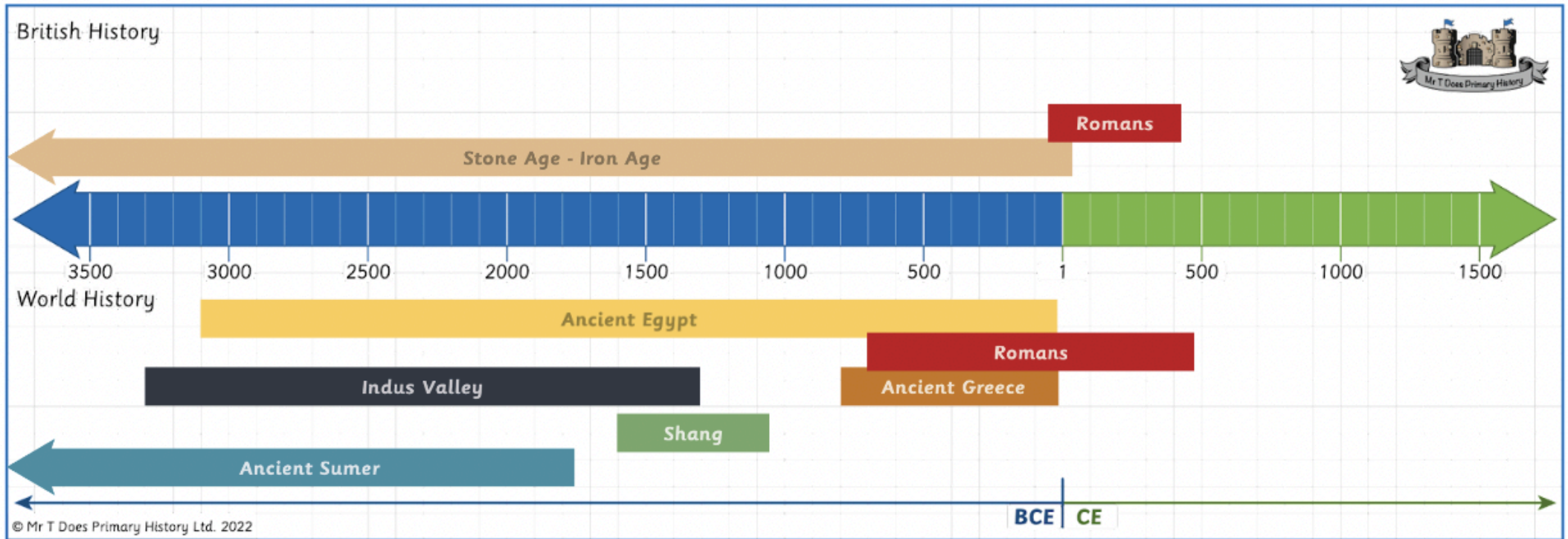


Context				
<b>Unit</b>	Shang Dynasty			
<b>Assessment</b>	What do we know about the Shang Dynasty?			
<b>Key Knowledge</b> <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.” At WDA, we have chosen to focus on the Shang Dynasty, to provide pupils with a study of Asian history which otherwise may be absent from our curriculum. A homework project provides children the opportunity to find out about other early civilisations. The substantive concepts (big idea) covered in the unit are <b>Society, Conflict</b> and <b>Power</b>. Children will learn how the Shang Dynasty began and ended because of cruel tyrants who were overthrown. Children will begin to build ideas between conflict and power and how the two are deeply connected. Also in this unit, children will increase their disciplinary knowledge around how historians learn about the past. They will learn about how the archaeologist Zheng Zhenxiang discovered the tomb of the Emperor’s consort Fu Hao, who was a military general, politician and priestess. This lesson provides an opportunity to explore a strong female leader from history and what made her significant. The theme of significance is then furthered through an exploration of Chinese writing: The Shang were the earliest people in ancient China to use writing, long before we started writing in Britain. Pupils will learn about how the characters that they used were inscribed into animal bones and shells known as oracle bones. These serve as a record of what happened during the Shang Dynasty, as priests would write about important battles and events. In the final lesson pupils will learn about how the Shang were a bronze age civilization, and discover some of their inventions through artefacts that remain today. Children should be encouraged to make connections between this and what they know about the Bronze Age in Britain.</p>			
<b>Skills</b> <i>What skills are taught in this unit?</i> <a href="#">Skills Progression</a>	<p><b>Chronology:</b> Understand that the past can be divided into periods of time.  <b>Source Analysis:</b> Understand how historians find out about the past.  <b>Similarity &amp; Difference / Making Connections:</b> Find similarities and differences between periods of time and the modern day.  <b>Significance:</b> A person or event can be significant for good or bad reasons. It is someone that did something important that changed people’s lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.  <b>Questioning:</b> Research given questions to explore significant events/people of the past.</p>			
<b>Vocabulary</b> <i>To be displayed on the working wall</i>	Archaeologist Artefact Dynasty	Emperor General Bronze	Jade Oracle Bones Yellow River	Tomb

## Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How did the Shang Dynasty begin?	To explain how the Shang Dynasty was created  To explore how the Shang Dynasty was created	Chronology	Asian history		
2	Who was Fu Hao, and how do we know about her?	To explain how historians find out about the past  To investigate how historians find out about the past	Source Analysis Significance Questioning	Female leaders from history		
3	How did the Shang Dynasty end?	To explain how the Shang Dynasty ended  To investigate why the Shang Dynasty ended	Making Connections			
4	How did the Shang Dynasty create and use Chinese writing?	To create my own oracle bone and explain their significance  To explore oracle bones in Ancient China.	Significance Source Analysis			
5	What was life like for people living in the Shang Dynasty?	To research and record information about Shang society  To explore everyday life in the Shang society.	Continuity & Change Source Analysis			
6	Assessment: What do we know about the Shang Dynasty?					

**British history on the top and world history below.**



Bars are familiar to children as a representation of a quantity (bar charts and bar models). Use the language of maths to explain this

If two bars overlap such as the Romans, Egyptians and Greeks, this means the periods interacted with each other. This is more than them existing at the same time

## Lesson 1


### Enquiry Question

How did the Shang Dynasty begin?

<b>Learning Intention</b>	To explore how the Shang Dynasty was created.	
<b>SOLO SC: Uni- Structural</b>	I can list facts I have learnt about the Shang Dynasty I can identify some of the events of the Shang Dynasty.	
<b>SOLO SC: Multi- Structural</b>	I can order events explaining how the Shang Dynasty was created I can describe some of the events of the Shang Dynasty.	
<b>SOLO SC: Relational</b>	I can explain how the Shang Dynasty was created I can explain the rise and fall of the Shang Dynasty.	
<b>SOLO SC: Extended Abstract</b>	Can you think of any other leaders from history who came to power after winning a battle? I can plot when the Shang Dynasty took place on a timeline.	
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS: The key learning for this lesson is that the Shang Dynasty was created as a result of a <u>conflict</u> between two <u>powerful</u> people.</b></p> <ul style="list-style-type: none"> <li>- Begin by sharing the knowledge organiser with the children.</li> <li>- Discuss the word dynasty: a period of history ruled by the same family. Display this definition on the working wall.</li> <li>- Provide children with a copy of the <a href="#">British History timeline</a> (print in A3 and fold to fit in books) Discuss as a class what came before and after the Shang Dynasty, and what the class already knows. What was happening in Britain concurrently (at the same time)? (Bronze Age) What was happening elsewhere in the world? Remind them of the other 3 <a href="#">ancient civilizations</a> discussed in the previous unit.</li> <li>- Ask the children what continent China is in? Can they locate China on the class globe? Look at a world map and identify where modern day China is, and more precisely where the Shang Dynasty was located.</li> <li>- Ask children to think back to their learning about settlements. The Shang Dynasty developed on the banks of the Yellow River. Why might this have happened? What were the risks to the people living there?</li> <li>- Two of the key concepts we will be exploring in this unit are conflict and power. Define these terms with the children. Explain that the Shang Dynasty was created due to conflict between powerful people. Use page 6 of the Pupil Booklet to explain the conflict to the children. As a class or in small groups, create a short drama piece telling the story of how people believed Emperor Jie was so cruel he lost the 'Mandate of Heaven'. Around 1600 BCE, a man named Cheng Tang started a war with Emperor Jie. Emperor Jie lost at the Battle of Mingtiao and Cheng Tang then became the first emperor of the Shang Dynasty. Emperor Tang became a popular leader due to how he treated the Shang people.</li> <li>- Children retell the story in their pairs.</li> <li>- Task: Complete sorted activity on page 7 of the pupil booklet. Stretch: children to explain the events in their own words.</li> </ul>	
<b>Key Vocabulary for the lesson</b>	Dynasty Yellow River	Emperor Mandate of Heaven
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	Timeline (see page above) Knowledge Organiser

