

Equality and Power in the Shang Dynasty

Overview and rationale:

Being the earliest dynasty in recorded history, the Shang ruled from 1600 to 1046BC. Studying this period gives Year 4 pupils the chance to continue on their knowledge-acquiring journey into themes of inequality, hierarchy, leadership and power. The Shang heralded China's bronze-age and were known for their advances in maths, astronomy, artwork and military technology. Through the lens of this Chinese era, the children explore democracy, governance, politics and persuasions and the laws and values that we adhere to...including a close look at 'British' values and what these mean to the UK and our place in today's European and global community. Prior knowledge and learning from the Romans and from the Ancient Egyptians (Y3) topics about dictatorship, class struggle, oppression and slavery are built on in this topic and enable the children to think critically about how these structures might work in the UK and touch on the political and ideological history that our own nation is built upon. Building on the concept of gender, the children also take a look at the first female Chinese general, Fu Hao, who, like Boudicca after her, showed that women can show just as much power as men! Key historical enquiry skills from The Stone Age, What Makes the Earth Angry (Y3) and Romans (Y4) are built on as the children explore historical sources, artefacts and early Chinese writing...it's these things, after all, that let us know what history is all about!



Possible Enrichment activities (including trips/visitors, etc)

Artefact analysis – Museum in the classroom

HISTORY LEARNING STATEMENTS		KEY HISTORICAL VOCABULARY	
Area of Learning	Knowledge and Skills	Key	General
Historical chronology	I can understand that the past is divided into differently names periods of time and use some dates to explain British, local and world history.		chronological, millennium, century/ decade, BC/ BCE, AD/ CE, era, time period, similarities, differences, evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, trends overtime, influence, significant, impact
	I can place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg BC, BCE and AD.		
	I can put artefacts or information in chronological order.		
Historical concepts	I can give a few reasons for the results of the main events and changes of a time studied.	Skills	interpretation, facts/opinion, evidence , chronology - constructing a timeline ordering artefacts, research, enquiry, comparison, reliability, continuity, significance, discussion, argument, reasoning, historically-valid, draw contrasts, analyse trends
	I can make a few connections and contrasts eg change, cause, similarity, difference and significance.		
	I can tell you a range of similarities/differences between different times in the past in periods covered so far.		
Historical interpretation	To think critically, weigh evidence, sift arguments and develop perspective and judgement.	General	achievements, process of change, empire, slave, citizen, dynasties, relationship, identity challenges, influence, reveal, technology, climate, travel, road system, trade, art and culture, overview, connections, regional, national and international, constructed, architecture, religion, worship, sacrifice, beliefs, peace, power, conquer, laws, justice, prosperity, wealth
	I can describe how the past can be represented or interpreted in a few different ways.		
Historical enquiry	I can answer and sometimes devise my own historically valid questions.	Specific	dynasty, emperor, hierarchy, slavery, oppression, inequality, dictator, priest, craftsmen, slave, democracy, law, values, gender, power, Fu Hao, imperialism, oracle bones
	I can use one or more sources of information to help me answer questions about the past in sentences.		
Historical communication	I can present recalled or selected information in a variety of ways using specialist terms.		
	I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.		
	I am beginning to use place value in the context of timelines.		

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I know that historians and archaeologists have discovered historical artefacts to learn more about the Shang Dynasty.	a) I know that oracle bones are primary sources found from the time of the Shang Dynasty. They were made from animal bones and were used to write on and tell the future.
	b) I know that the Shang Dynasty was the first civilisation to develop a writing system.
	c) I know that jade stone was used to make jewellery and ornaments which symbolised wealth.
2) I know that the Shang Dynasty ruled in China from 1600-1046 BC, more than 3000 years ago.	a) I know that the Shang Dynasty ruled during the Bronze Age and can locate on a timeline when the Shang Dynasty ruled.
	b) I know where China is on a world map and can label where in China the Shang Dynasty ruled.
	c) I know some of the important cities, rivers and seas of China such as Yellow River, Yellow Sea, Beijing, Shanghai, and can label them.
3) I know that a law is a set of rules dictated by a state and we have them to keep us safe and protect our rights.	a) I know that in the Shang Dynasty policies and laws were made by the Emperor – a dictator.
	b) I know that in democracies, laws and policies are written by governments and voted for or against.
	c) I know some examples of Shang laws and punishments and can think of my own new laws.
4) I know what a democracy is and the political system we have in the UK.	a) I know we have a government which is elected through voting and the name of political parties in the UK.
	b) I know some of the British values that political parties in the UK try to uphold – democracy, the rule of law, individual liberty and mutual respect and tolerance of all faiths.
	c) I know that the Shang king was the head of political and religious life and that nobles, warriors, artisans and farmers all came next in the hierarchy of power and leadership. I can compare this form of leadership to the Houses of Parliament in the UK.
5) I know traditional Chinese art is created using similar techniques and images.	a) I know that traditional Chinese art usually depicts nature (birds, flowers, hills) and is created using watercolour or pen and ink.
	b) I know that a lot of traditional Chinese art incorporated Chinese writing or symbols in them.
	c) I know a famous traditional Chinese artist is Qi Baishi.
6) I know that Fu Hao was the first Chinese female general.	a) I know that Fu Hao led military campaigns as an army general.
	b) I know that she also presided over important sacrificial ceremonies and controlled her own estate.
	c) I know that we know this because it was transcribed on oracle bones and many weapons, including great battle axes, were found in her tomb.

