

Bleak Hill Primary School History Portfolio

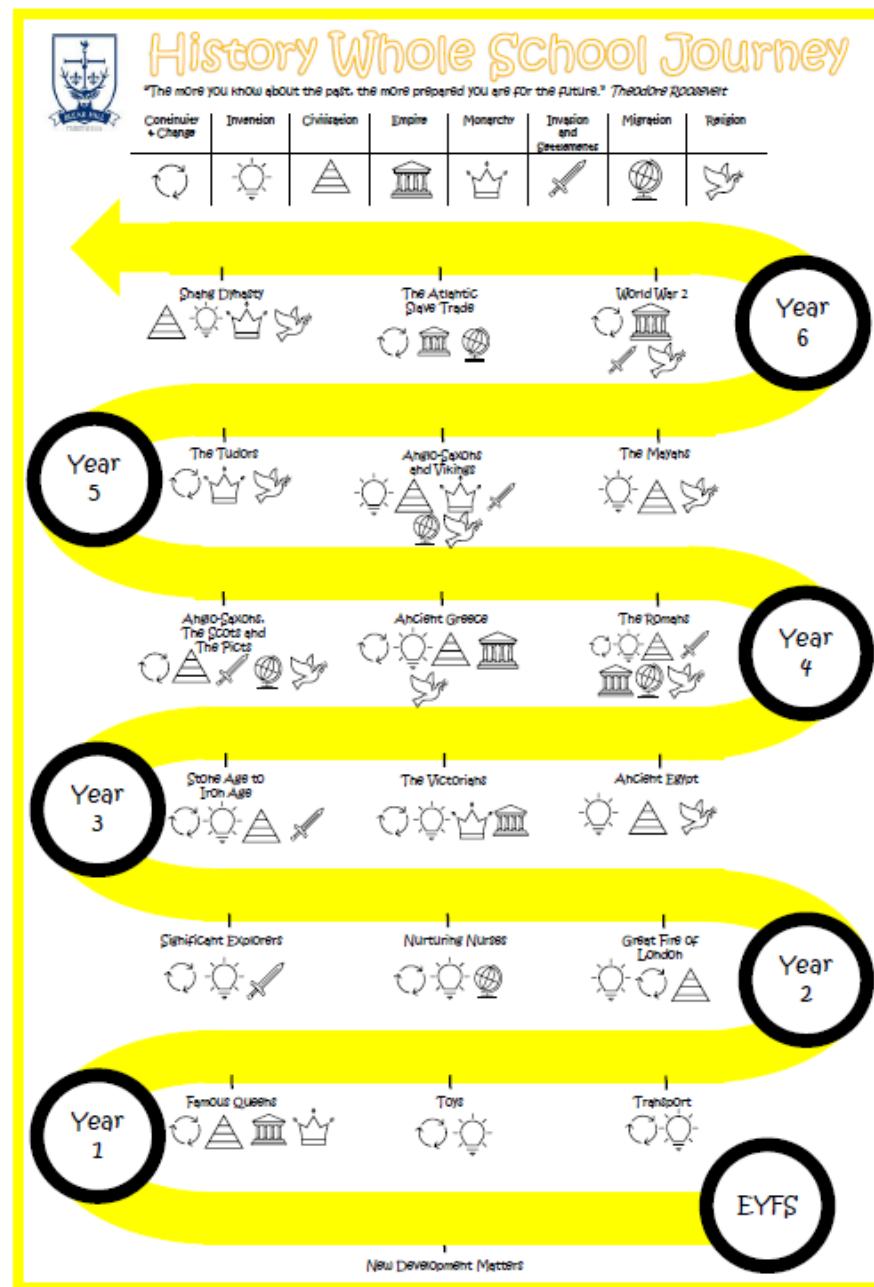


Whole School Overview





	Autumn	Spring	Summer
Reception	Family History	Buildings old and new	How have we changed?
Year 1	Famous Queens <i>Empires, Monarchy, Civilisation and Change.</i>	Transport <i>Change and Invention</i>	Toys <i>Change and Invention</i>
Year 2	Great Fire of London <i>Change and Civilisation</i>	Nurses <i>Change, Invention and Civilisation</i>	Explorers and Travel <i>Change, Invention and Civilisation</i>
Year 3	Stone Age to Iron Age <i>Change, Invention, Civilisation and Settlements</i>	Victorians (Local History) <i>Change, Civilisation, Monarchy, Inventions and Empire.</i>	Ancient Egypt <i>Inventions, Civilisation, Monarchy and Religion</i>
Year 4	The Romans <i>Change, Invention, Civilisation, Empires, Monarchy, Migration, Invasion, Settlements and Religion</i>	Ancient Greece <i>Change, Invention, Civilisation, Empires, Settlements and Religion</i>	Anglo-Saxons, The Scots and The Picts <i>Change, Civilisation, Migration, Invasion, Settlements and Religion.</i>
Year 5	The Tudors <i>Change, Civilisation, Monarchy and Religion</i>	Anglo Saxons and Vikings (Power struggles) <i>Civilisation, Monarchy, Migration, Invasion, Settlements and Religion</i>	The Mayans <i>Invention, Civilisation, Monarchy, Settlements and Religion.</i>
Year 6	World War 2 <i>Change, Civilisation, Monarchy, Invasion and Religion</i>	The Atlantic Slave Trade <i>Change, Empires and Migration</i>	The Shang Dynasty <i>Civilisation, Monarchy and Religion</i>

History Concepts

Concept	What does it mean and why do we learn it?
Continuity & Change	Historians recognise that there are some things that over time stay the same and other things that change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence both how we act and how we live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is clearly different from what occurred previously.
Invention	Many of modern society's institutions and ideas (as well as many objects we use every day) can be traced back to the ancient world. This includes democratic governments to sporting events and paper to chocolate.
Civilisation	A civilisation is a complex human society, usually made up of many cities with certain characteristics of cultural and technological development. In many parts of the world, early civilisations began when people came together in urban settlements.
Empire	An empire is the collective name for a group of countries ruled by a single person, government or country. There have been many empires throughout history including the Roman Empire and even the British Empire. Today, the only monarch to use the title 'emperor' is the Emperor of Japan (although the head of government is the Prime-Minister of Japan).
Monarchy	A monarchy is a form of government that has a single person known as a monarch at its head. Monarchs use such titles as king, queen, emperor, or empress. Monarchies were once common throughout the world, but now they are rare. Monarchs generally reign for life. Also, most monarchies are hereditary.
Invasion	Invaders are an army or country that that uses force to enter and take control of another piece of land or country.
Migration	Migration is the movement of people from one place to another. Migration has positive and negative effects on a country or area.
Settlements	Settlements are formed when settlers (a person or group of people) arrive, especially from another country, in a new place in order to live there and use the land.
Religion	Religion can be defined as an organised system of beliefs and practices revolving around or leading to a transcendent spiritual experience. Historians are particularly interested in the context in which religions initially arose and then their subsequent development, especially how they changed when they entered new societies.



Vision, Intent, Implementation and Impact

Vision 	Intent 	Implementation 	Impact 
<p>At Bleak Hill, we aim to deepen children's understanding of the world in which we live and everything around them, including being able to appreciate that the world has changed in many ways over time, continues to change today and that we are a part of History.</p> <p>Through our History curriculum, we hope that this will produce curious, excited and motivated life-long learners who will enquire about how we know about the past and they will express these ideas with increasing technical language who will be chronologically aware and understand that History is the study of the past including Modern History (post 1066) which can be compared to Ancient History.</p>	<p>We believe that through the study of history, children make sense of their world and enrich their understanding of it. History has always been a subject which we are passionate about at Bleak Hill Primary School. In line with the national curriculum we have three key aims for the children at Bleak Hill:</p> <ul style="list-style-type: none"> • Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about the past. • Children ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 	<p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to History teaching every term (3 half terms per year group).</p> <p>A clear progression of local, British and world History units per year group. History is not taught purely chronologically but chronological understanding is referred to in each topic.</p> <p>EYFS and KS1 focus on History relevant to their understanding of past, present, change, invention and civilisation.</p> <p>Topics build on previous topics which contain over-arching transferable concepts.</p> <p>Skills to apply previous knowledge to new learning (across topics and year groups).</p> <p><i>Key historical figures considered as wider curriculum links each term.</i></p>	<p>Retrieval based learning techniques for every lesson in the sequence .</p> <p>Evaluations for each lesson to provide formative assessment</p> <p>Exit tasks to gain a summative judgment.</p>

When?

Who?

What?

Where?

STONE AGE

15000 BC - 3000 BC

ANCIENT EGYPT

3100 BC - 30 BC

BRONZE AGE

2500 BC - 1200 BC

Ancient Mayas

2000 BC - AD 1492

THE IRON AGE

1200 BC - AD 476

THE ROMAN EMPIRE

800 BC - AD 476

Birth of Jesus

ANGLO-SAXONS

VIKINGS

CRUISE

Aboriginal Arts

Yoga

Chambersburg

St Helens

Post War Britain

MAON

MAON

MAON

History at Bleak Hill!

Toys and Games

ANCIENT CIVILIZATION

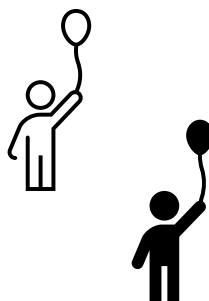
EXPLORERS

'The thing I enjoy most about History is learning lots of new things about the history of our country.' *Year 2*

'My long term memory helps me most in lessons.'
Year 4

'My favourite topics so far have been 'Nurturing Nurses and the Great Fire of London.' *Year 3*

'To make History better at Bleak Hill, we could go on more trips.' *Year 6*



'I like History lessons because we can present our learning in Creative ways.' *Year 5*

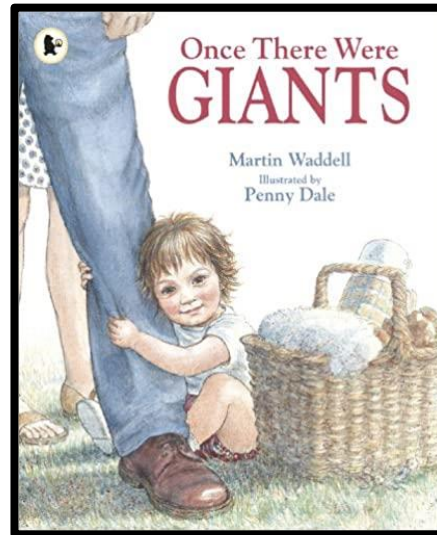
Children from *every year* group agreed that History lessons are exciting and interesting.

Pupil Voice

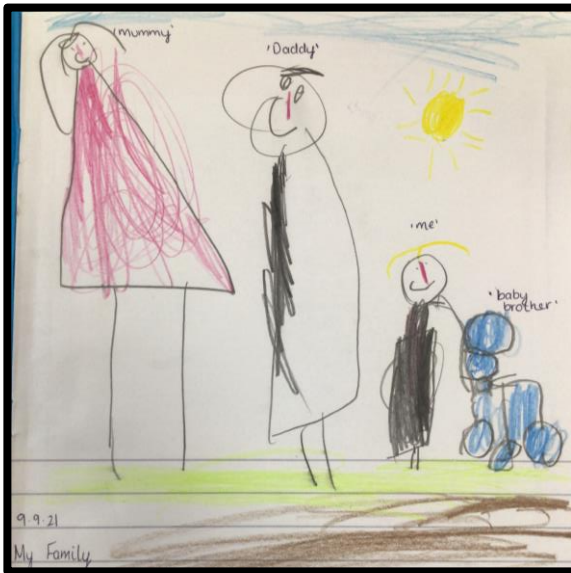
EYFS - Autumn

We read the story
Once there were
giants and looked
at how we change
as we grow up.

