


## History

### "The Shang Dynasty"


1	Defining what the Shang Dynasty is, when they ruled and what we know about them.
2	Exploring evidence about the Shang Dynasty, looking at oracle bones and traditional history books.
3	Finding out about the Shang royal burials and what we can learn from objects found within the tombs.
4	Investigating what life was like for ordinary people of the Shang Dynasty.
5	Exploring the early Chinese writing and number systems of the Shang Dynasty.
6	Using a variety of sources to consider why the Shang Dynasty ended.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>



## Geography

### "What is China like?"

1	Locating China on a world map and identifying its regions and major cities.
2	Exploring the human impact on China's physical geography, such as the Yangtze River and Himalayas.
3	Exploring China's economic growth and considering the impact this has on the people of China.
4	Investigating China's most popular tourist attractions, including the Great Wall of China.
5	Exploring the culture of China, including food, festivals, traditions and leisure.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>



## DT

### "Chinese Inventions"

1	Identifying the four great inventions of China and how these impacted the world: gunpowder, compasses, paper, moveable type-printing.
2	Exploring compasses and creating either a hanging or floating compass.
3	Investigating and making water-powered machines, including those that use gears, pulleys, levers and cams.
4	Finding out why kites were invented, and building and testing prototype kites.
5	Designing a kite based on specific design criteria.
6	Following a design to make and evaluate a kite.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>KS2 - understand how key events and individuals in design and technology have helped shape the world</li> <li>KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>



## Art

### "Chinese Art"

1	Exploring the themes, styles, colours and patterns of traditional Chinese art.
2	Exploring the theme of dragons in Chinese art, and learning to draw a dragon or create a dragon sculpture.
3	Identifying Chinese art as a linear art form, and studying the 'four gentlemen' - orchid, chrysanthemum, bamboo and plum blossom.
4	Exploring calligraphy as a Chinese art form and learning to use calligraphy to create Chinese characters.
5	Finding out about the Terracotta Army, and creating a soldier statue or using shading to draw a soldier.
6	Exploring and recreating the porcelain of the Ming dynasty.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>

# China

## Teacher's Topic Planner

Maths

English

Science

Computing

History

PlanBee 

"The Shang Dynasty"

Geography

PlanBee 

"What is China like?"

RE

Art

"Chinese Art"

PlanBee 

DT

"Chinese Inventions"

PlanBee 

Languages

Music

Teacher's notes:



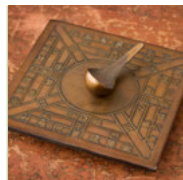
## History

"The Shang Dynasty"



## Geography

"What is China like?"



## DT

"Chinese Inventions"



## Art

"Chinese Art"