GEOGRAPHY LEARNING STATEMENTS		KEY GEOGRAPHICAL VOCABULARY	
Area of Learning	Knowledge and Skills		
Locational and place knowledge	I understand how some aspects have changed over time.	Human Geography	settlement, urban, region, Asia, Country, economy, trade, population
Using globes, maps and plans	I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. Cities, rivers, mountains, hills, key topographical features, land-use patterns; I can use atlases to find places using index/ contents.	Physical Geography	landscape, hills and mountains, climate
		World Map-based vocabulary	Population, capital cities, language, religion, landscape, food and farming, natural resources, trade, mountains, rivers, oceans, weather and climate, environmental issues, climate change, globalisation, way of life
		Additional Challenging	latitude, longitude, Tropics of Capricorn and Cancer,
		Other useful vocab	globally significant, land use, mountains, river features, equator, hemisphere, differences/similarities, compare/ contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, , interconnected and change over time, topography
		Specific content including country and capital city names	Asia, China, Far East, Beijing, Shanghai, Yellow Sea, East China Sea, Yellow River, Yangtze River

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Adapt their work according to their views and describe how they might develop it further.

Textiles/Collage (Recap)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials.	-Match the tool to the material -Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. -Combine skills more readily -Choose collage or textiles as a means of extending work already achieved -Cut and tear materials with some accuracy.	-Know that a sketchbook can be used to collate ideas and begin a planning process. -Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form -Know how to care for equipment and use them safely. -Know how to produce more intricate patterns and textures. -To know that materials can be layered to give different effects.	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic.

Artist/Style/Activities

Create a Chinese style drawing of branches and birds – Draw Chinese symbol for nature.

Possible 'higher order' questioning

		School Value	Topic relevance: How/when/where/why is it needed?
Remember	What is the capital of China? What is its biggest city? What is the population? On what continent is China and where in the world is it? What other dictators can you remember?	Resilience	When trying to make a bill a law, why do MPs require a lot of resilience?
Understand	Can you explain Democracy? Why do we have democracy in the UK? Are British Values really British?	Respect	Civilians of the Shang Dynasty had to respect some very harsh laws, and not adhering to them would've resulted in far worse punishments than not following our own laws in the UK! How do we respect the rule of law ('British' values) in the UK and why do we need them? In our own democratic society, we know how important it is to respect people's equal vote. Was this always the case in Britain? When was it that everyone was treated equally regardless of race or gender? Are we all treated with respect now?
Apply	Why does democracy work? Is it better than a republic?	Responsibility	In our democracy, it is a great responsibility to vote and those who we are voting for have an even greater responsibility to look after their citizens. Our government and each political party have great responsibility in showing the British Values in all they do. We have a great responsibility in following our own school values. What would happen if we didn't?
Analyse	What must it have been like to be a slave? What does slavery suggest about a civilisation?	Happiness	How can the way a government rules and the laws they put in place have a big impact on people's happiness? Was the Shang Dynasty a happy time for all?
Evaluate	What have we learnt from the Shang Dynasty? What impact has it had on the world?	Kindness	Although we have laws and rules to stick to, is it kindness that makes our society a better one?
Create	What laws would you create if you were a dictator? How would you lead and with what values?	Pride	Do you think living in a democratic country makes you proud? Why?