Family history



We drew our family
and talked about
family trees.

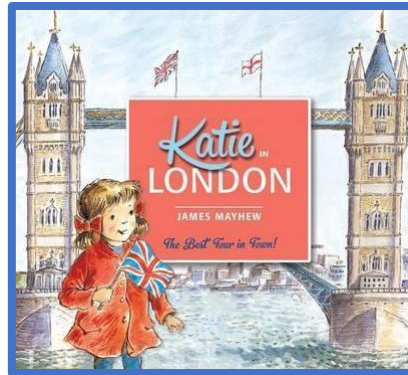


EYFS - Spring

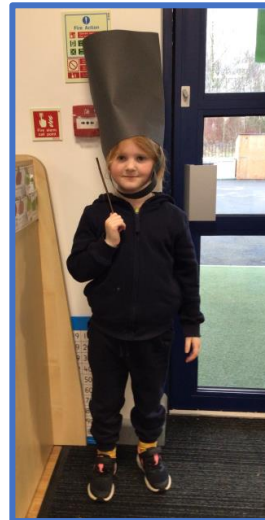
During our London topic we look at famous landmarks.



London- Old and new buildings



The children created Big Ben and old style London buses.



Children enjoyed creating The costumes like the Queen's guards which are old fashioned.



We discuss if the buildings are old or new. What clues tell you if it is old or new?

EYFS - Summer

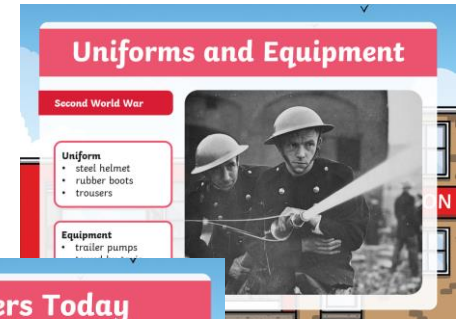


Tour of a brand new fire engine

Firefighter old and new



Key text



Firefighters Today

Today, firefighting is very different to when it started.

Uniform

Today's uniform is a golden colour. It is made from a special, protective material. This means that firefighters are protected against fire and any spillages.

Firefighters wear helmets which have a built-in torch.

Radios are worn so firefighters can speak to each other.



How has uniform changed?



Fire engines old and new



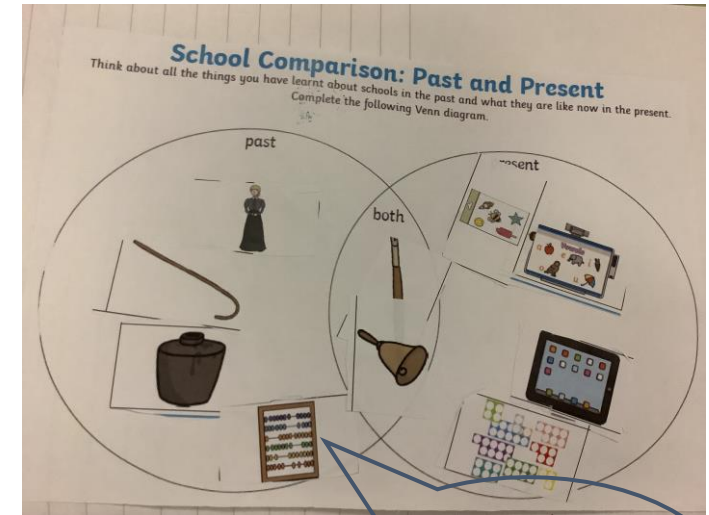
Year 1

Year 1	Autumn Famous Queens	Spring Toys	Summer Transport
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. What is a monarch and where do they live? 2. Who is Queen Elizabeth I? 3. Who was Queen Victoria? 4. What was the Victorian period like? 5. Who is Queen Elizabeth II? 6. How are the Tudors, Victorians and life today similar and different? 	<ol style="list-style-type: none"> 1. What toys do we play with now? 2. What toys did our parents and grandparents play with? 3. How have toys changed throughout history? 4. Which toys are old, and which are new? 5. How are toys different and similar? 6. How can we compare and organise toys? 	<ol style="list-style-type: none"> 1. How has transport changed? 2. What is a Viking longboat? 3. How have cars changed since they were invented? 4. Who is George Stephenson? 5. How have humans tried to fly throughout history? 6. What will the future of travel look like?
Vocabulary	Monarch, period, change, achievements, jubilee, Tudor, Victorian, modern, today, past, present, compare, similarities, differences, queen, rule, government, chronological order, timeline, Queen Victoria, Queen Elizabeth I, Queen Elizabeth II.	Travel, transport, car, bus, <u>aeroplane</u> , bicycle, penny farthing, horse and cart, engine, steam train, Viking, longboat, archaeology, George Stephenson, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, railway, flight, myth, Icarus, hot air balloon, <u>aeroplane</u> , Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle, Industrial Revolution, driverless cars, space, tourism, supersonic, <u>high speed rail</u> .	Today, modern, new, present, now, decade, past, present, chronological, source, evidence, oldest, newest, old, older, compare, similarities, differences, chronological order, timeline.

Year 1 - Autumn



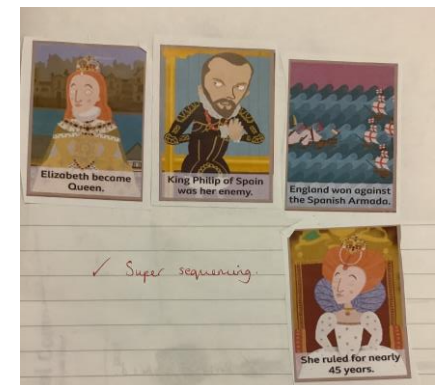
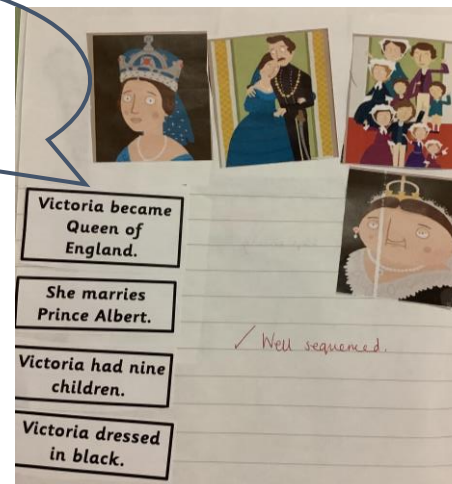
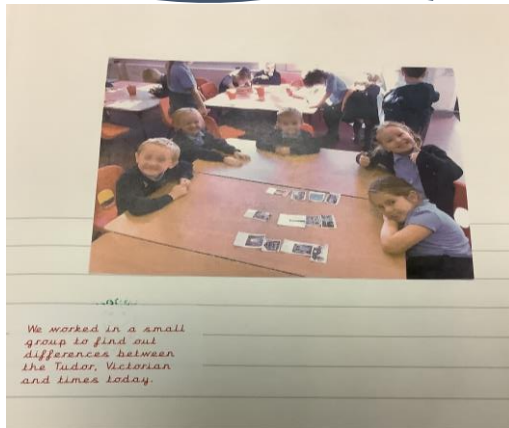
We have been learning about the role of a monarch.



We looked at school life in Victorian times and made comparisons to present day.

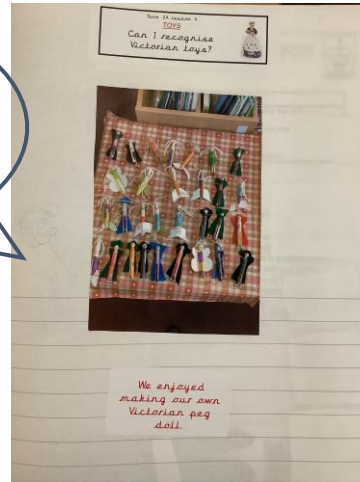
We looked at the difference between the Tudor, Victorian and times today.

We learnt about the life of Queen Elizabeth 1 and Queen Victoria.

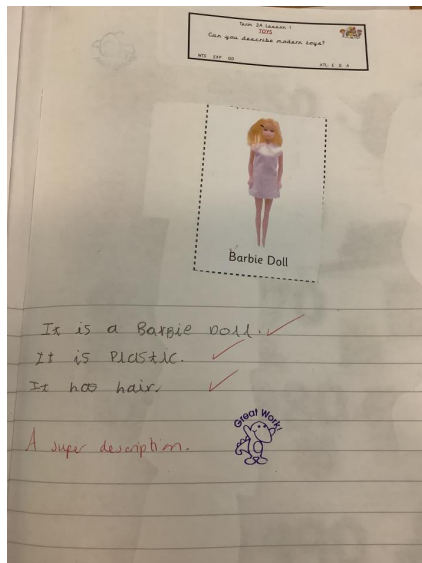


Year 1 - Spring

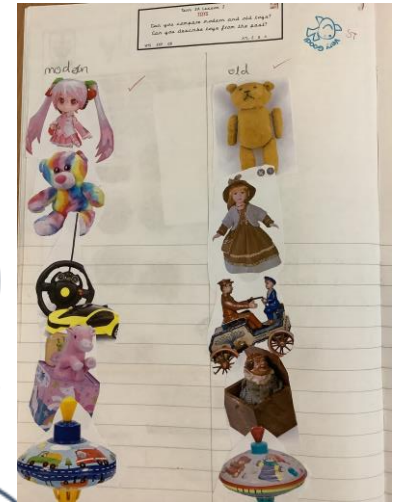
We made peg dolls as an example of an old toy.



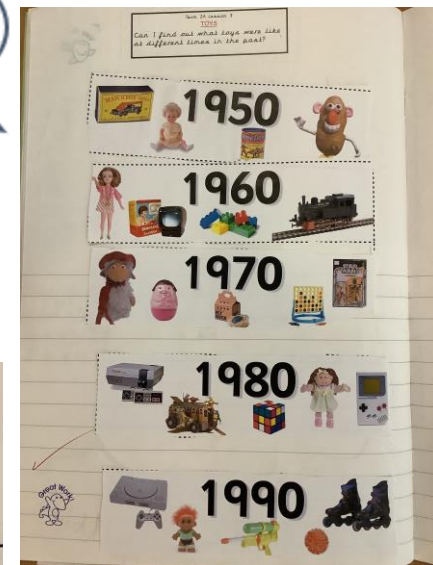
We looked at modern toys.