## Lesson 2

<b>Enquiry Question</b>	Who was Fu Hao, and how do we know about her?
<b>Learning Intention</b>	To investigate how historians find out about the past <i>To investigate how historians find out about the past.</i>
<b>SOLO SC: Uni- Structural</b>	I can list artefacts excavated from Fu Hao’s tomb <i>I can recognise historical artefacts.</i>
<b>SOLO SC: Multi- Structural</b>	I can infer the meaning of excavated artefacts <i>I can make inferences about the life of Fu Hao.</i>
<b>SOLO SC: Relational</b>	I can explain how historians find out about the past <i>I can explain why I have made this inference using my own knowledge.</i>
<b>SOLO SC: Extended Abstract</b>	I can make comparisons between Fu Hao’s tomb and the tomb of Tutankhamun. <i>I can make comparisons between these sources and those from the Stone Age.</i>
<p style="text-align: center;"><b>The lesson</b></p> <p>(What will the children do to demonstrate their understanding of the LI?)</p>	<p><b>CONCEPTS:</b> The key learning for this lesson is the significance of a female leader, Fu Hao, and the concept of <u>power</u>. It was unusual for a female figure from this time to be a powerful military leader. In year 4, children will learn about Boudicca and will make connections between these female figures. Children also need to know how historians find out about the past, using sources to make inferences about the past. Items found in Fu Hao’s tomb will support this learning about sources.</p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. (p.8) Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Ask the children who has heard of Tutankhamun? When he died, the king was buried in a tomb filled with riches to show his power and objects which would protect him in the afterlife. Tutankhamun is a significant figure from Ancient Egypt.</li> <li>- Watch the first 3 mins of this video  The Chinese Tutankhamun Whose Tomb Was Untouched For 3000 Years   Our History</li> <li>- Discuss the video. <b>Ask: How did historians find out about the Shang Dynasty?</b> (Archaeologists excavate artefacts from the past) <b>What was special about the tomb they uncovered?</b> (It was for a woman, it had not been robbed)</li> <li>- Follow <a href="#">this animation</a> to find out more about Fu Hao.</li> <li>- Look at the Contents of the Tomb on p.9 of the pupil booklet. Discuss the term ‘sources’ and what it means in the context of history. Explain that the artefacts from the tomb are a type of source used by historians. In pairs, children to make inferences about the different items found and write them down. Word bank on p.10 could support with writing. E.g. The jade objects show that Fu Hao was very important because jade is very expensive. The weapons show that..... because.....</li> <li>- Children to answer the question: How do historians find out about the past? The majority of children will write an answer but this can be adapted to an oral task for those who find writing a challenge.</li> </ul>

<b>Key Vocabulary for the lesson</b>	Archaeologists Artefact Source	Tomb Historian Fu Hao	Jade Bronze
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	 The Chinese Tutankhamun Whose Tomb Was ... <a href="#">BBC Bitesize Animation</a>	

