explain why some things occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children talk about past and present events in their own lives and in the lives of family members; They know that other children don't always enjoy the same things, and are sensitive to this; They know about similarities and differences between themselves and others, and among families, communities and traditions.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes; They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
ELG+	Children know that the environment and living things are influenced by human activity; They can describe some actions which people in their own communities do that help to maintain the area they live in; They know the properties of some materials and can suggest some of the purposes they are used for; They are familiar with basic scientific concepts such as floating, sinking, experimentation.	Children find out about and use a range of everyday technology; They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past; They know that other children have different likes and dislikes and that they may be good at different things; They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Children develop their own ideas through selecting and using materials and working on processes that interest them; Through their explorations they find out and make decisions about how media and materials can be combined and changed.	Children talk about the ideas and processes which have led them to make music, designs, images or products; They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Art & Design	Computing	Design Technology	Geography	History	Science (investigation skills ongoing)
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>	<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet. Understand where food comes from.</p>	<p><b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><b>Human and physical knowledge</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time; They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; They should use a wide vocabulary of everyday historical terms; They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally; The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; Significant historical events, people, places in their own locality</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Animals, including humans</b> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores; Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.); Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Everyday materials</b> Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; Describe the simple physical properties of a variety of everyday materials; Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Seasonal change</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>