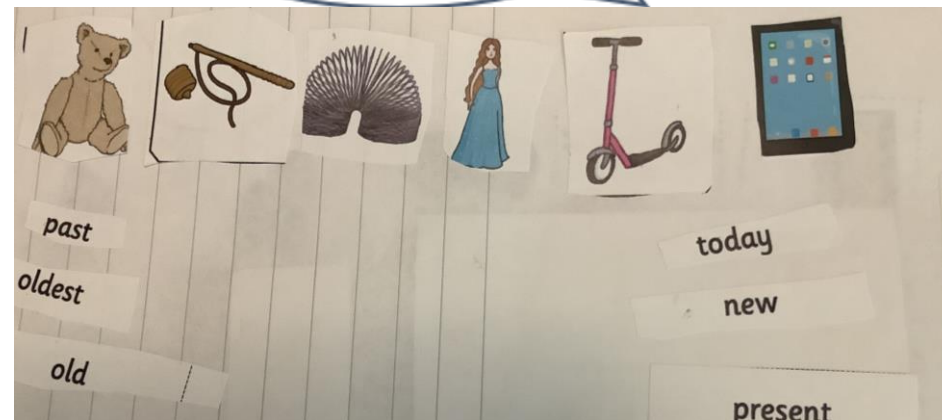
We compared modern and old toys.



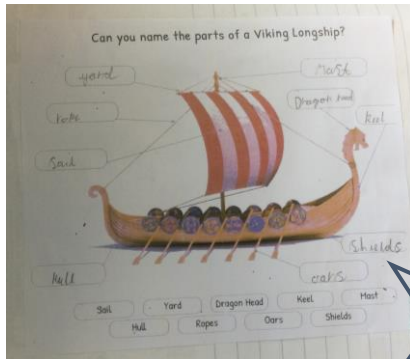
We looked at toys throughout different periods.



We produced a toy timeline.

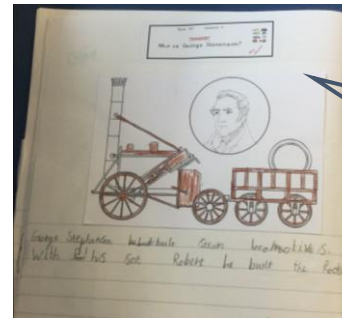
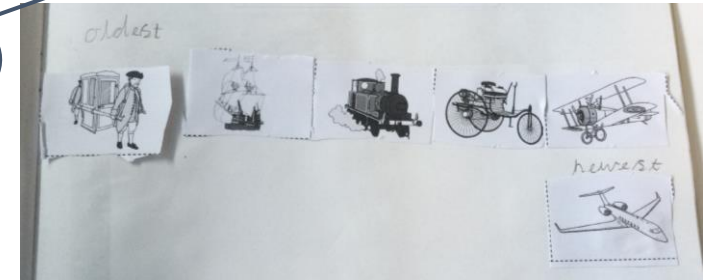
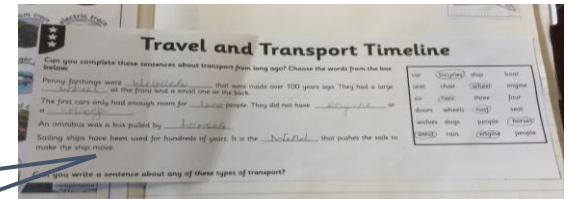


Year 1 - Summer

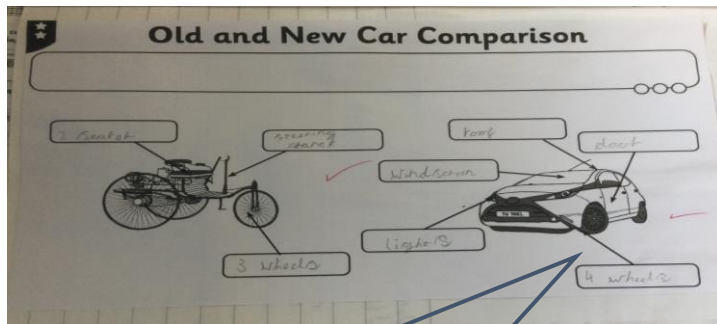


We labelled a Viking Longboat.

We put different types of transport in chronological order.



We learned all about George Stephenson.



We looked at how cars have changed since they were invented.

We learned about the history of flight.



We thought about what transport might look like in the future.

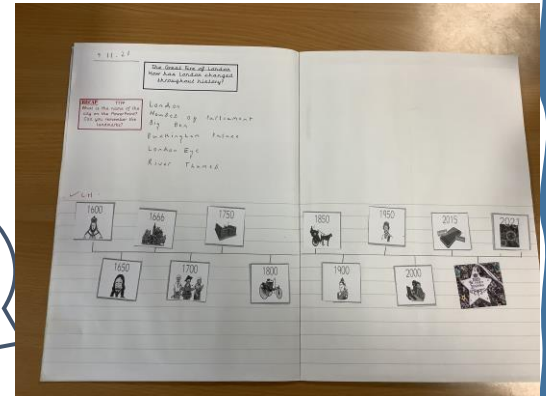


Year 2	Autumn The Great Fire of London	Spring Nurses	Summer Explorers and Travel
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. How has London changed throughout history? 2. How was life different in 1666? 3. How did the Great Fire start and spread across London? 4. How do we know so much about the Great Fire? 5. How was London rebuilt after the Great Fire? 6. What have we learned about the Great Fire of London? 	<ol style="list-style-type: none"> 1. What makes a person significant? 2. Who is Florence Nightingale? 3. Who is Mary Seacole? 4. Who is Edith Cavell? 5. How are the nurses similar and different? 6. How can we remember these famous Nurses? 	<ol style="list-style-type: none"> 1. What was Christopher Columbus trying to achieve? 2. What did Christopher Columbus discover? 3. What did Christopher Columbus bring back to Europe? 4. Who is Neil Armstrong? 5. What impact has Neil Armstrong had on the world? 6. How are Columbus and Armstrong similar?
Vocabulary	Thomas Farynor, baker, Pudding Lane, 1666 smoke, fire, flames, escape, Samuel Pepys frightened, burning wooden buildings, Lord Mayor, River Thames, water squirts, fire hooks, burned, diary, changes, impact.	Significant, important, famous, person, people, reason, nurse, Florence Nightingale, cared, nursed, supplies, hospitals, Crimean War, Scutari, soldier, injured, government, problem, solution, Mary Seacole, healer, challenges, racial prejudice, British Hotel, herbal remedies.	Italy, Christopher Columbus, servants, poor, rich, electricity, engines, clothes, sailor, merchant, explorer, astronomy, maps, rigging, crow's nest, mast, look-out point, enemy, bailed, gruel, Red Indians, native, compare, similarities, intrepid, Gemini 8, Apollo 11, mission, commander, quote, explorer, variety, map, continent, John Cabot, Amerigo Vespucci

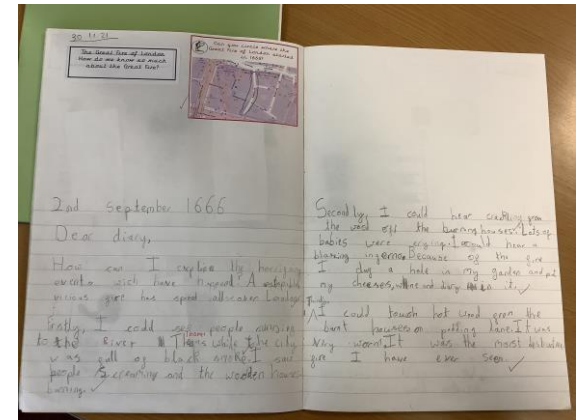
Year 2

Year 2 - Autumn

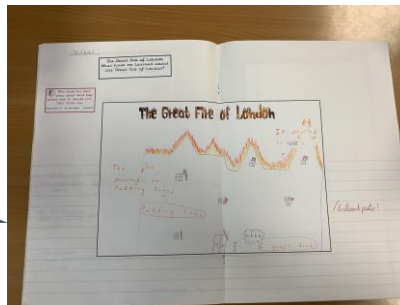
How has London changed throughout history?



How was life different in 1666?



What have we learned about the Great Fire of London?

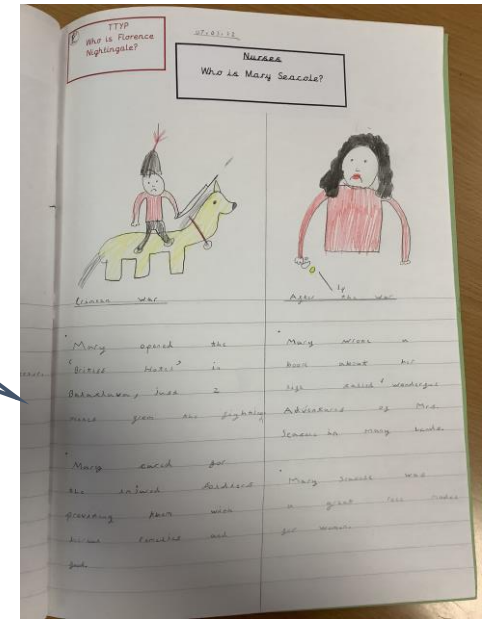
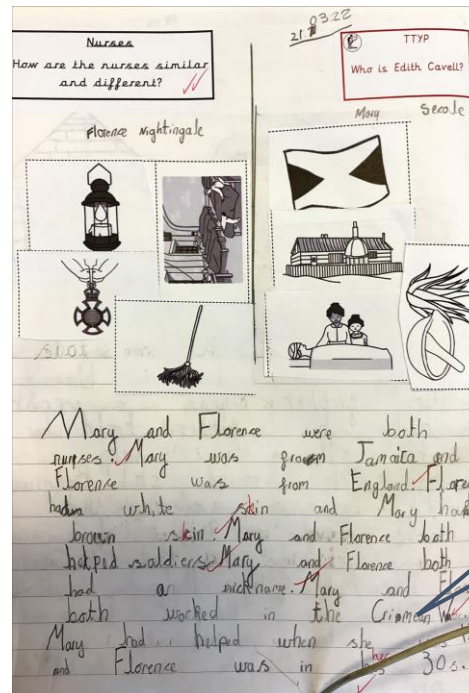
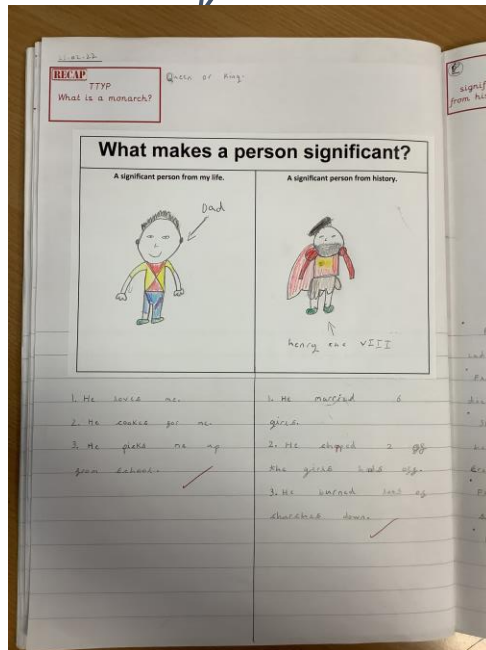


How do we know so much about the Great Fire?

Year 2 - Spring

What makes a person significant?

