

Year: 4 (AP2)

Topic: Shang Dynasty

Time Period: Prehistory

Learning outcomes:

- An overview of where and when this 'first' civilisation appeared followed by a deeper study.
- Place on historical times (revisit learning from Yr. 1,2,3 and Yr. 4 so far).
- Social hierarchy of the Shang Dynasty- how was it organised? What was lifelike for different people? How do we know? (Sources of historical information.)
- Religious beliefs and practices.
- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>This term we are focusing on a civilisation – a society with their own rule, laws, language etc.</p> <p>What civilisations do you know? (Greek, Egyptian, Roman)</p> <p>Introduce our topic of the Shang Dynasty – an ancient Chinese civilisation.</p> <p>What do we know about China? Share ideas.</p> <p>What is a dynasty?</p> <p>A dynasty is a line of hereditary rulers of a country. In other words, a dynasty is a family of kings or queens who pass the crown to family members when they die, usually a son or daughter.</p> <p>Give children the key History events : WW1, WW2, Stone Age, Iron Age, Roman Invasion, Ancient Greeks COVID to make a world history timeline(they could write onto a white board/onto desks with a white board) so they can see where this time period came – discuss why the dates are getting seemingly smaller before dates move from AD to BC</p>	<p>dynasty</p> <p>China</p> <p>Artefacts</p>	<p>WALT: identify aspects of life based on historical artefacts</p> <p>Explain: The Shang Dynasty is also referred to by historians as the Yin Dynasty. This was a Chinese dynasty that ruled in the Lower Yellow River Valley. It succeeded the Xia Dynasty but was the first dynasty that archaeologists were able to study because there are written records and artefacts.</p> <p>WATCH: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wtv</p> <p>Mark out where Shang Dynasty was located on a map (see resources).</p> <p>Use atlases/Google Earth to annotate the map to show the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yellow River Why do you think that the original settlements in China were alongside the great rivers? <input type="checkbox"/> Yangtze River <input type="checkbox"/> Himalayas <input type="checkbox"/> Beijing <input type="checkbox"/> Anyang <input type="checkbox"/> Zhengzhou <input type="checkbox"/> South China Sea <input type="checkbox"/> East China Sea <input type="checkbox"/> Yellow Sea <input type="checkbox"/> The Great Wall of China 	<p>Use a timeline to show when the Shang Dynasty existed</p> <p>Observe archaeological evidence to draw</p>	<p>video</p> <p>Atlases</p> <p>Images of artefact from dig</p> <p>Map of China</p>

<p>Lesson plan: Session 2</p> <p>How can we today know what the Shang Dynasty was like? No one has time travelled to see it! Discuss how archaeologist digs, interesting finds and the things that remain, tell us about the past.</p> <p>https://www.bbc.co.uk/bitesize/articles/z2ckrwx#zjmccmn (Show: Explore Artefacts from the Shang Dynasty)</p>	<p>dynasty</p> <p>China</p> <p>artefacts</p> <p>evidence</p> <p>archaeologists</p>	<p>□ Surrounding Countries</p> <p>Children look at the images and artefacts found during the Xiaotun dig on the sheet from resources.</p> <p>Write these questions on the flip chart- read with the children and they discuss in pairs and answer into their books.</p> <p>1) Why is the Shang dynasty important for archaeologists to study?</p> <p>2)Looking at the picture of the burial pit, which artefacts would tell you about the people of the Shang dynasty?</p> <p>3) How do you think the bronze age would have made the Shang dynasty prosperous?</p> <p><i>Craftspeople made cups, bowls and weapons from bronze. This needed a lot of people to do the work, and managers to watch over the craftsmen. Bronze items were used more for religious ceremonies than in everyday life. Ordinary people used stone or wood to make their cups and bowls.</i></p> <p>In mixed ability pairs, children discuss the evidence found and what it could teach us about the Shang Dynasty, if we knew nothing at all? What assumptions could we make? Is this how archaeologists begin their work when they find something new? Discuss.</p> <p>Share ideas as a class, keeping some on the big question board or working wall for reference throughout the block, to see if our first ideas were correct.</p>	<p>conclusions about life in an ancient civilisation</p>	<p>Images of artefacts from dig</p> <p>https://www.bbc.co.uk/bitesize/articles/z2ckrwx#zjmccmn</p>
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Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
https://www.youtube.com/watch?v=k3jXyXhIR9s (BBC Teach) Do you think life in the Shang Dynasty was similar or different to modern life? Watch the clips – pause and discuss as you watch the video clips. LSA to make notes, based on what children observe, onto flip chart- note making – https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc Discuss the vocabulary Shared Read (see resources) highlight key information. Who was at the top of the hierarchy and at the bottom? Why? Link to key concepts – democracy, responsibility and aspiration	hierarchy King Aristocracy Military Artisans Craftsmen Peasants	WALT: understand the social hierarchy of an ancient civilisation Recap: <i>Citizens of the Shang Dynasty were classified into four social classes: the king and aristocracy, the military, artisans and craftsmen, and peasants.</i> Look at today's vocab and discuss (write onto	Describe the social hierarchy of the Shang dynasty Name the different social groups of people from the Shang dynasty. Explain what life was like for different people living under the Shang Dynasty.	https://www.youtube.com/watch?v=k3jXyXhIR9s https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc recording sheet