### Lesson 3

<b>Enquiry Question</b>	How did the Shang Dynasty end?
<b>Learning Intention</b>	To investigate why the Shang Dynasty ended <i>To explore how the Shang Dynasty ended.</i>
<b>SOLO SC: Uni- Structural</b>	I can identify reasons why the Shang Dynasty ended <i>I can describe some reasons that led to the end of the Shang Dynasty.</i>
<b>SOLO SC: Multi- Structural</b>	I can sequence events which lead to the end of the Shang Dynasty <i>I can sequence the events which lead to the end of the Shang Dynasty.</i>
<b>SOLO SC: Relational</b>	I can explain how the Shang Dynasty ended <i>I can explain why the Shang Dynasty ended.</i>
<b>SOLO SC: Extended Abstract</b>	I can make comparisons between the creation of the Shang Dynasty and the creation of the Zhou dynasty which followed <i>I can predict what happened after the downfall of the Shang Dynasty.</i>
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS:</b> The key learning for this lesson is that the Shang Dynasty ended because a leader misused his power resulting in a conflict and being overthrown. Tyrannical leaders are revisited throughout the curriculum through the concepts of power and conflict.</p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. (p.13) Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Ask children to think back to lesson 1, revisit the story of how the Shang Dynasty began. (People believed the emperor had lost the 'Mandate of Heaven'. A battle took place and the emperor lost, resulting in a new emperor and dynasty)</li> <li>- The Shang Dynasty lasted around 500 years. The last emperor was called King Zhou of Shang. The Xia Dynasty (before The Shang Dynasty) had ended with a cruel emperor, and so did the Shang Dynasty. The last emperor of the Shang Dynasty was King Zhou of Shang. He was a cruel leader and so when The king of the Zhou people, King Wu of Zhou, sent an army to the Shang capital to bring down the emperor, many of the Shang soldiers gave up straight away or joined King Wu because they did not want to fight for their cruel ruler. King Zhou of Shang realised that he was going to lose. He gathered his treasures and set his palace on fire while he was still inside. The Shang Dynasty was over, and the Zhou Dynasty had begun.</li> </ul>

	<ul style="list-style-type: none"> <li>- ASK: <b>What similarities can you see between the creation and the fall of the Shang Dynasty?</b> (Change occurred because of a cruel/tyrannous leader who people believed had lost the ‘mandate of heaven’, the leaders were cruel to their people, they lost a battle and their power resulting in a new dynasty.</li> <li>- Watch <a href="#">this video</a> summarising the rise and fall of the Shang Dynasty. Stop the video at frequent intervals to discuss/ask and answer questions.</li> <li>- Summarise that the Shang Dynasty ended because the King was a cruel leader and he misused his power. See p.15/16 for examples of cruelty committed by the King and his wife.</li> <li>- Children to tell their partner why the Shang Dynasty ended. In books, children to write an answer to the question: How did the Shang Dynasty end?</li> <li>- For Silver, children need to order events <a href="#">Lesson 3, sequencing task</a></li> </ul>
<b>Key Vocabulary for the lesson</b>	<p>Cruel Tyrannical</p> <p>Overthrown Dynasty</p>
<b>Resources</b>	<p><a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a></p> <p><a href="#">BBC Bitesize Video</a></p>