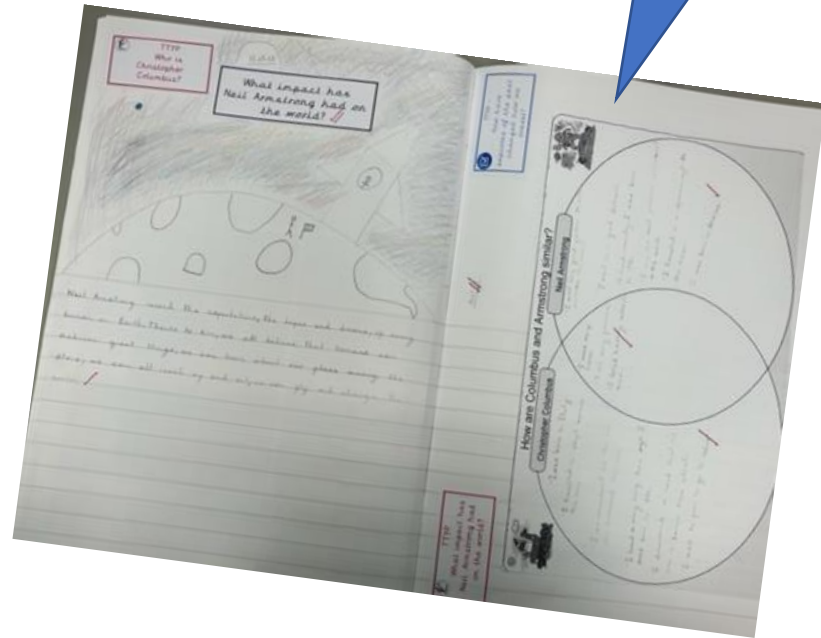
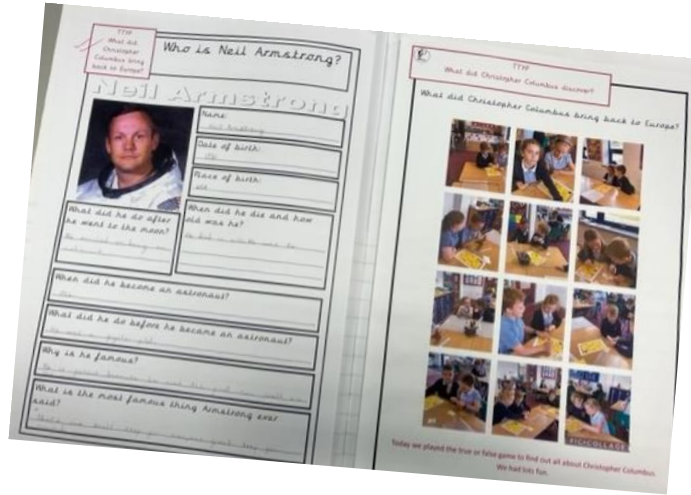
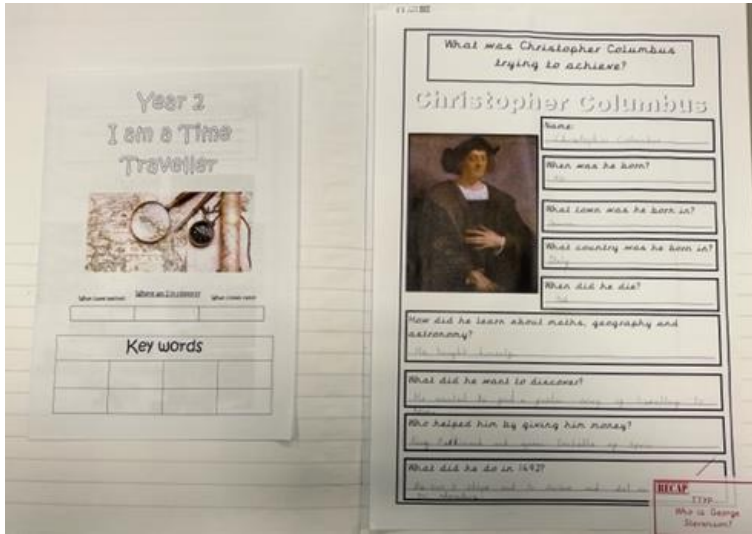
Who is Mary Seacole?



How are the nurses similar and different?

Year 2 – Summer

Explorers
and
travellers –
looking at
who, when,
where and
how this has
impacted
modern day!

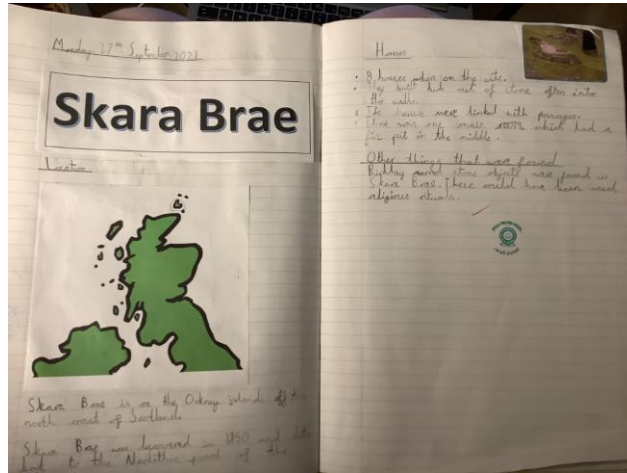


Year 3

Year 3	Autumn Stone Age to Iron Age	Spring Victorians (Local History)	Summer Ancient Egyptians
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. What does prehistory mean? 2. What were homes like in the Stone Age? 3. How did hunter gatherers survive in the Stone Age? 4. Where was Skara Brae? 5. Why are there so many mysteries about Stonehenge? 6. How did bronze replace stone in the Bronze Age? 7. What was <u>life like</u> in an Iron Age fort? 	<ol style="list-style-type: none"> 1. What happened in the Victorian period? 2. Who was Queen Victoria? 3. What was St Helens like in the Victorian period? 4. What was <u>life like</u> for Victorian children? 5. What was the industrial revolution? 6. Who was George Stephenson? 	<ol style="list-style-type: none"> 1. Who were the Ancient Egyptians? 2. What was <u>life like</u> as an Egyptian? 3. What is mummification? 4. Who was Tutankhamun? 5. What Can we learn from hieroglyphics? 6. Who did the Egyptians worship?
Vocabulary	Shelter, cave, Skara Brae, roundhouse, thick thatch, wattle, daub, timber frame, upright loom, hearth (fire) hunter gatherer, nomad, settler, revolutionary, weapon, tools ore, smelt, era, copper, tin, Stonehenge, blue stone sarsen, Celts, Britons, Romans	Compulsory, Queen Victoria, workhouse, empire, industry, mining, toilet, class, hierarchy, educate, compulsory, class, poverty, income, industrial, rural, urban, <u>man made</u> , natural, engineer, locomotive, Stephenson's Rocket	Early <u>civilisation</u> , ancient, modern, Ancient Sumer; The Indus Valley; Ancient Egypt, influence, temples, gods, mummification, hieroglyphics, BC/AD, Egyptian, burial, amulets, organs, mummified, pre-served, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead.

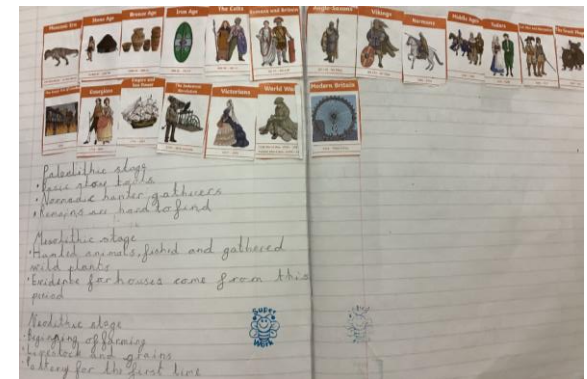
Year 3 - Autumn

The Stone Age



We created fact files based on Skara Brae.

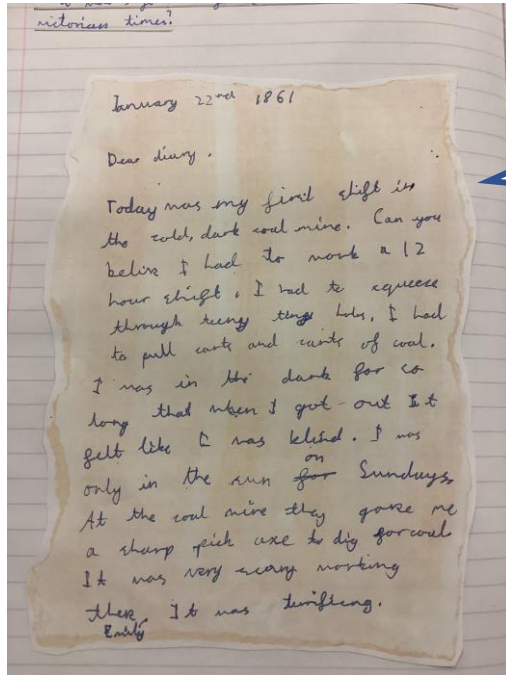
We made our very own biscuit Stonehenge!



We know where the Stone Age fits into Britain's history.

Year 3 - Spring

Victorians (Local History)



We created our very own diary entry as Victorian child.



We made our own Victorian toys- Peg dolls



We had our very own coal mine experience!

Year 3 - Summer

Ancient Egypt

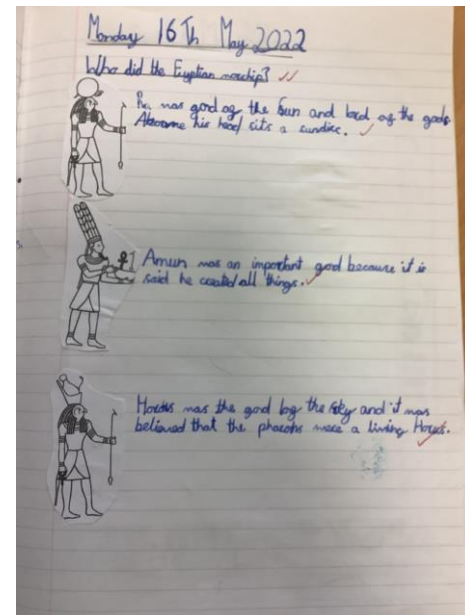


We visited
Liverpool Museum
and completed a
workshop based
on mummification!

We know all
about the
mummificatio
n process.



Who was
Tutankhamun?



Who did the
Egyptians
worship?

Year 4	Autumn The Romans	Spring Ancient Greeks	Summer Anglo Saxons, The Scots and The Picts
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. Where did the Romans invade? 2. Who is Boudicca? 3. What did the Romans do for us? 4. What did the Roman Army look like? 5. What was <u>life like</u> for the Romans? 6. Who did the Roman's worship? 	<ol style="list-style-type: none"> 1. Where is Greece? 2. How did the Ancient Greeks live? 3. Who did the Ancient Greeks worship? 4. What did the Ancient Greeks learn? 5. How did the Ancient Greeks dress? 6. What is the difference between Athens and Sparta and what is democracy? 	<ol style="list-style-type: none"> 1. Where is Sutton <u>Hoo</u>? 2. Who were the Anglo Saxons and where did they come from? 3. Who were the Picts and Scots and where did they live? 4. How Can we find out about Anglo-Saxon life? 5. What did the Anglo-Saxons do for entertainment? 6. How did the Christianity religion spread around Britain? 7. Who was buried at Sutton <u>Hoo</u>?
Vocabulary	Roman, spread, impact, settle, invasion, con-quest, empire, Julius Caesar, Emperor, conquer, occupy, Boudicca, rebellion, Hadrian, turret, mileCastle, fort, Picts.	democracy, Citizens, philosophy, historical sources, <u>civilisations</u> , democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, architects, friezes, acoustics, engineering	Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great, artefact, excavation, archaeology, historian, sources, evidence, village, town county, kingdom settlement, village, weaver, tanner, smith, potter, jeweler, woodworker, thatched roof, invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts

Year 4

Year 4 - Autumn

What did the Romans do for us?