		<p><i>board/flip chart and display).</i></p> <p><i>In books- can they draw a quick diagram to represent the social hierarchy? Perhaps model this for them first- simple with labels- could use the triangle shape to help?</i></p> <p>Children to use record sheet (see resources and to be put into books) to find out the following:</p> <p>Name the different groups of people living</p>		
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		in the Shang Dynasty		
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Lesson plan: Session 4


INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Daily life during the Shang Dynasty revolved around religion. The Shang people believed in many Gods and that they controlled the world around them. Watch the video and discuss https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zc6h2nb</p> <p>https://www.bbc.co.uk/bitesize/articles/zc6h2nb</p> <p>Watch the video and answer the quiz on the website.</p> <p>Read the Shared Reading text (see resources) together- and again, highlight key facts/ info and is LSA present0- ask them to jot down key info in note form for the working wall/later reference.</p> <p>Link to Key Concept – Responsibility. Was it the Shang people/King's responsibility to the world to keep the Gods happy?</p>	ancestors Shangdi	<p>WALT: Understand the importance of religion to a civilisation</p> <p>Children to carry out (or work through) 4 progressive tasks using the Shared Reading text and iPad/laptop research- <i>BBC Bitesize link advised</i>.</p> <p>1. Identify who was worshipped by the Shang people.</p> <p>2. Describe how Shang Di and the other Gods were worshipped</p>	<p>Identify who was worshipped in the Shang Dynasty</p> <p>Describe how worship was carried out</p> <p>Explain the importance of religious worship during the Shang Dynasty</p>	<p>Information sheet –Shared Reading</p> <p>https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zc6h2nb</p>

		<p>and kept happy.</p> <p>3. Explain the importance of keeping Shang Di and the ancestors happy. What were the consequences of an unhappy God?</p> <p>4. Create a poster to be kept near the temple to encourage and remind the Shang people how to keep the Gods and Ancestors happy.</p>		
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Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>I really need to know what the weather will be like next week, what could I do?</p> <p>I need to know what is wrong, I have really bad toothache. What could I do?</p> <p>What do you think the Kings and Queens of the Shang Dynasty did to answer these questions? Look at images of oracle bones and using the info sheet, explain the process. How do we know this today?</p>	<p>oracle</p> <p>divination</p> <p>ritual</p> <p>heavens</p> <p>ancestors</p> <p>artefacts</p> <p>evidence</p>	<p>WALT: explain the use and importance of oracle bones</p> <p>What are oracle bones? Discuss.</p> <p>Explain:</p> <p>Oracle bones were pieces of oxen bone or turtle shell used by the civilization of the Shang Dynasty in ancient China. They are animal bones covered in ancient writing and were used to try to predict the future. The King would call on a priest to help him talk to the gods.</p> <p>https://www.bbc.co.uk/bitesize/articles/zsm6qhv (Oracle Bones)</p> <p>https://www.youtube.com/watch?v=zHYF-o7tQ4o (4 mins long- key info but might need pausing to explain).</p> <p>Task:</p> <p><i>If you were king, member of the aristocracy or military, artisan or peasant –what might you ask the oracle bones? Do your questions change, depending on your social status? What may have been important for one part of society, may be different to another.</i></p> <p><i>Discuss and then children record their ‘questions’ into books.</i></p>	<p>Explain about the purpose and significance of oracle bones</p>	<p>oracle bone pictures/explanation</p> <p>https://www.bbc.co.uk/bitesize/articles/zsm6qhv</p> <p>https://www.youtube.com/watch?v=zHYF-o7tQ4o</p>

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
 <p>Is this the tomb of a peasant or someone nearer the top of the hierarchy? Why?</p> <p>Teacher Notes: <i>The inside was packed with burial sacrifices and wealth which signified Lady Hao's prodigious position. She was buried with a large and varied quantity of weapons signifying her important martial status, since only warriors and generals were buried with such objects.</i></p> <p>Recap previous learning on artefacts and how historians have used evidence from the past to draw</p>	<p>artefacts</p> <p>Lady Fu Hao</p> <p>tomb</p> <p>significant</p>	<p>WALT: define the importance of a significant historical figure</p> <p>https://www.bbc.co.uk/bitesize/articles/zsr9gdm</p> <p>Children read watch info BBC Bitesize on Lady Fu Hao and discuss</p> <p>Children stick the photo into their books.</p> <p>If they were an archaeologist and they were the first to uncover this tomb, what questions would they ask?</p> <p>What would they list as items found?</p> <p>How important would they say this discovery was? Why? Which objects/artefacts give us the most information about the Shang Dynasty?</p> <p>Could work in groups first to scribe ideas onto sugar paper as teams- then magpie by sharing as a class- then complete their own responses, in their books.</p>	<p>Describe and draw conclusions based on historical evidence.</p> <p>Explain why the discovery of Fu Hao's tomb was so significant.</p>	<p>Photo of Lady Fu Hao's tomb</p> <p>https://www.bbc.co.uk/bitesize/articles/zsr9gdm</p> <p>Sugar paper</p>

conclusions on the tomb and the person it belongs to.				
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