

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 5

Term: Autumn 1 and Spring



Unit: Dynamic Dynasties



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>afterlife The life that is believed to begin after death.</p> <p>ancestor A family member who lived a long time ago.</p> <p>bronze A metal alloy of copper and tin.</p> <p>chariot A two-wheeled cart pulled by a pair of horses.</p> <p>China A large country in East Asia.</p> <p>civilisation The most advanced form of society.</p> <p>dagger-axe A sharp dagger with a bronze blade fixed to a wooden pole.</p> <p>deity A god or goddess.</p> <p>ding An ancient Chinese cauldron used for cooking, storage or ritual offerings to the gods or ancestors.</p> <p>divination The act of finding out and saying what will happen in the future.</p> <p>dynasty A succession of people from the same family who rule the country, and the period when the country is ruled by them.</p>	<p>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</p> <p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed.</p> <p>Oracle bones (pieces of turtle shell, cow bone or sheep bone) were used by diviners. Their inscriptions provide information about life in that civilisation.</p> <p>Their five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</p>	<p>That historical sources can vary in their accuracy and the reasons for this.</p> <p>The importance of historical artefacts, such as oracle bones and jade.</p> <p>Why historical artefacts and sources are important to historians and how historians use them.</p> <p>How evidence of the Shang Dynasty was first discovered.</p> <p>The importance of oracle bones as historical evidence for historians.</p> <p>The religious beliefs and practises of the people of the Shang Dynasty</p>	<p>Cause and Consequence</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Change and Continuity</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p>

<p>emperor The male ruler of an empire.</p> <p>hierarchy A system in society where people are organised into different levels of importance from highest to lowest.</p> <p>inscription Words cut into pottery, stone, bone or metal.</p> <p>jade A hard, green-coloured stone found in riverbeds and excavated from mountains.</p> <p>oracle bones Pieces of turtle shell or ox bone used to communicate with ancestors and gods.</p> <p>power The ability to make people do as you want.</p> <p>sacrifice The act of killing an animal or person and offering them to the gods.</p> <p>shaman - A priest who is believed to communicate with spirits.</p> <p>Shang Dynasty The earliest ruling dynasty in the recorded history of China (c1600–c1046 BC).</p> <p>silk A soft, delicate fabric made from thread produced by silkworms.</p> <p>taotie A creature in Chinese mythology whose image appears on artefacts such as masks and ritual vessels.</p> <p>Xia Dynasty Believed to be the first Chinese dynasty and the first organised government (c2070–c1600 BC).</p> <p>Yellow Emperor The first emperor in Chinese history, Huangdi, who united many tribes near the Yellow River.</p> <p>Zhou Dynasty Ruled China after the Shang Dynasty in a time of peace and unity (c1046–c256 BC)</p>	<p>People worshipped their ancestors at home altars.</p> <p>The bronze casting technique in the Shang Dynasty was technologically advanced.</p> <p>The Shang Dynasty hierarchy - the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves,</p> <p>The royals and elite lived in large houses/ palaces in a separate part of the city to the lower classes, who lived in homes dug from the earth. Men and women were not treated equally.</p> <p>During the Han Dynasty, a civil service was formed</p> <p>The Silk Road was an important part of the Shang Dynasty. It was a network of trade routes connecting China with Europe. It changed China’s economy by opening trade links between different civilisations. Use of the Silk Road allowed cultural exchanges between civilisations, (exposure to new art, religion, philosophy, science and language). Disease also travelled with the traders along the Silk Road (including the Black Death).</p> <p>Important figures in the Shang Dynasty: Confucius Fu Hao</p>	<p>Technological advances during the Shang Dynasty – bronze.</p> <p>The hierarchy of people in the Shang Dynasty society and their roles in society.</p> <p>The treatment of men and women in society.</p> <p>What a Civil Service is. That a Civil Service was formed during the Han Dynasty.</p> <p>What the silk road was, how it was formed and its impact on China – economy, exchanges between civilisations, spread of disease.</p> <p>The historically significant figures of the Shang Dynasty.</p>	<p>Significance Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Study a feature of a past civilisation or society.</p> <p>Similarity and Difference Compare and contrast an aspect of history across two or more periods studied.</p> <p>Evidence and Interpretation Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Study a feature of a past civilisation or society.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 4

