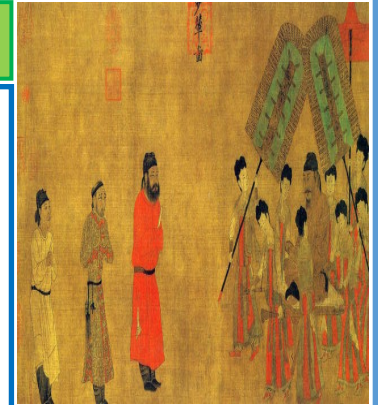


# Equality and Power in the Shang Dynasty

## 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. Furthermore, it gives them an understanding of what a dynasty is, adding to their knowledge of civilisation and empire. 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 parliament, 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		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
<b>Chronology</b>	I am starting to develop a chronologically secure knowledge of history. I can tell a story within and across different time periods.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes, decade, century, millennium
<b>Causes and Consequences</b>	I am beginning to identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
<b>Continuity and change</b>	I have started to describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
<b>Significance</b>	I can identify some historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact
<b>Historical evidence and interpretation</b>	I am beginning to understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid
<b>Similarity, difference and diversity</b>	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy
LEARNING STATEMENTS		
<b>SKILLS</b>		
<b>Using Evidence</b>	I can think critically, weigh evidence, sift arguments and develop perspective and judgement.	
	I can describe how the past can be represented or interpreted in a few different ways.	
<b>Historical Enquiry</b>	I can answer and sometimes devise my own historically valid questions.	
	I can use one or more sources of information to help me answer questions about the past in sentences.	
<b>Communication</b>	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.	
TIER 3 VOCABULARY		
<b>General</b>	achievements, process of change, slave, citizen, dynasties, civilisation, trade, art and culture, religion, worship, sacrifice, beliefs, peace, power, laws, justice, prosperity, wealth	
<b>Topic Specific</b>	China, Shang, dynasty, emperor, hierarchy, slavery, oppression, inequality, dictator, priest, craftsmen, slave, democracy, law, values, gender, power, Fu Hao, imperialism, oracle bones, bronze age	

## KNOWLEDGE (substantive)

'Core'	'Additional'
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. d) I can describe the physical geography of parts of China and why people settled there to create large and powerful cities.
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		GEOGRAPHICAL VOCABULARY AND CONCEPTS	
<b>Locational and place knowledge</b>	I understand how some aspects have changed over time.	<b>Human Geography</b>	trade, settlement, town, city, urban, rural, country, county, economy, trade
<b>Use of basic geographical vocabulary</b>	I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.	<b>Physical Geography</b>	landscape, hills and mountains, topography, river, ocean, sea, coast, weather, climate, biomes, vegetation, farmland (human)
<b>Using globes, maps and plans</b>	I can use a globe and maps and some OS symbols on maps (and digital mapping) to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns. I can use atlases to find places using an index and contents.	<b>Map-based vocabulary</b>	Equator, Northern/Southern hemisphere, Tropic of Capricorn/Cancer, atlas/map/globe, longitude, latitude, time difference, Greenwich Meantime, sea, ocean, mountains
<b>Mapping skills</b>	I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world. I can use aerial photos and satellite images. I can use oblique aerial views.	<b>Tier 3 Place and locational vocabulary</b>	Asia, China, Far East, Beijing, Shanghai, Yellow Sea, East China Sea, Yellow River, Yangtze River
<b>Human and physical: enquiry skills and communication</b>	I can describe and understand key aspects of physical geography, including rivers and mountains. I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.	<b>Geographical concepts and tier 2 vocabulary</b>	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes): settlement, river Interconnections: significance, connections, links, interdependent, economic, trade, social, break down Cultural awareness, diversity: lives, communities, disparity, inequality, religion, similarities and differences

## ART AND DESIGN

### Exploring and Developing

<b>Exploring and developing ideas</b>	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.
<b>Evaluating and developing work</b>	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?
<b>Remember</b>	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?	<b>Resilience</b>	When trying to make a bill a law, why do MPs require a lot of resilience?
<b>Understand</b>	Can you explain Democracy? Why do we have democracy in the UK? Are British Values really British?	<b>Respect</b>	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?
<b>Apply</b>	Why does democracy work? Is it better than a republic?	<b>Responsibility</b>	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?
<b>Analyse</b>	What must it have been like to be a slave? What does slavery suggest about a civilisation?	<b>Happiness</b>	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?
<b>Evaluate</b>	What have we learnt from the Shang Dynasty? What impact has it had on the world?	<b>Kindness</b>	Although we have laws and rules to stick to, is it kindness that makes our society a better one?
<b>Create</b>	What laws would you create if you were a dictator? How would you lead and with what values?	<b>Pride</b>	Do you think living in a democratic country makes you proud? Why?