The children wrote letters to Hadrian to explain the differences between their life now and in Ancient Roman.

Monday, 29th November 2021

What was life like for the Romans?

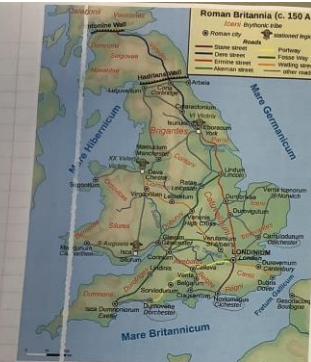
Dear Hadrian,

Dear Hadrian,

Today I am writing this letter to you from my school where all children have to attend. This time is very different to Roman times when only rich and wealthy children went to school because it wasn't free at all. To be honest, people back then for me were very lucky because some children didn't have to go to school then but now you have to go. I am really annoyed about that but I just have to get on with it. I mean, it isn't that bad it's just you don't get many breaks.

I was also interested to learn about Roman clothes. They seem to be not very long and silky. Now we have garters and sequins. They aren't very silky or long. They are short and rough on your skin. I wish they were at least soft and comfy. At least they are warm.

Yours Sincerely, Millie



Things the Romans gave us.

The Romans gave us all of things such as clock making, coins, religion, some language (writing and numbers) and roads. Clock making is one of the best things the Romans gave us. I was taken to a zoo when I was young and called them. Lions are very scary. The Romans knew how to build for life's biggest things like ships, roads, and roads. The Romans used to believe in lots of different gods, such as Mars and Jupiter, and they came up with the religion Christianity and brought it to life. Before the Romans people didn't really read or write until the Romans came up with Latin and Roman numbers.

Monday 22nd November 2021

What did the Roman Army look like?

Name two things the Romans invented/brought to Britain and give a brief description of how they were used.



Invention 2: Roads
The Romans built roads so the Roman soldiers could get around quicker and more efficiently.

Invention 2: Coins
The Romans used coins to trade for other important things - they did so by trading for things. It was like a currency over!

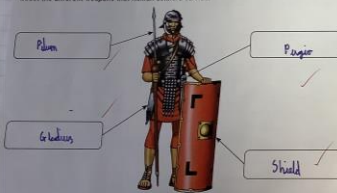
Next Step

Explain the meaning of these words.

legion	A legion is a group of soldiers. It is a very old word.
century	A century is a group of about 100 years.
centurian	A centurian is a man who ruled over a legion or a soldier called a centurian.
legionary	The legionaries were the very best soldiers. They fought in the Roman legions. And they were brave soldiers. They had to be.
auxiliary	The auxiliary legionaries were soldiers. They were not Roman soldiers. They had to be very good soldiers and very good at what they did. They were not good.

Challenge

Label the different weapons that Roman soldiers carried.



Key Words: shield, gladius (sword), pilum (throwing spear), pugio (dagger)

Roman Soldier Needed



What are the requirements to become a soldier?

You would be able to join the army. A man you must be at least 17 years old. You must be at least 5 foot 6 inches. To join the legions you must be a Roman citizen or you will be sent into the colonies. You will have to agree to serve as a soldier for 25 years.

What does a soldier have to do?

You must be able to reach 20 miles a day, getting exercise, get exercise. ✓
You should be able to give a brief and clear history, signs as well as being
able to connect their way into goals. Follow notes otherwise you will give
false promises. You will have to practice fighting in groups and take built
into and on.

If you think you could be a Roman Soldier please go to your local town forum to discuss with the centurion.





What did the Roman Army look like?

Year 4 - Spring

Exploring how life in Ancient Greece was different from life today.

Ancient Greek Gods and Goddesses

Retrieve Draw lines to match the God/Goddess to their statue and description.


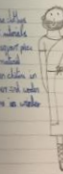
<p>Goddess of love, desire and beauty. Aphrodite rises from the foam of the waves of the sea, enchanting anyone who sees her and inciting feelings of love where ever she goes.</p>	<p>God of the underworld, ruling over the dead. He is also the god of wealth due to the precious metals mined from the earth. Hades has a helmet that makes him invisible.</p>
 <p>Zeus</p>	 <p>Aphrodite</p>
 <p>Poseidon</p>	 <p>Hades</p>
<p>The God of the sea and worshipped by seamen. His weapon is a trident, which can shake the earth, and shatter any object. He is the second most powerful god.</p>	<p>Zeus is lord of the sky, the rain god. His weapon is a thunderbolt which he hurls at those who displease him. He was the most powerful God.</p>

Analysing Greek pottery to explore what life was like in Ancient Greece

How did the Greek Gods and Goddesses live?

1. Why did most Greek children did not attend school?
2. Why did the boys learn how to wrestle?
3. Name one difference between Ancient Greek schools and schools now.


1. Only rich boys would go to school.
2. Most boys went to the gymnasium.
3. Only the rich went to school and they were only boys in the afternoon. They had to be naked.

Girls	Boys
<p>Girls wore long, light-colored dresses that had a belt. They wore a long hair. They wore sandals. They wore a headscarf. They wore a headscarf.</p> 	<p>Boys wore long, light-colored dresses that had a belt. They wore a long hair. They wore sandals. They wore a headscarf. They wore a headscarf.</p> 

Children = the name for the children

Greek Alphabet			
Α	Β	Γ	Δ
Alpha	Beta	Gamma	Delta
Ε	Ζ	Η	Θ
Epsilon	Zeta	Eta	Theta
Ι	Κ	Λ	Μ
Iota	Kappa	Lambda	Mu
Ν	Ξ	Ο	Π
Nu	Xi	Omicron	Pi
Ρ	Σ	Τ	Υ
Rho	Sigma	Tau	Upsilon
Φ	Χ	Ψ	Ω
Phi	Chi	Psi	Omega

An Ancient Greek house



Women's living room - where the female sat and looked after the children.

The slave room - The slaves were given a room with a bed and a chest for clothes.

The kitchen - It only had a wooden table and a small chest for clothes.

Men's living room - The male members of the family relaxed their feet. There were no bridges at that time so it was very cold.

Most Greek houses were built around a courtyard.

Monday 21 February 2022

Where is Greece?

Greece is in southeast of Europe. The mainland of Greece is Mountainous. There are approximately 40 of the Greek islands are are inhabited (which means people live there and have a house).

Greece is part of Europe.

Borders: Albania
Highest mountain: Parnassus
Capital City: Athens
Because of where it can snow as high 13-15°C.

What can you see?
I can see 2 men with swords and their on horses fighting.

What does this tell you about life in Ancient Greece?
This means that they probably going into battle on their horses as a part of transport.

What can you see?
I can see 4 men with arrows and 1 person probably instructing them.

What does this tell you about life in Ancient Greece?
This means that they probably training for going into battle.

Year 4 - Summer

Where is Sutton Hoo and who was buried there?

Where is Sutton Hoo?

RECAP How did the Roman Empire succeed?

They were a big army and fought day and night. They were very wealthy. You had to be a certain height to join.

What was the Roman Empire?

It was a big empire that covered a lot of land. It was ruled by the Emperor. The Roman Empire was very powerful and it lasted for a long time.

I think the person was rich because there were gold and silver things. I think he was a king or a noble. He was buried in a ship and he had a lot of things with him.

What was life like for the Anglo-Saxons?

Clubs

Most Anglo-Saxons lived in small villages. They were farmers and they grew food. They also had some animals like cows and sheep. They wore simple clothes made of wool. They had simple houses made of wood and mud.

Most Anglo-Saxons were Christians. They went to church every Sunday. They had a priest who read the Bible to them. They also had some festivals like Christmas and Easter.

Anglo-Saxons lived in small villages. They were farmers and they grew food. They also had some animals like cows and sheep. They wore simple clothes made of wool. They had simple houses made of wood and mud.

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Anglo-Saxons lived in small villages. They were farmers and they grew food. They also had some animals like cows and sheep. They wore simple clothes made of wool. They had simple houses made of wood and mud.

Who were the Picts and Scots and where did they live?

THE PICTS AND THE SCOTS

Read the Picts and Scots and where they lived.

The Picts lived in the North of Scotland. They were a very brave people. They fought many battles. They were very tall and strong. They wore simple clothes made of wool. They had simple houses made of wood and mud.

The Scots lived in the South of Scotland. They were a very brave people. They fought many battles. They were very tall and strong. They wore simple clothes made of wool. They had simple houses made of wood and mud.

Monday 11th July 2022

What did the Anglo-Saxons do for entertainment?

What did the stone carvings of letters tell us about the Anglo-Saxons' beliefs?

Anglo-Saxons had many different beliefs. Some were Christians and some were not. They had many different gods and goddesses. They had many different rituals and ceremonies. They had many different stories and legends.

History

Anglo-Saxons lived in small villages. They were farmers and they grew food. They also had some animals like cows and sheep. They wore simple clothes made of wool. They had simple houses made of wood and mud.

Anglo-Saxons lived in small villages. They were farmers and they grew food. They also had some animals like cows and sheep. They wore simple clothes made of wool. They had simple houses made of wood and mud.

Our Knowledge Organiser was very useful in helping us finding out the difference between who the Anglo-Saxons, Picts and Scots.

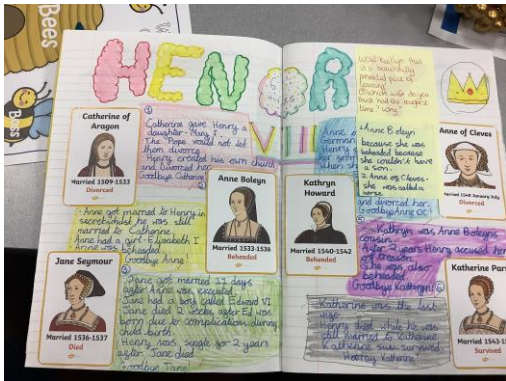
We used the artefacts found at Sutton Hoo as clues to work out who the person in the burial ship was.

Exploring Anglo-Saxon stories and how they tell us about life during this period.

