<table>
<thead>
<tr>
<th>TASK NAME</th>
<th>SUBJECT AREA</th>
<th>TICK WHEN COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MEDIEVAL MEDIA - THE PLANTAGENET</td>
<td>English &amp; ICT</td>
<td></td>
</tr>
<tr>
<td>POST</td>
<td>Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 3</td>
<td></td>
</tr>
<tr>
<td>2. MEDIEVAL MACHINES</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 2</td>
<td></td>
</tr>
<tr>
<td>3. MEDIEVAL INVESTIGATION – PEOPLE</td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. MEDIEVAL JOBS</td>
<td>Humanities/ English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 3</td>
<td></td>
</tr>
<tr>
<td>5. CREATIVE MEDIEVAL TIMES</td>
<td>all subject areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task 2</td>
<td></td>
</tr>
<tr>
<td>6. MEDIEVAL MATHS – THE HOLY GRAIL</td>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>(Separate booklet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. MEDIEVAL REFLECTION</td>
<td>Personal Learning</td>
<td></td>
</tr>
<tr>
<td>8. MEDIEVAL CASTLE</td>
<td>bonus marks</td>
<td></td>
</tr>
</tbody>
</table>

I have submitted all the required tasks to the best of my ability.

Signed ___________________________________________ (Student)

_________________________________________ (Parent/Guardian)
LEARNING INTENTION:
To understand mathematical concepts and to be able to apply this knowledge to a model.

SUCCESS CRITERIA:
I can measure perimeter and area of my castle.
I can convert measurements into cm, m, km and inches.
I can build a scaled model.

In the Middle Ages, castles were built as fortified homes for wealthy lords. The castle needed to be big enough for the lord’s family, servants and private army, and strong enough to withstand attack. The outer walls were very high to prevent attackers from climbing over them.

Hundreds of workers were needed to build a castle. Raw materials, such as stone, timber and iron had to be transported to the site, often over great distances.

WHAT DO I NEED TO DO?

1. Create a castle following the INSTRUCTIONS on the laminated sheets. (See teacher for this resource)

2. When your castle is built, you need to present the following information as you see fit. (Ensure you check the rubric to guide you)
   a) Measure the perimeter of the castle and record it on your paper.
   b) Using the perimeter measurement, convert it to the following units of measure:

      - mm
      - km
      - inches
      - span (20 cm = 1 span)

3. Using the skills you have learnt in Maths this term, determine how many bricks it would take to build the castle you have made if the dimensions of each brick were:

   - 2cm x 1.9cm
   - 3cm x 3cm
   - 1.5cm x 3cm
   - 1cm x 4cm
# MEDIEVAL MATHS RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>1 points</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creation of Model</strong></td>
<td>Effort was not put into construction. Major design flaws are present. Final product does not resemble a castle.</td>
<td>Basic construction job with no details, limited features. Displays little effort.</td>
<td>Overall structure is correct. Time and effort were obviously put into creating the final product. Good model, most pieces are accurate</td>
<td>Model looks as if it were brought directly to class directly from medieval times. Great time and detail were spent in perfecting the model.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>The scale model of the castle is not built or it is built without following the guidelines and with lots of imperfections.</td>
<td>The scale model of the castle is built having followed the given guidelines but it has some imperfections and some details are missing</td>
<td>The scale model of the castle is built having followed the given guidelines - it has small imperfections but these do not compromise the overall authenticity.</td>
<td>The scale model of the castle is perfectly built, having followed the given guidelines and with all the details on it.</td>
</tr>
<tr>
<td><strong>Maths component</strong></td>
<td>1 – 2 questions have been answered correctly, no working out shown</td>
<td>2-4 questions have been answered correctly, minimal working out shown</td>
<td>Most questions have been answered correctly with some workings out shown</td>
<td>All questions have been answered correctly with workings out shown</td>
</tr>
</tbody>
</table>

**COMMENTS**
LEARNING INTENTION:

To understand how different text types are created.
To modify writing to suit different purposes and audiences.
To understand and apply various ICT formatting skills.

SUCCESS CRITERIA:

I can use persuasive techniques to convey an opinion.
I can write a properly structured feature article and review.
I can use various ICT formats to create a front page of a newspaper that is appealing to the reader.

PART ONE

You are a journalist from Churchill. Time travel has just been invented and you have the privilege of going back to Medieval times to write for the English Medieval newspaper, The Plantagenet Post.