# The Shang Dynasty : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the Shang Dynasty of China and explore how we know about it.	Children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. They will go on to compare accounts of the Shang Dynasty written c.200 B.C. with more modern archaeological evidence, making judgements about which is more accurate.	<ul style="list-style-type: none"> <li>Do children know what different sources of evidence there are for learning about the past?</li> <li>Can children describe the advantages and disadvantages of different sources of evidence?</li> <li>Do children know where and when the Shang Dynasty was in power?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Information Sheet A/B</li> <li>Story Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the evidence surrounding the Shang kings.	Children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty.	<ul style="list-style-type: none"> <li>Can children name some of the Shang rulers and what they did according to the history books?</li> <li>Can children suggest what makes a history book accurate or inaccurate?</li> <li>Can children suggest why learning about leaders is important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Sorting Cards A/B</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about Shang royal burials.	Children will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.	<ul style="list-style-type: none"> <li>Can children explain what happened to Shang rulers when they died?</li> <li>Can children describe the objects that were buried with Shang rulers?</li> <li>Can children suggest why people and animals were sacrificed during the Shang Dynasty?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Fact Cards</li> <li>Picture Sheet (FSD? activity only)</li> <li>Clay and clay tools (FSD? activity only)</li> <li>Bronze paint (FSD? activity only)</li> <li>Information Sheet</li> </ul>
<b>Lesson 4</b>	To find out what ordinary life was like for people during the Shang Dynasty.	Children will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will express their understanding of life during the Shang Dynasty in a variety of ways.	<ul style="list-style-type: none"> <li>Can children describe what kind of houses ordinary people lived in during the Shang Dynasty?</li> <li>Can children describe what people ate during the Shang Dynasty?</li> <li>Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Information Sheet</li> <li>Story Sheet (FSD? activity only)</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the writing and calendar created during the Shang Dynasty.	Children will consider why writing developed and how it helps historians find out about the past. They will look at the oracle bones and some of the questions found on them. It goes on to look at the oracle bone script, teaching children to identify the meaning of some of the characters.	<ul style="list-style-type: none"> <li>Do children know why the Shang invented writing?</li> <li>Do children know why the Shang invented a calendar?</li> <li>Can children describe the features of the oracle bones script?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Game Cards</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out why the Shang Dynasty ended.	Children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Your class will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.	<ul style="list-style-type: none"> <li>Can children describe what the Shang Dynasty achieved?</li> <li>Can children describe how the history books say the Shang Dynasty ended?</li> <li>Do children know when the Shang Dynasty ended according to evidence and history?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Information Sheet</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# What is China Like? : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To know where China is in the world	In this first lesson, children will find out that China is the most populous country in the world. They will locate which continent it is in, and find out how many countries it shares a border with. They will look at the different regions of China, and begin to understand the differences between them. Children will find out what a megacity is, and how many of these are in China.	<ul style="list-style-type: none"> <li>Do children know which continent China is in?</li> <li>Can children locate and label the capital city, bordering countries and seas on a map of China?</li> <li>Do children have a growing understanding of what it might be like to live in this country?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Maps of China</li> <li>Map of China's Megacities (FSD? activity only)</li> <li>The Megacities of China Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the human impact on China's physical geography	Children will find out what physical geography means, and then look at three vastly different landscapes in China (mountainous, river, desert). They will explore the impact of human development on the physical geography of these areas. In their independent activities, children will look at the causes, effects and possible solutions for desertification. In the alternate activity, they will explore the positive and negative impact of the Three Gorges Dam on China.	<ul style="list-style-type: none"> <li>Do children know what physical geography means?</li> <li>Can they talk about some of the ways in which humans can affect the physical geography of a place?</li> <li>Can they give their own opinions and reasoning about the positive and negative impact humans have had on the physical geography of China?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Desertification Information Sheet</li> <li>Worksheet 2A/2B/2C</li> <li>Viewpoint Cards (FSD? activity only)</li> <li>Worksheet 2D (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore China's economic growth and its effect on the country	Children will find out what is meant by economic growth. They will explore the impact that this has had on China, looking at both the positive and negative effects on the country and its population. In their independent activities, children will look in more detail at China's world exports. Or, in the Fancy Something Different? activity, children will explore the effect that economic growth has had on air pollution in the country.	<ul style="list-style-type: none"> <li>Do children understand the term 'economic growth'?</li> <li>Can children describe some positive effects of China's economic growth?</li> <li>Can children describe some negative effects of China's economic growth?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Table of China's Exports A/B</li> <li>Worksheet 3A/3B/3C</li> <li>Map of the World Sheet</li> <li>Air Pollution Information Sheet (FSD? activity only)</li> <li>Worksheet 3D/3E (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To learn about China's famous tourist attractions	In this lesson, children will first discuss what the terms 'tourist' and 'tourism' mean. As a class they will find out about the country's most popular tourist attraction – the Great Wall of China. In their independent work, they will produce a guidebook for a tourist company who arrange visits for school children to see the Great Wall of China. Alternatively, children will investigate another popular Chinese tourist attraction from a given set of research cards.	<ul style="list-style-type: none"> <li>Do children understand what the terms 'tourist' and 'tourism' mean?</li> <li>Do they know about at least one of China's famous tourist attractions?</li> <li>Do they have an understanding of the positive and negative aspects of tourism?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>The Great Wall of China Information Sheet A/B</li> <li>Picture Cards</li> <li>Guidebook Template</li> <li>Tourist Attraction Research Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the culture of China	In this final lesson, children will explore the culture of China. In groups, they will research a different aspect of the country's culture, and then share their knowledge with one another before taking part in a class quiz. Alternatively, children will research education in China, and then hold a class discussion to debate the question: Should our education system be more like China's?	<ul style="list-style-type: none"> <li>Do children understand what the term 'culture' means?</li> <li>Do children have a growing understanding of Chinese culture?</li> <li>Can children research, retain and share relevant information on a particular topic?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Chinese Culture Information Packs</li> <li>Chinese Culture Quiz Q&amp;A Sheet</li> <li>Culture Experts Labels</li> <li>Education in China Factsheet (FSD? activity only)</li> </ul>

