



# Year 5: Autumn

## Dynamic Dynasties KRP



### Key Questions

#### Engage

What evidence is there of the Shang Dynasty?

#### Develop 1

What was the impact of power and hierarchy in the Shang Dynasty?

#### Develop 2

How did the Shang Dynasty end?

#### Innovate

What was life like after the Shang Dynasty?

### Book List

- The Boy with the Butterfly Mind – Class Novel
  - The Shang Dynasty: Unlocking Ancient Civilisations
- The Shang Dynasty of Ancient China (The History Detective Investigates)
- Ancient China: Dig Up The Secrets of the Dead (History Hunters)
  - Ancient China (Horrors from History)
- Why Should I Care About The Ancient Chinese?

### Vocabulary

|               |                |                     |
|---------------|----------------|---------------------|
| Ancient China | Shang Dynasty  | afterlife           |
| ancestor      | archer         | armour              |
| bamboo        | battleaxe      | bronze              |
| chariot       | civilisation   | clan                |
| Confucianism  | deity          | divination          |
| dragon        | emperor        | Great Wall of China |
| Han Dynasty   | hierarchy      | inscription         |
| jade          | legacy         | legalism            |
| military      | oracle bones   | patina              |
| power         | Qin Dynasty    | sacrifice           |
| shaman        | silk           | taotie              |
| terracotta    | army           | Xia Dynasty         |
| Yangtze River | Yellow Emperor | Zhou Dynasty        |

### Programmes of Study

#### History

- ✓ Learn about the achievements of the earliest civilisations—an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- ✓ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ✓ Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- ✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- ✓ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- ✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

**English Text Types** — Narrative Poems (Chinese Folktales); Biographies (Fu Hao); Stories from Other Cultures

**Geography** — Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**Science Investigations** — How do levels help us? (F&M) and Can we track the sun? (E&S)

### Companion Projects

Investigating Our World — Geography  
 Tints, Tones & Shades / Taotie — Art and Design  
 Forces & Mechanisms / Earth & Space — Science  
 Moving Mechanisms — D&T

### Ozzie 80

Produce a timeline for a period of history (History).  
 Make a sculpture (Art).  
 Learn about another country (History).  
 Take part in a science experiment (Science).