Your task is to write a number of different articles to inform the people back in Churchill of citizen’s lives and experiences in the Middle Ages. You must include:

1. A FEATURE ARTICLE about an aspect of Medieval life (Fashion, feasts, castles, disease)
2. Two ADVERTISEMENTS for upcoming events (Perhaps tortures, feasts, sporting events etc. or a medieval weapons / torture company) that you saw in your travels.
3. A REVIEW of a medieval event, perhaps describing a feast or a play that you had the privilege of attending whilst back there.

Some possible topics for your feature article or review include:
PART TWO

Newspapers have three basic functions:

• To inform, educate and advise
• To interpret and persuade
• To entertain

The front page presents news that, in the opinion of the newspaper editor, will be of interest to the majority of readers. Usually the front page contains the most important news of the day.

COMPLETE a front page for the PLANTAGENET POST newspaper. You will be required to factor in the following:

1. A masthead: including price and date.
2. An eye-catching headline.
3. A weather summary
4. An advertisement
5. A picture or photograph
6. A caption
7. A by-line for the lead story. **This should LINK with task ONE.**
Whilst you were back in the Middle Ages, you offended the King. To go against the King was not only a crime but also a sin. It was going against God.

He decided that you were to be hung, drawn and quartered with your entrails being fed to the pigs.

Document (write) and present the speech you made to the King begging for leniency. This will appear in the “Lifestyles” section of The Plantagenet Post.

Remember you need to be extremely persuasive, as you are pleading for your life.

NOW… when you have completed parts 1 2 and 3 – put them altogether so it looks like newspaper.

THE PLANTAGENET POST - RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>1 points</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall spelling, punctuation</td>
<td>Spelling, grammar, and punctuation errors are so many that they severely compromise the reader’s ability to understand the assignment.</td>
<td>Has no more than a few spelling, grammar, and/or punctuation errors, and these errors do not detract from the overall readability of the assignment.</td>
<td>Has no more than 2 spelling, grammar, and/or punctuation errors, and these errors do not detract from the overall readability of the assignment.</td>
<td>Spelling, grammar, punctuation, and capitalisation are correct. Readability is enhanced.</td>
</tr>
<tr>
<td>and Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feature Article</td>
<td>Article shows some awareness of the required structure</td>
<td>Article has a headline and writing is in complete paragraphs</td>
<td>Article has a headline. The writing is of a high standard</td>
<td>Article has a catchy headline, appropriate pictures and is well written</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Simple use of graphics to illustrate product. Poor presentation of product</td>
<td>Advertisements have a limited appeal. General presentation of product.</td>
<td>Sophisticated presentation of product. Advertisements are bright and eye catching</td>
<td>Persuasive presentation that entices the target audience to purchase the product.</td>
</tr>
<tr>
<td>Review</td>
<td>The review is very basic</td>
<td>Is missing several important details</td>
<td>Most details are historically accurate and follow the appropriate structure</td>
<td>Is historically accurate and is highly detailed and well written</td>
</tr>
<tr>
<td>ICT Features</td>
<td>Evidence of using editing and formatting tools is minimal.</td>
<td>Lacks consistency, some effort has been made to use tools to enhance the overall look.</td>
<td>Newspaper appears to be relatively consistent, efforts to use editing tools and formatting functions have been made.</td>
<td>Demonstrated great ability to use various editing tools, formatting functions and showed consistency throughout.</td>
</tr>
<tr>
<td>Front Page Features</td>
<td>Images are not relevant, font and style is not appropriate to task.</td>
<td>Front page is complete with some attention to detail.</td>
<td>Effort to make link between medieval times and newspaper has been made, lacks polish in regards to font or layout.</td>
<td>Features consisted of relevant images, specific font styles to support the task. Creation represents research. (layout)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Speech</td>
<td>Speech is poorly prepared and I would ensure you were fed to the pigs.</td>
<td>The speech was not very informative or exciting and I probably would continue to let you die.</td>
<td>The speech was informative and somewhat exciting and I might want to save your life. Delivery needed more practice.</td>
<td>The speech was exciting and informative and really made me want to save your life. It had clearly ben practiced before delivery.</td>
</tr>
</tbody>
</table>

e  Part three – Speech
MEDIEVAL MACHINES

LEARNING INTENTION:
To understand how technology was used in the Middle Ages

SUCCESS CRITERIA
I can research and provide information on my chosen machine.
I can complete a task from the ‘Task Matrix’ to demonstrate my understanding of my machine.

