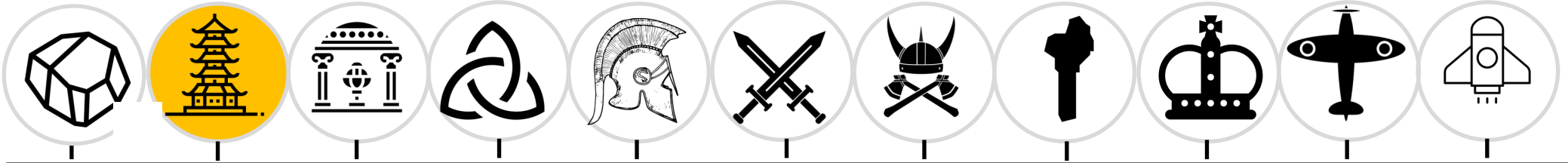


Year 3:

HISTORICAL CONTEXT: Shang Dynasty



KEY VOCABULARY:

Bronze –	A strong metal alloy made from copper
Oracle Bone –	This was heated and cracked by holy men to seek advice from king's ancestors
Nobles –	Under the ruling family; the highest ranking social class
Artisans –	Talented group including potters, stonemasons and workers with bronze and jade – Lower than nobles but higher than farmers
Dynasty –	A sequence of rulers from the same family
Warlords –	Often ruled areas of land but owed allegiance to the Emperor

WHAT?

When and where did the Shang live?

What was found in Fu Hao's tomb?

What do the contents of Fu Hao's tomb tell us about life in Shang times?

What do we still need to know and where might we find the answers to our questions?

How important was Fu Hao?

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of The Shang

Dynasty of Ancient China



Enquiry 1: When and where did the Shang live?			ASSESSMENT CRITERIA
LEARNING OBJECTIVES	Key Content and suggested lesson ideas	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should learn: Where to find China on a map of the world	Using an atlas to locate China.	School atlas and globe	Can the children find China on a map? <i>[link to geography: can they name capital/major cities, mountains, rivers, etc of China?]</i>
Children should learn: Where to find Shang on a map of China	<ul style="list-style-type: none"> Using an atlas to find the Yellow River and Anyang, in Henan Province Using a historical atlas to compare Modern China with Ancient China 	Historical atlas or historical maps from the internet http://www.chinahighlights.com/map/ancient-china-map/shang-dynasty-map.htm https://www.timemaps.com/civilizations/shang-dynasty-china	Can the children compare a modern map with an historical map and see changes and continuities? <i>[link to geography: rivers – floodplains, flooding, gorges, irrigation, etc]</i>
Children should learn: Where to locate Shang on a timeline	<ul style="list-style-type: none"> Using the terms ‘BC’ and ‘AD’ Finding out when the Shang Dynasty ruled China Putting the dates on a timeline Relating the dates of Shang dynasty to any other topics they have already studied Using correct terminology for chronology, etc, etc. 	Poster from Primary History 69 with list of historical terminology Posters from Primary History 67 and Primary History 68 showing timeline 2000AD to 2000BC Class and/or school timeline Living timeline across the school Playground or hall	Can the children use terminology to do with time accurately?
Children should learn:	Final activity		Can the children work out where to place the Shang on map of the world and

			on a timeline? Can they place it in a correct sequence?
How will this enquiry help children to make progress in history?	Finding out when and where the Shang lived will help pupils consolidate their understanding of the history of the wider world, and see where they fit in relation to other history topics studied		

Enquiry 2: What was found in Fu Hao's tomb?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should learn: How an archaeologist works	The 'rubbish bin' activity – what can we tell about the day from what we can find in our classes' rubbish bin at the end of a day?	See Primary History 66: Stone Age to Iron Age for more detail on this and similar activities Searching for the Shang in Shropshire (Primary History 72) The Shang: What can we tell about an ancient civilisation from one tomb? (Primary History 70)	Can the children work out what archaeology cannot tell us?
Children should learn: to sketch and record what was found	As well as the remains of Fu Hao, the tomb contained: 468 bronze objects 755 jade objects 63 stone objects 5 ivory objects 564 bone objects 11 pottery objects	https://depts.washington.edu/chinaciv/archae/2fuh/main.htm http://archaeologyexcavations.blogspot.co.uk/2010/07/archaeology-excavations-at-tomb-of-fu.html	Can the children sketch and record artifacts? Can they classify them into, for example, useful and ornamental? Bronze and Jade?

	6,900 pieces of cowry shell		
Children should learn: Evidence sometimes raises more questions than it answers	Below the corpse was a small pit holding the remains of six dogs, and along the perimeters lay the skeletons of 16 humans. Why were these buried in the tomb?	https://depts.washington.edu/chinaciv/archae/2fuh/main.htm The Shang Dynasty: how to investigate history through art and explore art through history (<i>Primary History 78</i>)	Can the children work out the significance of the six dogs and 16 humans buried in the foundations of the tomb?
Children should learn: To begin to make deductions from what was found	Final activity What is so important about Fu Hao's tomb? <i>[it is the only Shang tomb found which is still intact]</i>		Can the children come up with questions they want answering after looking at the artefacts found in Fu Hao's tomb?
How will this enquiry help children to make progress in history?		They will begin to realise that much of our knowledge of the past comes from archaeological excavations.	