Year 5

Year 5	Autumn The Tudors	Spring Anglo Saxons and Vikings	Summer The Mayans
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. Who were the Tudors? 2. Who was Henry VIII? 3. Why was religion important to the Tudors? 4. How was education in the Tudor times <u>similar</u> to today? 5. What did the Tudors wear? 6. What did the Tudors do for entertainment? 	<ol style="list-style-type: none"> 1. Where did the Vikings come from and why did they invade Britain? 2. How did Anglo Saxon Kings influence Britain? 3. Why was Danegeild introduced? 4. What was <u>life like</u> as a Viking? 5. How is the modern legal system <u>similar to</u> the Viking legal system? 6. What happened to Britain during the last Anglo-Saxon King's reigns? 	<ol style="list-style-type: none"> 1. Who were the Maya Civilisation? 2. Where are ancient Maya cities located? 3. What similarities and differences are there between ancient religions and religions today? 4. How did the Mayans count? 5. What can we find out about the Maya civilization from the drawings of Frederick <u>Catherwood</u>? 6. How did the Mayans communicate? 7. What did Maya people grow and eat?
Vocabulary	Roman, spread, impact, settle, invasion, con-quest, empire, Julius Caesar, Emperor, conquer, occupy, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts.	democracy, citizens, philosophy, historical sources, <u>civilisations</u> , democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, architects, friezes, acoustics, engineering	Maya, curriculum, America, El Mirador, drought, rainforest, Guatemala, Yucatan, <u>Chichen Itza</u> , temple, pyramid, civilization, conquest, John Lloyd Stephens, Frederick <u>Catherwood</u> , Mayan, Lagunita, <u>Tamchen</u> , turtle, crocodile, rituals, gods, <u>Upperworld</u> ,

Year 5 - Autumn

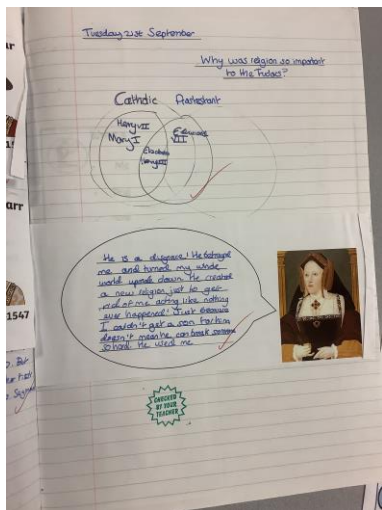


What did the Tudors do for entertainment?

Who was Henry VIII?

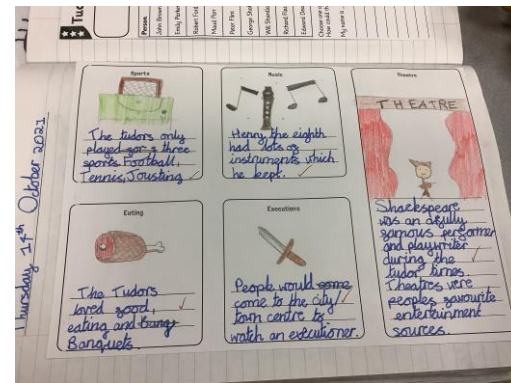
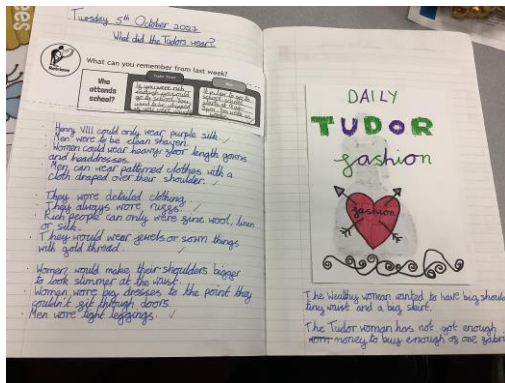
What did the Tudors wear?

Exit Task




Why was religion important to the Tudors?

Our Tudor themed assembly



Monday 14th October 2022

Exit Task

 Exit Task: What was life like in Tudor Times?

Tudor England was a farming society. Under the rule of the Sudots, England became a more peaceful and richer place. Towns grew larger, and the mining of coal, tin and lead became very popular. There was no proper drainage in towns. Open sewers ran down the street into rivers where people collected drinking water. Diseases were common and spread quickly.

Townhouses were built close together on both sides of the street, which made the streets noisy as they blocked the sunlight. Most of the houses which rich people lived in were half timbered and were made of small sticks and were clay. Poor houses had no windows.

Wealthy Tudors liked to show off their riches. Clothes, food, and houses were a sign of their wealth. The poor had to work hard and struggle to survive. If harvest failed it was tempting to steal food. If they did, they risked being publicly stoned or hanged.

Word Bank: rich, food, noisy, clay, Tudors, diseases, water, tin, lead, hanged, riches, struggle, drainage, windows, richer, wells, timbered, farming



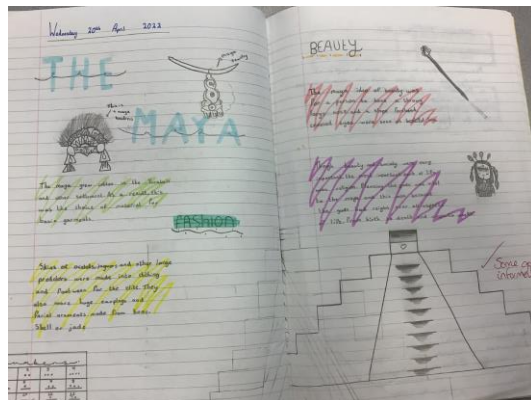
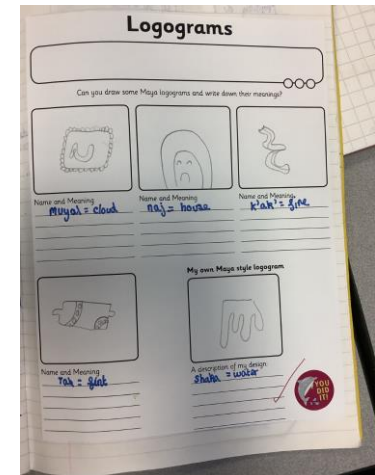
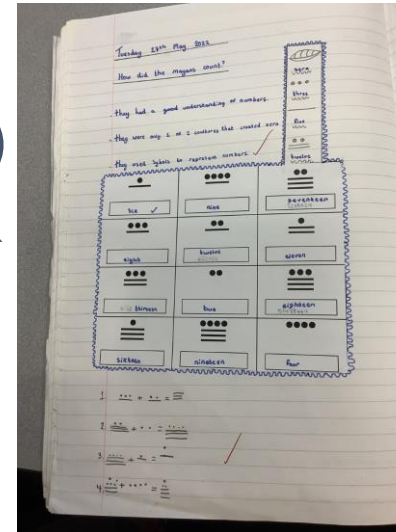
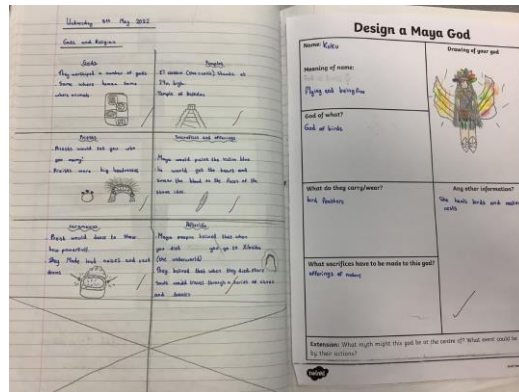
Year 5 - Summer

What similarities and differences are there between ancient religions and religions today?

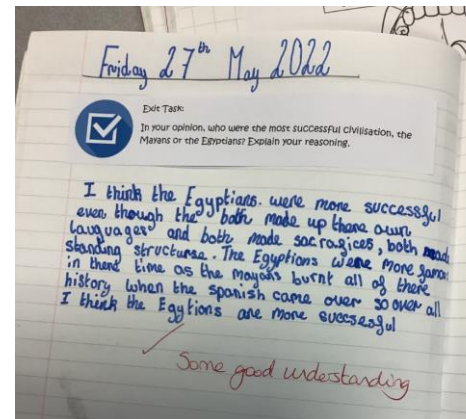
Who were the Mayans?

How did the Mayans count?

How did the Mayans communicate?



Exit Task




Year 6

Year 6	Autumn WWII	Spring The Atlantic Slave Trade	Summer The Shang Dynasty
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. How did World War Two start and how was Britain involved? 2. What was it like to be an evacuee? 3. Why did people have rationing books? 4. How did Women help the war? 5. What was the Holocaust? 6. What are the key events of World War Two? 	<ol style="list-style-type: none"> 1. What is a slave? 2. What route did the Atlantic slave trade take? 3. What was it like to be a slave? 4. Why was slavery abolished in Britain? 5. Who was Harriet Tubman? 6. What is modern slavery? 7. What legacies have been left since slavery has been abolished? 	<ol style="list-style-type: none"> 1. When and where was the Shang Dynasty in existence? 2. How was the social hierarchy of the Shang Dynasty organised? 3. What religious beliefs and practices did people from the Shang Dynasty have? 4. What are oracle bones? 5. How can we find out information about the Shang Dynasty from artefacts? 6. Who was Fu Hao?
Vocabulary	Adolf Hitler, Führer, annexed, troops, Lebensraum, Nazi, overthrow, occupation, anti-Semitism, republic, citizen, state, unemployment, debt, dictator, evacuee, evacuation, ration book, host family, billeting officer, suitcase, identity card, gas mask, food, shortage, ration, portion, recipes, conscription, land girls, women, liberation, active service, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb, Hitler, occupation	Slavery, Atlantic Ocean, slave, servant, triangular Atlantic Slave Trade, benefits, primary, secondary, sources, Middle Passage, abolished, Underground Railroad, Abolition, Harriet Tubman, modern, victim, Britain.	Fu Hao, soldier, bronze hu, Emperor Cheng Tang, Oracle bones, dragon, power, modern, dynasty, society, hierarchy, artefacts, rituals, religion, ancestor, tomb, jade, civilization, significance.

Year 6 - Autumn

Year 6
World War II
(Liverpool)



Where am I in History?

What came before?		What comes next?
The Romans	World War (1939-1945)	Moon Landing
Ancient Greeks		Mars Rover
Vikings and Anglo-Saxons		
Maya		
Egyptians		

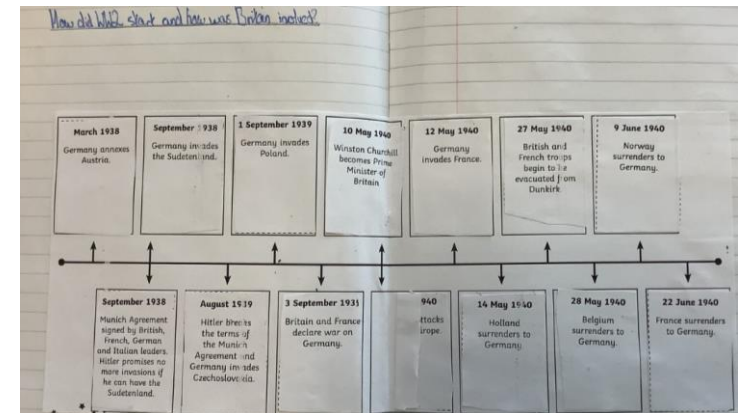
Key words

Holocaust	Evacuation	Dictator	Air Raid
Allies	Concentration Camps	Atom Bomb	Land Battle
Axis Power	The Blitz	Propaganda	Gas Masks
Genocide	Fascism	Ration Book	Spitfire

Knowledge organiser – children pick out key words to include on the front and also discuss 'where I am in history' to give the topic chronological context.