# Chinese Inventions : DT : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand how the four great inventions of China shaped the world.	Children are introduced to China's four greatest inventions. They investigate the history of the invention of the moveable-type printing press and the ancient process of paper making. They then reflect on how these inventions may have changed the lives of people who used them.	<ul style="list-style-type: none"> <li>• Can children name some significant inventions?</li> <li>• Are children able to describe the process of making paper?</li> <li>• Can children name a way in which the invention of paper, or the moveable-type press changed the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C</li> <li>• Challenge Cards 1A/1B/1C/1D/1E</li> <li>• Equipment stated on Challenge Cards</li> <li>• Different types of paper</li> <li>• Paper-Making Sheet 1A</li> <li>• Equipment listed on Paper Making Sheet 1A</li> </ul>
<b>Lesson 2</b>	To understand how the four great inventions of China shaped the world.	Children investigate the next two of China's great inventions: gunpowder and the compass. They are asked again to think about how these inventions would have changed the way things were done after they were invented. They look at the design of simple compasses and think about advantages, disadvantages and improvements for each design.	<ul style="list-style-type: none"> <li>• Can children name an ancient use of gunpowder or compasses?</li> <li>• Are children able to evaluate a product's advantages and disadvantages?</li> <li>• Are children able to follow a simple method for constructing a product?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards 2A/2B</li> <li>• Cork slices, plastic cups, needles, magnets, cotton thread, water</li> <li>• Worksheets 2A/2B</li> <li>• Worksheet 2C (FSD? Activity only)</li> <li>• Feng Shui Card 2A (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	To investigate water-powered machines.	Children will explore the use of water power when building early machines in ancient China. They will think about the uses of these machines as well as the components such as gears and cranks which make the machines move in different ways. They think about the other uses of water to make simple machines such as water clocks and water wheels which inspired Su Song's astronomical clock tower.	<ul style="list-style-type: none"> <li>• Can children explain what a machine is?</li> <li>• Are children able to describe how a transmission of gears move in comparison to each other?</li> <li>• Are children able to take a simple design and modify it to suit their needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards 3A/3B</li> <li>• Resources listed on Challenge Card 3A</li> <li>• Worksheet 3A (FSD? activity only)</li> <li>• Construction kits (FSD? activity only)</li> <li>• Gear Template (FSD? activity only)</li> <li>• Split pins (FSD? activity only)</li> <li>• Challenge Card 3C (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To test materials to build a kite.	Children will use their knowledge and understanding of materials and their properties to predict test results and evaluate different materials to be used to make the sail and the frame of a kite by making prototypes. They will need to think carefully about which properties make the materials desirable for these purposes and which properties they might want to avoid when choosing what to build a kite from.	<ul style="list-style-type: none"> <li>• Can children identify different properties of a selection of materials?</li> <li>• Are children able to select desirable properties of materials to fit a design?</li> <li>• Can children evaluate a prototype's success?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 4A/4B/4C</li> <li>• Kite Template 4A</li> <li>• String</li> <li>• Sail materials to test</li> <li>• Frame materials to test</li> </ul>
<b>Lesson 5</b>	To design a kite based on a set of design criteria.	Children use their learning from the previous lesson to decide upon materials to build a kite from. They will generate design criteria for their kites and be conscientious in meeting these criteria within their design. Alternatively they can design their kite to meet a given design brief.	<ul style="list-style-type: none"> <li>• Can children write design criteria?</li> <li>• Are children able to follow design criteria when designing a product?</li> <li>• Are children able to use previous prototyping to apply to their design process?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards 5A</li> <li>• Worksheets 5A/5B/5C</li> <li>• Challenge Card 5A</li> </ul>
<b>Lesson 6</b>	To make and evaluate a kite.	Children use their designs to build and evaluate their own kite using the materials they chose. They must think carefully about how to finish their kite to improve the aesthetics and make sure they are still meeting design criteria. When evaluating their design they have the opportunity to share and receive peer feedback and take this on board.	<ul style="list-style-type: none"> <li>• Can children choose between a variety of tools to make their product?</li> <li>• Can children solve problems when making their product?</li> <li>• Can children evaluate their product based on design criteria?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 6A/6B</li> <li>• Materials based on children's designs</li> <li>• Materials to decorate e.g. paint, tissue paper, glue etc.</li> <li>• Comment Cards</li> </ul>