The Middle Ages were a time of great discovery and invention. Although the Middle Ages is known as a backward period in history, many inventions greatly changed the lives of the European people. One of the most important historical events of the Medieval Era was the Crusades. The Crusades were a series of Holy Wars launched by the Christian states of Europe against the Saracens. The term 'Saracen' was the word used to describe a Moslem during the time of the Crusades. The Crusaders experienced different cultures and lifestyles and brought back to Europe some of the technologies developed in other parts of the world including silk, gunpowder and the compass.

PART 1

a. Choose ONE of the Medieval Machines/ Inventions from the box below.
b. Complete the Introductory Page (questions) – COLLECT this resource from your teacher

<table>
<thead>
<tr>
<th>Grindstone</th>
<th>Water Hammer</th>
<th>Vertical Windmill</th>
<th>Hallifax Gibbet</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rack</td>
<td>Heavy Plough</td>
<td>Ballista</td>
<td>Tread wheel Crane</td>
</tr>
<tr>
<td>Paper Mill</td>
<td>Battering Ram</td>
<td>Mechanical Clock</td>
<td>Siege Tower</td>
</tr>
<tr>
<td>Draw -bridge</td>
<td>The Wheel</td>
<td>Crossbow</td>
<td>Watermill or...</td>
</tr>
</tbody>
</table>
### INTRODUCTORY PAGE – MEDIEVAL MACHINES

Name: ...............................................................

Chosen Machine: ............................................................

When was the machine developed?

........................................................................................................
........................................................................................................
........................................................................................................

Where was the machine developed?

........................................................................................................
........................................................................................................
........................................................................................................

What materials were used in the manufacture of the machine?

<table>
<thead>
<tr>
<th>Wine Press</th>
<th>Spinning Wheel</th>
<th>Stationary Harbour Crane</th>
<th>Horizontal Loom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almanac</td>
<td>Horseshoes, stirrups &amp; collars</td>
<td>Astrolabe</td>
<td>Trebuchet</td>
</tr>
</tbody>
</table>
How did the machine make the work or task easier?

Compare the machine to a modern day equivalent machine? (Similarities and/or differences)

c. ATTACH / DRAW an image of your chosen machine
List the simple machines that can be found in the machine?

- ...
- ...
- ...
- ...
- ...
**PART 2 - Select ONE task from the matrix below to complete on your chosen machine**

<table>
<thead>
<tr>
<th>Remember</th>
<th>List the simple machines involved in the construction of the machine. Use a diagram to point out the machines.</th>
<th>Produce a poster outlining machines used for similar purposes. (Include the selected machine)</th>
<th>Produce an information Poster on the Machine. Provide as much important information as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td>Research and discover examples of machines used for the same purpose found before and after the selected machine.</td>
<td>Draw up a storyboard of diagrams to show each step in the use of the machine.</td>
<td>Produce a timeline to show the machines used for the same purpose before and after your selected machines development.</td>
</tr>
<tr>
<td>Apply</td>
<td>Draw a scale diagram of the machine labeling the simple machines that are incorporated into the design</td>
<td>Produce a power point presentation outlining the machine and its use.</td>
<td>Make a model of the machine with a video to show how the machine works.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Compare the machine with what was used prior to it and after it.</td>
<td>Produce a list of positive features and a list of negative features of the machine.</td>
<td>Produce a commercial to sell the machine as a product.</td>
</tr>
<tr>
<td>Create</td>
<td>Produce a display to outline the use of the machine in as much detail as possible.</td>
<td>Write a newspaper article about the new invention outlining all its features.</td>
<td>Create a game using the machine as the theme/main component.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Produce a Sales Brochure outlining the benefits of using the machine.</td>
<td>Showing a detailed diagram of the machine, outline how you could improve its design. Provide reasons for the improvements.</td>
<td>Produce a “How to Use” Instruction booklet showing how the various components of the machine work.</td>
</tr>
</tbody>
</table>
# MEDIEVAL MACHINES - RUBRIC