How did WW2 start and how were Britain included?

Key knowledge was taught about the key events, summaries were given and the children ordered the events on a timeline.



Map activity to show which countries were involved in the war and what role they played. I.e. Axis Powers and The Allies.

Year 6 - Autumn


Tuesday 16th November

What was it like to be an evacuee?

Axis Powers
Germany
Italy
Japan ✓

Retrieve Task

Name as many 'Allies' as you can and as many of the 'Axis Powers' as you can.

 Retrieve

Allies







- Britain
- France
- Yugoslavia
- Canada
- United States
- Australia

New Zealand

- Poland
- Soviet Union
- Netherlands
- British India
- South Africa ✓

Retrieval task to consolidate learning from the previous lesson before looking at the next topic of evacuation.

Group work to explore 'What was it like to be an evacuee?'. The children worked in groups, took on different roles and presented their ideas.

<p>White Hat: Information</p>  <p>Had to take back most money, clothes, I'll deny, remember Mostly children evacuated from cities to country. Travel via train teachers went with them</p>	<p>Blue Hat: Thinking</p>  <p>What was going on? What is going to happen What is left gone? Be organized and have everything I need?</p>	<p>Black Hat: Problems</p>  <p>Dealing with train What someone goes missing What if my host doesn't turn up? What if I don't get along with my host?</p>
<p>Green Hat: Creativity</p>  <p>Keep it like an adventure. Keep a diary Find friends and have fun Sleep in bush with home Spend time on hobbies.</p>	<p>Red Hat: Emotions</p>  <p>Worried about leaving home. Going to a new place away from bombs Leaving home - being away from family Don't seem my family again and not being understood. Seeing a new place and making friends.</p>	<p>Yellow Hat: Positives</p>  <p>Be glad your safe Get with your ending • peaceful, calm, really location • new life • find new places • meet each day as an adventure new friends.</p>

‘Why did people have ration books?’
Retrieval task before creating a shopping list of food that they may eat.
We then learnt about the rations given, why certain items were rationed and compared the two lists.

Why did people have ration books?


They were used to
control the amount of goods that people could buy.

What was rationing?

It was a system of controlling the amount of goods that people could buy.

What were the advantages of rationing?

It helped to ensure that everyone had enough to eat and that there was no waste.



RATION BOOK

RATION BOOK

(LIMBURY)

1918

RATION BOOK

(LIMBURY)

1918

What were the disadvantages of rationing?

It was a system of controlling the amount of goods that people could buy, which meant that people had to wait in long queues to buy their rationed goods. This was often inconvenient and time-consuming. Additionally, rationing could lead to a shortage of certain goods, which could be frustrating for people who needed them.

What were the benefits of rationing?

It helped to ensure that everyone had enough to eat and that there was no waste. It also helped to control inflation by keeping prices of rationed goods low. Rationing was a necessary measure during times of war or economic hardship to ensure the survival of the population.

How did rationing work?

People were given a set amount of each rationed good, which they could use to buy their rationed goods. This was often done through a system of ration books, which were used to track the amount of goods that people had bought. Rationing was a necessary measure during times of war or economic hardship to ensure the survival of the population.

Year 6 - Autumn

Friday 31st November
How did women help win the war?

Match the definitions to the key terms

One act of taking over another country

A soldier who has lost his ability to fight

A government which has a lot of soldiers or soldiers who are not in uniform such as in a city or town

Propaganda: facts and pictures used to make people believe what you want them to believe

The role of women

Before 1914: stay at home, look after the house, who were in a social service, working with children, shopping, doing the housework, doing the housework, when you had a job, factories, when you got married you married because you were a woman (Mention workers' compensation Court was compulsory)

During 1914: take on the job of men, women who were in a social service, working with children, shopping, doing the housework, when you had a job, factories, when you got married you married because you were a woman (Mention workers' compensation Court was compulsory)

After 1914: had to go back to home, women who were in a social service, working with children, shopping, doing the housework, when you had a job, factories, when you got married you married because you were a woman (Mention workers' compensation Court was compulsory)

"How did women help win the war?" This lesson contained a retrieval task about key vocabulary. We looked at roles of women before the war, how this changed during the war and then as a result of this, how women wanted to have a change after the war. We compared these three times and looked in detail at propaganda posters used to encourage women to take on roles during the war.

What was the Holocaust?

THE HOLOCAUST

The Holocaust - which happened before and during World War II - describes the killing of over six million Jews. These killings were brought out by the German Nazi Party and in charge was Hitler. Hitler blamed the Jews for losing the first World War and the financial problems Germany were having. He made them the scapegoat and promoted lots of hatred towards them. This prejudice is called anti-Semitism.

Hitler's anti-Semitic propaganda campaign stirred up hatred and led to the Holocaust.

The Jewish people, but in fear of being captured, those who tried to fight back would be shot, humiliated or tortured. Jews found hiding were rounded up and sent in cramped buses to an unknown fate. Many Jews were sent to concentration camps to work as slaves, lots died from diseases. Others were sent to death camps where they were killed in gas chambers. This is called genocide.

very informative!

Timeline of key events and why they were important turning points.

- 1st September 1939: Germany invades Poland
- 10th June 1940: Battle of Britain
- 22nd June 1941: Germany invades Russia
- 14th and 15th May 1942: The Warsaw Ghetto Uprising
- 16th December 1942: Battle of the Bulge
- 1st May 1945: Germany surrenders to the Allies
- 2nd September 1945: VE Day
- 2nd September 1945: The official end of WW2

What were the key events of WW2?

Timeline of key events and why they were important turning points.

Exit Task

Match the word with the definition:

Allies	The United Kingdom, France and Poland. Later joined by other countries including the USSR, USA and China.
Axis	A German political party with racist and anti-Jewish ideas.
Atomic Bomb	Information designed to promote a political idea or opinion.
Propaganda	A high energy bomb made from radioactive materials.
Nazi Party	Originally Germany, Japan and Italy. More countries joined later.

Fill in the blanks:

World War Two was the conflict between the Allies led by Britain, the US and the USSR and the Axis powers (Nazi Germany, Fascist Italy and Imperial Japan). Driven in part by national tensions following World War One as well as economic difficulties during the Great Depression, Hitler and the Nazi party were able to take over the German state and enact their nationalistic and anti-Semitic agenda, which would eventually culminate in the Holocaust. Coming so soon after World War One (then known as 'the war to end all wars'), many people in Britain were reluctant to enter more conflict. However, the aggressive Nazi invasions of swathes of Europe, as well as their persecution of Jewish people and other groups, made war impossible to avoid.

Exit task

Brain dump

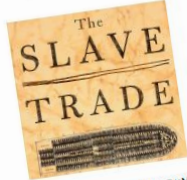
What are the Key events of WW2?

Brain Dump!

- Hitler Dictatorship
- Allies
- The Star of David
- Genocide
- The Holocaust
- Axis
- Air raid
- Polish financial problems
- Death camps
- Identity card
- Nazi persecution
- Prejudice
- Evacuation
- Concentration camps
- First invade Poland 1939
- Jews
- Posters (Propaganda)
- Atomic Bomb
- Men who were 19-27
- Women (ARPs)
- Republic
- Land girls
- Concentration camps
- Auschwitz Poland
- anti-Semitism
- spitfire
- trucker
- six million killed
- tortured
- Nazi
- publicly humiliated
- Lufthansa
- Lugano
- logabillingation
- that family
- VE Day

Year 6 - Spring

Year 6 The Atlantic Slave Trade and Abolition



Where am I in History?

What came before?	What comes next?

Key words

History

Year 6

The Atlantic Slave Trade

Skills covered this half term:

- Contribute to develop a chronologically secure knowledge and understanding of world history.
- Constructing informed responses that involve thoughtful selection and organisation of relevant historical information.
- Address and devise historically valid questions about change, cause, similarity and difference and significance.
- Understand how our knowledge about the past is constructed from a range of sources and that different versions of the past may exist, giving some evidence for European slave trade began.
- Identify what Africa was like before the arrival of Europeans and how and why it changed.

How extensive was the slave trade?

The table shows the figures for slave trade through the main British ports in 1771.

Port	Number of ships	Slaves
Liverpool	107	29250
London	58	8136
Bristol	23	8810
Lancaster	4	950

A cross-section of a slave ship

Transatlantic Slave Trade Map

The 'Triangular Trade' was the sailing route taken by British slave traders. It was a journey of three stages. The trade traffic flowed to and from three general areas on either side of the Atlantic Ocean. These areas form a rough triangle when viewed on a map. They were in Europe, Africa, and the Americas.

Key Vocabulary

Auction	Where people bid money for an item, in this case, slaves
Branding	Burning a mark into the skin to show ownership and stop slaves being able to escape
British Empire	Territories in other parts of the world ruled over by Britain
Dysentery	An infection of the bowel which causes diarrhoea containing blood and/or mucus
Forced labour	Any work or service that people are forced to do against their will
Manufactured goods	Products made from raw materials e.g. guns made from metal
Middle passage	Route between Africa and America, the middle part of the triangle
Raw materials	Basic materials from which other products are made e.g. cotton
Slavery	Being forced to work hard without payment
Slave trade	Ownership, transporting and selling of slaves from Africa to America and Europe
Transatlantic	Crossing the Atlantic Ocean
Kinship	A relative or someone from the same place that has a bond with you
Mania	A word that means king
Plantation	A large piece of land where crops such as coffee, cotton, tobacco and sugar are grown
Colony	A country or part of a country that is under the control of another country and operated by settlers from that country
Dialect	A language that is unique to a certain country, area or tribe
Abolitionist	A person who actively fights against slavery or capital punishment
Underground railroad	A network of people who helped slaves escape slavery

Slave ships were large cargo ships specially built or converted from the 17th to the 19th century for transporting slaves. Such ships were also known as 'Guineamen' because the trade involved human trafficking to and from the Guinea coast in West Africa.

The Atlantic Slave Trade and Abolition – special connections to St Helens as we are so close to the port of Liverpool. Knowledge organiser has space for 'Where am I in History?' to ensure children are aware of chronology.

Children looked at a range of pictures and images, they then discussed the sources and thought about what kind of work the slaves did, how they were treated, what they noticed about the other people in the pictures and anything else they noticed and why they thought this. They recorded their ideas.

Slaves

Discuss the sources with your partner. What can you find out about the Atlantic slave trade from these sources? Organise your ideas below.

What kind of work did the slaves do?	How were the slaves treated?
Build houses. Work in someones house on a farm. Carry belongings. Pick fruit.	Like naughty people. Like dirt. Differently. Nastily.
What do you notice about the other people in the pictures?	Anything else you've noticed.
They are carrying belongings. Cutting wood. Cutting and picking fruit.	They are being treated horribly. Can't leave their masters/owners.

Year 6 - Spring

Children identified the Triangular Trade – this included looking at which countries wanted what resources and what they had to trade.

Can you name the three key areas of the world involved in the Triangular Trade?

Americas, Britain and West Africa.