Term: Spring 2 and Summer



Unit: Ancient Civilisations



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>afterlife - The life that is believed to begin after death.</p> <p>ancient Egypt - A civilisation that existed around the banks of the Nile from c3100 BC until 30 BC.</p> <p>ancient Sumer - The first civilisation in the world that existed in Mesopotamia, modern-day Iraq, from c4500 BC until c1900 BC.</p> <p>archaeologist - A person who studies human history by excavating sites and analysing artefacts.</p> <p>archaeology - The study of human history by excavating sites and analysing artefacts.</p> <p>artefact - An object that was made in the past, such as a tool.</p>	<p>Historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</p> <p>The Fertile Crescent in the Middle East is known as the birthplace of farming.</p> <p>Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.</p> <p>Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded</p>	<p>How historical information can be presented and the ways in which historians use these sources.</p> <p>When and how the Ancient Sumer civilisation developed and their historical significance.</p> <p>How farming first developed and the methods used.</p> <p>How this helped the Sumer to start trading.</p> <p>Ancient Sumer inventions and the impact that these had in their lives.</p>	<p>Cause and Consequence</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Change and Continuity</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Construct a narrative, chronological or non-chronological account of a</p>

<p>canopic jar - A wood, stone or clay container with a lid used in ancient Egypt to hold organs from a mummified body.</p> <p>civilisation - The developed culture and way of life of a society.</p> <p>cuneiform - Ancient writing used by the Sumerians made up of simple pictures.</p> <p>Fertile Crescent - The area of land in the Middle East where the first ancient civilisations began.</p> <p>floodplain - A fertile area of low-lying land near a river that often floods when the river rises.</p> <p>hierarchy - A system in society where people are organised into different levels of importance from highest to lowest.</p> <p>hieroglyph - A picture or symbol representing a word used in ancient Egyptian writing.</p> <p>Indus Valley - The area next to the Indus River in modern-day Pakistan and north-west India where the Indus Valley civilisation developed from c2500 BC to c1700 BC.</p> <p>irrigation - The digging of channels to allow water to flow through a field to water crops.</p>	<p>bricks, and numbering and writing systems.</p> <p>In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.</p> <p>The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.</p> <p>In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.</p> <p>Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC.</p> <p>Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>Ancient Egyptian poor people lived in small, flat-roofed houses and did</p>	<p>The Ancient Sumer invented the first form of writing and a number system.</p> <p>What ancient Sumer cities were like.</p> <p>The hierarchy of people in Sumerian city states.</p> <p>When the Ancient Egyptians lived and how long the civilisation lasted for.</p> <p>The hierarchy of people in Ancient Egypt and the similarities and differences between the lives of poor and rich Egyptians.</p>	<p>past civilisation, focusing on their features and achievements.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Significance</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Similarity and Difference</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p>
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<p>lugal - The name for a king in ancient Sumer.</p> <p>Mesopotamia - An ancient historical area in modern-day Iraq where the Ancient Sumerian civilisation developed in c4500 BC.</p> <p>mummification - The process of preserving a dead body by drying and wrapping that was used by the ancient Egyptians.</p> <p>necropolis - A large cemetery belonging to an ancient city.</p> <p>nomad - A person who travels from place to place to find food, water and shelter.</p> <p>papyrus - A material made in ancient Egypt from the stem of a water plant and used in sheets for writing or painting.</p> <p>pharaoh - A ruler of ancient Egypt.</p> <p>pyramid - A structure with a square or triangular base and sloping sides used as a royal tomb in ancient Egypt.</p> <p>sarcophagus - A stone coffin usually decorated with carvings or inscriptions used in ancient Egypt.</p> <p>scribe - A professional writer.</p>	<p>specialised jobs inside the city or worked on farms.</p> <p>The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</p> <p>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</p> <p>King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</p> <p>King Khufu ordered the building of the Great Pyramid of Giza.</p> <p>King Hatshepsut was a woman who made herself a king because kings had more power than queens.</p> <p>Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.</p> <p>The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter</p>	<p>The role of a pharaoh in Ancient Egypt.</p> <p>The different leaders in Ancient Egypt and the impact that they made on the civilisation.</p> <p>The impact of the discovery of Tutankhamun's tomb on historian's knowledge of Ancient Egypt.</p>	<p>Evidence and Interpretation</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p>
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<p>shaduf - An irrigation device from ancient Egypt that used a lever mechanism to raise water from a water source onto the land.</p> <p>vizier - The pharaoh's chief minister in ancient Egypt.</p> <p>ziggurat - A large pyramid in ancient Sumer made from mud bricks, with a temple on top</p>	<p>enabled historians to learn more about ancient Egyptian pharaohs.</p> <p>The Indus Valley civilisation ran from c2500 BC to c1700 BC.</p> <p>Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.</p> <p>Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.</p> <p>Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</p> <p>After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.</p> <p>After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.</p> <p>After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p>	<p>When and where the Indus Valley civilisation lived.</p> <p>Details of the Indus Valley Civilisation and the reasons why historians do not have a full picture of life during this time – the lack of archaeological discoveries.</p> <p>Different reasons why civilisations end and the specific reasons why the Sumerian civilisation. Ancient Egyptians and Indus Valley civilisation ended.</p>	
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