<table>
<thead>
<tr>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Questions and Diagram</strong></td>
<td>Questions poorly answered OR all answers not in full sentences. Diagram not provided.</td>
<td>Some questions answered OR many answers not in full sentences. Diagram provided but inadequate.</td>
<td>Most questions are answered in full sentences. Appropriate machine diagram is provided</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Showed a poor understanding of: When and where the machine was developed. What materials were used in making the machine? How the machine made the work or task easier. What simple machines make up the machine?</td>
<td>Showed a satisfactory understanding of: When and where the machine was developed. What materials were used in making the machine? How the machine made the work or task easier. What simple machines make up the machine?</td>
<td>Showed a good understanding of: When and where the machine was developed. What materials were used in making the machine? How the machine made the work or task easier. What simple machines make up the machine?</td>
</tr>
<tr>
<td><strong>Matrix task</strong></td>
<td>Selected task has been completed to a poor standard.</td>
<td>Selected task has been completed to a satisfactory standard.</td>
<td>Selected task has been completed to a high standard.</td>
</tr>
<tr>
<td><strong>Matrix task Presentation</strong></td>
<td>Poor presentation, hard to read, not eye catching. Presentation lacks clarity, but has some eye catching elements. Presentation is good, however no wow factor. Excellent use of presentation, clear and eye catching. Wow factor present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Lots of spelling mistakes and poor grammar. Some spelling and grammatical errors. A few spelling and grammatical errors. No spelling or grammatical errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**
SIGNIFICANT MEDIEVAL PEOPLE

LEARNING INTENTION
To have a greater understanding of the role of an individual from Medieval society.

SUCCESS CRITERIA
I can present a properly structured report.
I can write in structured paragraphs (using TEEL).
I can explain the importance of my chosen person.

YOUR TASK
Complete a report on your chosen person from the following list:

SIGNIFICANT PEOPLE IN MEDIEVAL SOCIETY

<table>
<thead>
<tr>
<th>Joan of Arc</th>
<th>William the Conqueror</th>
<th>Richard the Lion Hearted</th>
<th>King Arthur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoffrey Chaucer</td>
<td>William Tell</td>
<td>Robert the Bruce</td>
<td>Robin Hood</td>
</tr>
<tr>
<td>Vlad Dracula</td>
<td>Sir Lancelot</td>
<td>Merlin</td>
<td>Charlemagne</td>
</tr>
<tr>
<td>William Wallace</td>
<td>Thomas Beckett</td>
<td>Eleanor of Aquitaine</td>
<td>YOUR CHOICE – you must negotiate with teacher</td>
</tr>
</tbody>
</table>

Your report SHOULD include the following sub-headings:

- A brief description of who they were (include date of birth & death)
- What they did that was important.
- Several interesting facts about their lives.
- Their role in Medieval society (where they were located in the Feudal System).
- How did their actions change history?
## SIGNIFICANT PEOPLE RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-headings</strong></td>
<td>Less than four sub-headings answered OR all answers not in full sentences</td>
<td>Four sub-headings answered and in full sentences</td>
<td>Five sub-headings answered and in full sentences</td>
<td>All sub-headings are answered in full sentences</td>
</tr>
<tr>
<td><strong>Historical Accuracy/Research</strong></td>
<td>Mostly inaccurate information. Contains major errors or misstatements.</td>
<td>Some accurate information however, contains some major errors or misstatements.</td>
<td>Includes a few errors; but errors do not significantly compromise the presentation.</td>
<td>Virtually error-free; minor mistakes do not compromise the presentation.</td>
</tr>
<tr>
<td><strong>Structure (TEEL)</strong></td>
<td>No clear introduction or conclusion has been provided. No formal paragraphs have been constructed.</td>
<td>Limited introduction with only one or two ideas developed in the report. An attempt at TEEL has been made in some paragraphs. If a conclusion is present, it only provides a summary.</td>
<td>Simple introduction with some ideas that are developed in the report. Good use of TEEL in some paragraphs. Some key ideas are explained, but support is limited...</td>
<td>Strong introduction with ideas that are consistently and convincingly developed throughout the report. Good use of TEEL in all paragraphs. All ideas are clearly expressed, supported and explained.</td>
</tr>
<tr>
<td><strong>Spelling, Punctuation and Grammar</strong></td>
<td>Spelling, grammar, and punctuation errors are so many that they severely compromise the reader’s ability to understand the assignment.</td>
<td>Has no more than a few spelling, grammar, and/or punctuation errors, and these errors do not detract from the overall readability of the assignment.</td>
<td>Has no more than 2 spelling, grammar, and/or punctuation errors, and these errors do not detract from the overall readability of the assignment.</td>
<td>Spelling, grammar, punctuation, and capitalisation are correct. Readability is enhanced.</td>
</tr>
</tbody>
</table>
**MEDIEVAL JOBS**

**Day in the Life of...**

**LEARNING INTENTION:**
To understand historical empathy.

**SUCCESS CRITERIA:**
I can use a graphic organiser to gather my research.
I can present my information in order to “inform” my audience.

