**Year 5 HISTORY Curriculum – Summer Term**

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| **Theme: Shang Dynasty** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty.   1. Understand that the Shang Dynasty was the first Chinese civilization. 2. Know that history must be constantly re-written in the light of new discoveries. | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Description, Non-chronological reports  **Mandarin -**  **Geography** – locate China on a world map, identify continent.  **Art/DT –** |
| Ancestors | people from the past who came before the Shang. | Dynasty | rulers from same family who have power  passed down to them. | |
| Archaeologist | person who studies human history and  prehistory through the excavation of sites. | Oracle bones | bone from cattle or tortoises on which  were letters which helped tell the fortunes. | |
| Bronze | yellowish-brown metal which is a mixture  of copper and tin, that naturally turns to a blue green colour over time. | Tomb | A large structure, usually underground, for  burying the dead and their possessions. | |
| Cowrie shells | used as currency during the Shang dynasty. | Dynasty | A line of hereditary rulers of a country | |
| Diviner | a person uses omens or magic powers to  foretell the future. | Civilisation | The society, culture, and way of life of a particular area | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children are introduced to the concept of civilisation through their study of the Ancient Egyptians and the Roman Empire. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. They have used timelines to understand the distant past and the term ‘ancient.’ | | | | | Children will deepen their knowledge of chronology by studying the Ancient Greeks in Year 6. Adding to their knowledge of governance and democracy. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What was the Shang Dynasty and what do we know about it? | | * Understand the Shang dynasty was China’s first civilisation that left evidence. * Know why the Shang Dynasty was important. | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past. | |
| 1. How different was the Shang society to other civilizations? | | * Understand the discovery of bones provided the evidence that Chinese could write. * Know the inscriptions on the bones inform us about kings, religious beliefs and how society was run. * Know that society was well organised with its calendar, form of writing, taxes etc. | | | | | * Knowledge of people and changes in the past * Knowledge & understanding of events | |
| 1. Why has our understanding of the Shang dynasty changed so much in the last 100 years? | | * Identify history is continuously being rewritten in light of new evidence. * Understand that by analyzing oracle bone inscriptions, other artefacts, and archaeological sites such as tombs and ancient cities, scholars have been able to piece together many details of Shang civilization. | | | | | * Investigation * Critical thinking skills | |
| 1. What was distinctive about the Shang people’s beliefs? | | * Understand that the Shang worshipped lots of gods, had ritual ceremonies, inc. human sacrifices, they worshipped their ancestors etc | | | | | * Knowledge of people in the past | |
| 1. If the Shang dynasty was so well organised why did it come to an end after just 600 years? | | * Know the king was evil and that heaven no longer wanted him to rule. | | | | | * Knowledge & understanding of events in the past * Interpretation | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** | * Lesson 2 – how society was run | | | | | | | |
| **Evidence** | * Lesson 1 – what do we know about Shang Dynasty? * Lesson 3 – how has our understanding of the Shang Dynasty changed? | | | | | | | |