Enquiry 3: What do the contents of Fu Hao's tomb tell us about life in Shang times?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn: to select artefacts in order to build up a picture of the past</p>	<p>Select some of the bronze artefacts and classify them into categories. Draw a labelled sketch of one of them.</p> <p>Where did the bronze come from? What does that tell us about Shang life?</p> <p>How similar and how different are they to bronze objects you have studied elsewhere?</p> <p>What were bronze items mostly used for?</p>	<p>https://depts.washington.edu/chinaciv/archae/2fuhmain.htm</p> <p>http://www.messagetoeagle.com/peculiarfigurefu_hao.php#.U8Uog5RdVBM</p> <p>http://archaeologyexcavations.blogspot.co.uk/2010/07/archaeology-excavations-at-tomb-of-fu.html</p>	<p>Can the children classify objects by use? By utility? By similarity and/or difference to other bronze objects studied?</p> <p>Can they draw conclusions from this?</p>
<p>Children should learn:</p>	<p>Select some of the jade artefacts and classify them into categories. Draw a labelled sketch of one of them.</p> <p>Where did the jade come from? What does that tell us about Shang life?</p> <p>How similar and how different are they to jade objects you have studied elsewhere?</p>	<p>https://depts.washington.edu/chinaciv/archae/2fuhmain.htm</p> <p>http://www.messagetoeagle.com/peculiarfigurefu_hao.php#.U8Uog5RdVBM</p> <p>http://archaeologyexcavations.blogspot.co.uk/2010/07/archaeology-excavations-at-tomb-of-fu.html</p>	<p>Can the children draw conclusions about Shang life by tracing the trade routes for jade?</p>

	What were jade items mostly used for?		
Children should learn:	Explore Shang ideas of religion and gods by looking at the 'oracle bones' from the tomb, and finding out how and why they were used	https://depts.washington.edu/chinaciv/archae/2fuhmain.htm http://www.messageoagle.com/peculiarfigurefu hao.php#.U8Uog5RdVBM http://archaeologyexcavations.blogspot.co.uk/2010/07/archaeology-excavations-at-tomb-of-fu.html	Can the children work out what the oracle bones were used for? Can they decide how important ancestor-worship was to the Shang?
Children should learn: The variety and richness of artefacts in the tomb. The limitations of artefacts as evidence The difficulty of creating a picture of Shang life from only one tomb	Final activity Which aspects of life can we find out about by using the artefacts in the tomb? Which aspects of life can we not find out about? What else do we need to know? Where might we find out?		Can your children reach any conclusions about Shang China at this time by exploring the tomb ? Can they raise questions that still need answering?
How will this enquiry help children to make progress in history?		They will realise that the artefacts from one tomb cannot give us a full picture of life in Shang China. They will question the utility of artefacts. They will begin to see the limitations of how we construct history	

Enquiry 4: What do we still need to know and where might we find the answers to our questions?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should deduce: Which aspects of Shang life we know nothing about	Review of previous enquiries. Draw up 'balance sheet' of knowledge and gaps Draw up a list of questions still to answer	Existing work on the Shang	Can your children identify gaps in their knowledge
Children should learn: How and where to research the Shang	Use the internet, library, books and atlases to try to answer their class-generated questions	[already used websites will make a useful starting point for this] Atlas Library Reference books Previous work on the Shang http://www.ancientchina.co.uk/crafts/explore/exp_set.html http://www.ushistory.org/civ/9b.asp http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm#slideshow1	Can your children find the missing information?
Children should learn: To reach their own conclusions	Final activity Children decide how to present their findings		Can your children present their information in a meaningful way?
How will this enquiry help children to make progress in history?	It will help them to become independent learners and to draw conclusions from their research.		

Enquiry 5: How important was Fu Hao?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn: What can we tell about Fu Hao from her tomb</p>	<p>Ask questions about Fu Hao's status and wealth based on the goods in her grave</p>	<p>The Shang: What can we tell about an ancient civilisation from one tomb? (Primary History 70) https://depts.washington.edu/chinaciv/archae/2fuhmain.htm</p>	<p>Can your children reach a sensible conclusion based on the evidence?</p>
<p>Children should learn: What can we tell about Fu Hao from the artefacts in her tomb</p>	<p>Ask questions about Fu Hao's life style based on the goods in her grave</p>	<p>https://depts.washington.edu/chinaciv/archae/2fuhmain.htm http://www.messagetoeagle.com/peculiarfigurefuhao.php#.U8Uog5RdVBM http://archaeologyexcavations.blogspot.co.uk/2010/07/archaeology-excavations-at-tomb-of-fu.html</p>	<p>Can your children reach a sensible conclusion based on the evidence?</p> <p>Can they see gaps in their knowledge?</p>
<p>Children should learn: What can we tell about Fu Hao from the written sources and images we have discovered</p>	<p>What clues can the children get from the artefacts studied previously that she was important?</p>	<p>http://en.wikipedia.org/wiki/Fu_Hao#mediaviewer/File:Fu_Hao.jpg http://www.ancientchina.co.uk/staff/resources/background/bg7/bg7pdf.pdf http://gbtimes.com/life/women-warriors-china-fu-hao</p>	<p>Can your children understand how interpretations are made by historians?</p> <p>Can your children spot inconsistencies and omissions in interpretations?</p>

<p>Children should: Reach a conclusion about Fu Hao from all they have discovered about her and Shang life</p>	<p>Final activity The children could be asked to create a memorial/statue/painting of Fu Hao showing that she was a significant historical figure.</p>	<p>Guidelines on how to hold a class debate</p>	<p>Can your children articulate their ideas about Fu Hao accurately and clearly?</p>
<p>How will this enquiry help children to make progress in history?</p>	<p>It will help them understand how history is constructed from evidence, and how the gaps in our knowledge of particular topics may be filled.</p> <p>It will help them develop an understanding of what we mean when we talk about an ‘ancient civilisation.’</p> <p>It will help them see the clear continuities, as well as changes from ancient civilisations to more recent societies</p>		