What is Historical Empathy?
Historical Empathy is often thought of as “walking in someone else’s shoes” in order to interpret how that person feels about things, and to understand how their lives might have been.

**PART 1 – INFORM YOUR CLASSMATES**

Using a Graphic Organiser of your choice (see teacher for a selection to choose from) use this tool to record your researched information about a job from the Middle Ages.

Some possible topics to research:
The information you collect needs to be detailed enough to explain to others in the class exactly what the job is, how it was done and how others in the Middle Ages would have seen both the job and the person who did it. Remember, even if the name of the job is one that is still used today, the actual work done in the Middle Ages might have been different.

PART 2 - PRESENT to INFORM
You may present this information in any way (check with teacher first) some examples may be:

<table>
<thead>
<tr>
<th>Brochure</th>
<th>Billboard</th>
<th>Sandwich board</th>
<th>Video / movie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play / drama piece</td>
<td>Blog /chat room</td>
<td>Podcast (simulated interview)</td>
<td>YOU CHOOSE</td>
</tr>
</tbody>
</table>

PART 3 – VENN DIAGRAM
Complete a Venn diagram showing the similarities and differences between your chosen job from the Medieval Days and its present equivalent.

Day in the Life Of... Rubric

<table>
<thead>
<tr>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Did not accurately describe feelings or beliefs of the occupation they were writing about.</td>
<td>Described some feelings &amp; beliefs accurately some of the time of the occupation they were writing about.</td>
<td>Described most feelings &amp; beliefs accurately some of the time of the occupation they were writing about.</td>
</tr>
<tr>
<td>Historical Accuracy/ Research</td>
<td>Mostly inaccurate information. Contains major errors or misstatements.</td>
<td>Some accurate information however, contains some major errors or misstatements.</td>
<td>Includes a few errors; but errors do not significantly compromise the presentation.</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Spelling, grammar, and punctuation errors are so many that they severely compromise the</td>
<td>Has no more than a few spelling, grammar, and/or punctuation errors, and these errors do</td>
<td>Has no more than 2 spelling, grammar, and/or punctuation errors, and these errors do not detract</td>
</tr>
<tr>
<td>Presentation</td>
<td>No professionalism and and/or preparation. Presenters do not attempt to make a personal connection with the audience.</td>
<td>The presentation is not engaging or effective but utilises available technology. Errors or bugs detract from its effectiveness. Presenters made some personal connection with audience.</td>
<td>Presenters make a personal connection with the audience. Presentation is engaging effective, utilises available technology effectively, minimal errors or bugs but did not detract from its effectiveness.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>Few statements are placed in the correct circle.</td>
<td>Some statements are placed in the correct circle, but student mixed up a 3-4 statements.</td>
<td>Most statements are placed in the correct circle, student mixed up less than 3 statements.</td>
</tr>
</tbody>
</table>

**COMMENTS**

**MEDIEVAL MATHS**

**THE HOLY GRAIL**

This task will be completed in a separate booklet that you will get from your Maths teacher.

**LEARNING INTENTION:**

*To be able to use problem-solving techniques to revise mathematical concepts and solve a problem*

**SUCCESS CRITERIA:**

*Using my maths skills and problem solving techniques – I have found the Holy Grail.*

The Tradition: The Holy Grail was a vessel used by Christ at the Last Supper. Given to his grand-uncle, **St. Joseph of Arimathea**, it was used by him to collect Christ's blood and sweat while Joseph tended him on the cross. You can read more about this at [http://www.britannia.com/history/arthur/grail.html](http://www.britannia.com/history/arthur/grail.html)
YOUR JOB...
Each question will provide you with a clue to plot the points on the provided graph paper. As you work through the questions a picture will appear. Good Luck.

Ensure you submit your booklet with all the workings and information in your Display Folder

BONUS MARKS – BUILD YOUR OWN CASTLE

You MUST have finished all other tasks before you attempt this one.

In the Middle Ages, castles were built as fortified homes for wealthy lords. The castle needed to be big enough for the lord’s family, servants and private army, and strong enough to withstand attack. The outer walls were very high to prevent attackers from climbing over them.

Hundreds of workers were needed to build a castle. Raw materials, such as stone, timber and iron had to be transported to the site, often over great distances.

WHAT DO I NEED TO DO?

1. Create a castle following the INSTRUCTIONS on the laminated sheets.
   (See teacher for this resource)