## Lesson 4

<b>Enquiry Question</b>	How did the Shang Dynasty create and use Chinese writing?
<b>Learning Intention</b>	To explore oracle bones in Ancient China.
<b>SOLO SC: Uni- Structural</b>	<i>I can identify the symbols on an oracle bone.</i>
<b>SOLO SC: Multi- Structural</b>	<p>I can sequence steps followed by the King to make a prediction using oracle bones.</p> <p><i>I can identify what oracle bones were used for.</i></p>
<b>SOLO SC: Relational</b>	<p>I can create my own oracle bone and explain their significance.</p> <p><i>I can interpret a primary source (interpret oracle bone).</i></p>
<b>SOLO SC: Extended Abstract</b>	<p>I can compare Chinese script with other writing from early civilisations e.g. hieroglyphs</p> <p><i>I can create my own oracle bone to ask questions about the Shang Dynasty.</i></p>
<p><b>The lesson</b> (How will children meet the LI?)</p>	<p><b>CONCEPTS: The key learning for this lesson is the significance of the development of writing in <u>society</u>. Writing was mostly used by rulers, to record events, and by priests, in religious activities. Most regular people could not read or write. This is another method historians use to find out about the past.</b></p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. (p.19) Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Watch <a href="#">BBC Bitesize video</a> about oracle bones.</li> <li>- Revisit the term 'source'. The video refers to oracle bones as a primary source. <b>What does this mean?</b> (It's from the Shang Dynasty and can be used by historians to learn about the past)</li> <li>- As a class, discuss the steps taken by priests when using oracle bones.</li> <li>- Children consolidate their learning by telling their partner what oracle bones are and how they were used to make predictions.</li> <li>- Ask: <b>how would the discovery of oracle bones be useful to a historian?</b></li> <li>- Children to use a template to make their own oracle bone using the script on page 21.</li> <li>- Children to write a series of instructions (silver) or a short explanation (gold) about the significance of oracle bones.</li> </ul>				
<b>Key Vocabulary for the lesson</b>	<table> <tr> <td>Oracle bones</td> <td>Primary source</td> </tr> <tr> <td>Historians</td> <td>Priest</td> </tr> </table>	Oracle bones	Primary source	Historians	Priest
Oracle bones	Primary source				
Historians	Priest				
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<a href="#">Pupil Booklet</a>	<a href="#">BBC Bitesize Video</a>				
<a href="#">Pupil Booklet (ANSWERS)</a>					

## Lesson 5

<b>Enquiry Question</b>	What was life like for people living in the Shang Dynasty?
<b>Learning Intention</b>	To explore everyday life in the Shang society.
<b>SOLO SC: Uni- Structural</b>	I can describe daily life for ordinary people in Shang society.
<b>SOLO SC: Multi- Structural</b>	I can explain the different social classes in Shang society <b>I can explain how historians found out about daily life in Shang Society.</b>
<b>SOLO SC: Relational</b>	I can research and record information about Shang society.
<b>SOLO SC: Extended Abstract</b>	I can compare and contrast life in the Shang Dynasty and Prehistoric Britain.
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS: The key learning for this lesson is the concept of <u>Society</u> and <u>Power</u>. Children will explore what life was like for ordinary people living under such powerful leaders.</b></p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. (p.23) Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Think back to last lesson, ask children: <b>How did historians know about the past?</b> Encourage answers which encourage vocab such as 'primary sources'</li> <li>- Watch <a href="#">BBC Bitesize Video</a> on life in the Shang Dynasty.</li> <li>- Share ideas and begin to build a class mind map about what life was like.</li> <li>- Children to use photocopies of pages from <a href="#">this book</a> and websites such as <a href="#">Ducksters</a> to build their own mind map in their books. They can also magpie ideas from the class mind map using the video. Was life the same for everybody?</li> <li>- Stretch: can children make comparison between life in the Shang Dynasty and Prehistoric Britain - what was the same / different (Use of bronze, materials used to build home, farmers)</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Shang society Historian	Social Classes Archaeology	Artefact
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	<a href="#">BBC Bitesize Video</a> <a href="#">Shang Dynasty Text</a> (photocopies)	<a href="#">Ducksters</a>

## Lesson 6

<b>Assessment Think! Question</b>	What do we know about the Shang Dynasty?			
<b>Tasks</b>	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) <a href="#">Think! Question</a> (Independent) Knowledge Quiz (Independent)			
<b>Key Vocabulary for the lesson</b>	Archaeologist Artefact Dynasty	Emperor General Bronze	Jade Oracle Bones Yellow River	Tomb Tyrannical Social class
<b>Resources</b>	<a href="#">Knowledge Quiz</a> <a href="#">Knowledge Quiz (ANSWERS)</a>	<a href="#">Think! Question</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	