# Chinese Art : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore the themes, styles and colours of traditional Chinese art.	Children will start by recapping what they already know about China. They will then be shown a variety of artworks from different periods in Chinese history to see if they can identify common themes, colours and techniques. They will have the chance to respond to different works of art, as well as being challenged to order artworks chronologically.	<ul style="list-style-type: none"> <li>Can children identify some themes commonly used in traditional Chinese art?</li> <li>Can children identify some colours commonly used in Chinese art?</li> <li>Can children discuss traditional Chinese artwork and say what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Viewfinders</li> <li>Worksheet 1A/1B</li> <li>Timeline Cards (FSD? activity only)</li> <li>Timeline Cards Answer Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the theme of dragons in Chinese art.	Children will find out about the cultural significance of the dragon in traditional Chinese culture before looking at a variety of examples of dragons in Chinese art. They can then either follow step-by-step instructions to draw their own dragon, replicate a dragon from the Nine Dragons scroll or create a dragon using salt dough.	<ul style="list-style-type: none"> <li>Do children understand the significance of the dragon in Chinese culture?</li> <li>Can children discuss examples of dragons in traditional Chinese artwork, identifying features and explaining how they have changed over time?</li> <li>Can children use a variety of skills to create their own dragon artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Help Sheet 2A/2B</li> <li>Nine Dragons Picture Cards</li> <li>Pastels</li> <li>Pencils and fine-tip black pens</li> <li>Salt Dough Instruction Sheet (FSD? activity only)</li> <li>Salt dough (FSD? activity only)</li> <li>Matchsticks, water, clay tools, paints, varnish (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about importance of brushstrokes in Chinese art.	This lesson starts by exploring what is meant when we describe an art form as being linear and explores the importance of lines in Chinese art. They will then find out about the Four Gentlemen and learn how to use brushstrokes to paint bamboo, plum blossoms, orchids and chrysanthemum in the traditional Chinese style.	<ul style="list-style-type: none"> <li>Can children explain the importance of lines in Chinese art in relation to the Four Gentlemen?</li> <li>Can children practise a variety of brushstrokes to improve technique?</li> <li>Can children apply their brush control when creating artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Paper, card, a variety of brushes</li> <li>Watercolour paints or ink</li> <li>Four Gentlemen Instructional Videos</li> <li>Four Gentlemen Picture Sheets (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about and replicate Chinese calligraphy.	Children will continue to think about the importance of lines and brushstrokes in Chinese art by looking at calligraphy. They will have the chance to practise using their brushes in different ways to create different lines as they learn how to write various Chinese characters using the correct stroke order.	<ul style="list-style-type: none"> <li>Do children understand the importance of line and brushstrokes in Chinese Art?</li> <li>Can children create Chinese calligraphy characters using the correct brushstroke sequence?</li> <li>Can children control their brushstrokes to create effects?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Paper</li> <li>Black watercolour paint or ink</li> <li>Chinese Character Cards 4A/4B/4C</li> <li>Chinese Alphabet Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the Terracotta Army.	Children will find out about the history of the Terracotta Army and look at photographs to explore the style and features of the statues. They will then either create a terracotta warrior using clay or draw warriors focusing on the shading and proportions.	<ul style="list-style-type: none"> <li>Do children know what the Terracotta Army is and why it is famous?</li> <li>Can children work with clay to create a detailed model?</li> <li>Can children use drawing and shading skills to recreate a terracotta warrior?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Clay and clay tools</li> <li>Silver or bronze paint</li> <li>Warrior Template 4A/4B/4C (FSD? activity only)</li> <li>Terracotta Warrior Example sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about and recreate porcelain of the Ming dynasty.	Children will find out when the Ming dynasty was in power before looking at a variety of examples of Ming porcelain to establish common colours, patterns and themes. They can then recreate a Ming vase using drawing or porcelain paint.	<ul style="list-style-type: none"> <li>Do children know when the Ming dynasty was in power and why their porcelain is famous?</li> <li>Can children identify patterns, images and styles associated with Ming porcelain?</li> <li>Can children create artwork to reflect the style of Ming porcelain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Vase Templates 6A/6B/6C</li> <li>Picture Cards</li> <li>Worksheet 6A (FSD? activity only)</li> <li>White plates and porcelain paints/pens (FSD? activity only)</li> </ul>