Dear Diary,

I am now locked up in a pen full of people who feel sick. I am so hungry, I would eat anything. Somebody has just come to tell me ~~so~~ to come and advertise on the judges podium. As I got there, he had to scare me with a metal iron. On my face now, was ~~a~~ my ~~of~~ owners initials. Then one person came to visit the stand. He said to my owner that he wanted me. My owner said yes. The offer for me was 3 American dollars. I miss my family now. I can't help but think what they must be feeling. As I was loaded onto the boat, names were shouted from one of the men. One of the names I recognised. He was my nextdoor neighbour. All of a sudden, I saw him being thrown overboard. My head sank.

The children created a diary entry based on being a slave. They looked at historical ideas to come up with content and empathised with the feelings of the slaves.

Thursday 3rd March

Do you know the concept of Triangular Trade?

Can you name a primary source for history?

Wall, air, diary entries and paintings.

Use the word bank to help you fill in what each point on the triangular trade route and what each one has to trade.

What: power, empire

How: plantation, crop, population

What: the cloth, gunpowder

How: slaves, workforce

What: guns, tradeable, tobacco

How: empire, powerful, population, slaves, guns, tradeable

Why was the slave trade abolished in Britain?

Retrieval task covers what could happen to a slave during transportation then children organised reasons for abolishing the slave trade and justified their reasoning.

Can you name the three key areas of the world involved in the Triangular Trade?

Americas, Britain and West Africa.

Can you write down at least three things that could happen to a slave during transportation?

People could be thrown overboard. They could become seasick.

Organise the reasons for abolishing the slave trade in order of the most influential reason to the least. Which do you think was the one reason parliament agreed to abolish the slave trade?

- More effort was put into convincing people that slaves are human beings and deserve rights and fair treatment.
- Plantation owners found that a paid workforce worked better than an enslaved workforce.
- People were more aware of the abhorrent conditions and treatment of enslaved people.
- Slaves began revolting in highly profitable plantations, demanding their freedom and making these places more expensive to run.
- Britain would still be powerful without being involved in the slave trade.
- It was less profitable to trade slaves.
- Freed slaves wrote about their experiences, how they and other slaves were treated.
- People began to boycott slaves and products which used slave labour.
- People believed the slavery was a sin against God.

Year 6 - Spring



Key information about the lives of slaves, how they were treated, where they lived, the reasons for slavery and how the triangular trade effected where people live today.

What is modern slavery?

Looking at how slavery can still happen in the modern day. Contrasting and comparing with the Atlantic slave trade and how people can get help today.

Who was Harriet Tubman?

Looking at Harriet Tubman and how her actions and beliefs helped those captured in slavery.

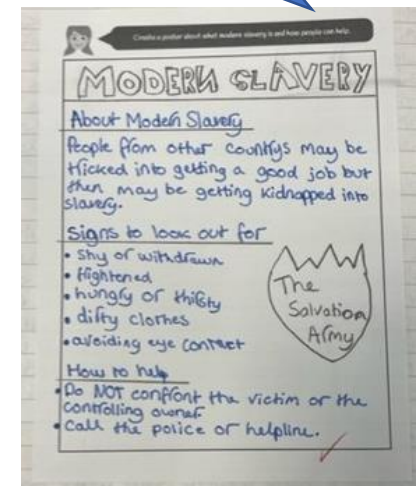
Information about Harriet Tubman, her early life, slavery life and free life.

Harriet Tubman

Early Life
Harriet Tubman was born into slavery in 1822. She worked as a person who carried water to the crops while the rest of her family dug up the soil. She always looked up at these birds wishing she was a free girl. They were all cramped in a small wooden hut, when one moved all of them did.

Slavery Life
In 1844, Harriet married John Tubman, a free black man. One day when she was working, his brother made a run for it. Her master ordered her to chase after him. She stood there amazed so her master threw a rock at her. She woke up and felt a loud blow. She needed to escape. The next morning she did.


Free Life
Early the next morning, she woke up and travelled through the woods and blew free. She arrived in Pennsylvania but couldn't settle. She decided to go back and lead her family back through the woods. She helped many more people and then decided to get married and adopt a girl called Gerie and they passed on their stories about her brave life. Now she does not need see the birds because she is free.



Year 6 - Summer

Year 6

Shang Dynasty



Where am I in History?

What came before?		What comes next?
Ancient Egypt	The Shang Dynasty 1766BC – 1122 BC	What would it have been Ancient Greece

Key words

King Wanyang	Gemsman officials	craftsmen	Merchants
Pearls, incense	slaves	divination	pyromancy
Antelope	Evidence		

[illegible]

Shang Dynasty

Knowledge organiser: Where am I in history and keywords.

Children fill out the key vocabulary section in line with new vocabulary in lessons.

When and where was the Shang Dynasty in existence?

Map to show key locations and a timeline activity to order key events in the Shang Dynasty.

Friday 17th June

The Great Canal

Mark out where the Shanying dynasty was located on your map. Then use an atlas to help you answer the following questions

- Yellow River
- Yangtze River
- Hwangho
- Beijing
- Leningrad
- Shanghai
- South China Sea
- East China Sea
- Yellow Sea
- The Great Wall of China
- Surrounding countries

The map shows the outline of China with labels for Mongolia to the north, Korea to the northeast, and Japan to the east. Major rivers are marked: Yellow River (Hwangho) in the north and Yangtze River in the east. Cities marked with red dots include Beijing, Leningrad, Shanghai, and Chongqing. The Great Wall of China is indicated by a line in the north. Surrounding countries like Mongolia, Korea, and Japan are also labeled.

[illegible]

Year 6 - Summer

Monday 20th June

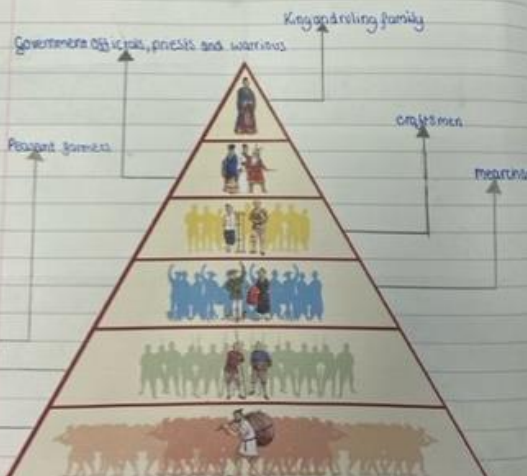
How was the social hierarchy of the Shang dynasty organised?



How was the existence of the Shang Dynasty supported?

clay pots, skeletons, Chinese writing, Indian dig, archaeological finds, fragments of an ancient royal city.

Shang's Social Hierarchy



Retrieval task reCapping key knowledge and understanding about evidence and sources of evidence.

Diagram showing hierarchy in the Shang Dynasty.

What religious beliefs and practices did people from the Shang (Shang) have?



How was life different for those at the top of the hierarchy (kings) and the bottom (slaves)?

If there master died slaves may be buried alive with them. The king wears a
white slave wears test over, ripid, dirty cloth. A slave may be sacrificed to
god at any time. The king lives in a fine palace decorated with bronze. Scorpions
jade. A slave lives outside in a old better hut. Slaves had no rights like a King of
the land.

Retrieval task at the start of the next lesson asking Chn to compare and contrast life depending on place in the hierarchy.

Practices and beliefs from the
Shang Dynasty

Yr 8 8.00

The thing King did the most important action in doing nothing he made
decisions. Just all of his uncles and advisors. The people believed and
decided on his things like King said while they are not given
choices they are given to be made better. *For fall* doing things
The thing King King did not change. *just thinking* his doing
things down to the point they're becoming friends of King ship
nothing. King said he had to be someone and not be someone else
to become his nephew. The way the King ruled and how he was
thought. It was because his King was not an enemy, King said
he did not have any enemies. *for fall*

Family and Locality.

family and the other is the thing in long culture like they have
part of the long culture working from after they die

They didn't think these numbers were anything new when they did

Получено 18.03.2019

Domestic animals in groups were assembled during these operations when we were convinced to achieve something, such as to bring back more rain or when the animals were in great misery. People are much more fond of the Shady, led by Kain, of pulling a Kari to Akabanga, than they are of bringing a Kari to Akabanga. In the latter case, the people could not easily believe that it was done.

Green & Bernal, 1999

The way in which a person feels during the study is greatly influenced by their initial mood. *Just feel*

Among 5000

[illegible]

Presenting research about practises and beliefs from the Shang Dynasty.

Year 6 - Summer

Key vocabulary and etymology of unfamiliar language.

What are the 'oracle' or 'divine' bones?

Who did the Shang worship after they died and why?

Answers:
They did this to guide them and to show love and respect to the gods.

Word	Definition
Medicine	A substance or a plant with healing properties.
Exploited	To make full use of something.
Divination	To practice or seeking knowledge of unknown by supernatural means.

What were 'dragon bones' used for in traditional Chinese medicine?
Tonics and cream. I wrote: dragon bones were used in traditional Chinese medicine.
Why do you think 'dragon bones' were used in traditional Chinese medicine?
Dragons were believed to bring power and good fortune.
What did Wang Yang-ming write about the 'dragon bones'?
He noticed writing on them matched his bronze.
What happened to Wang's 'dragon bones' when he died?
They were sold to his friend Liu, who had been studying them with him.
Why do you think Liu took calligraphy of the writing on the oracle bones?
So he had a copy to put them in a book.
What was found in the first official archaeological dig in Peking?
About 20,000 fragments of oracle bones and ancient tombs.
What type of bones were used as oracle bones?
Scapulae (shoulder bones) & Plastrons (belly-shell) turtles.
How were questions on the oracle bones? Why?
The King & people to ask questions from gods.
How did the King receive an answer to his question?
They put a hot metal rod was placed into the bone, the cracks would be interpreted by the King.
What else was discovered about the Shang dynasty from the oracle bones?
The King & people to ask questions from gods.

Learning about the 'oracle' bones, the importance of evidence and how evidence is used.

What are the 'oracle' or 'divine' bones?

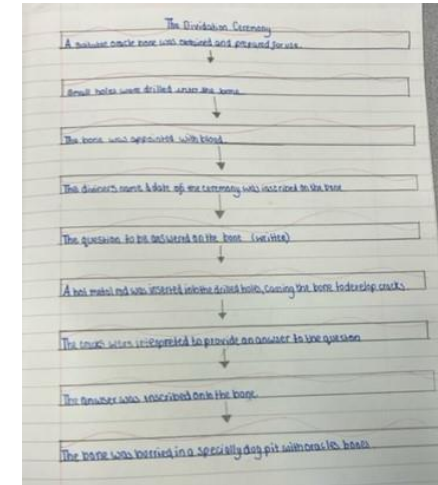
Who did the Shang worship after they died and why?

Answers:
They did this to guide them and to show love and respect to the gods.

Word	Definition
Medicine	A substance or a plant with healing properties.
Exploited	To make full use of something.
Divination	To practice or seeking knowledge of the future or unknown by supernatural means.
Ceremony	Rituals or procedures performed at grand or formal occasions.

Pyromancy → fire = fire, mancy = divination

Addressing and devising historically valid questions about change, cause, similarity, different and significant. Ordering steps in a divination ceremony before making model artefacts.



WE MADE OUR OWN ORACLE BONES USING CLAY. IN THE 19TH CENTURY, THE BONES WERE DISCOVERED TO BE THE ORACLE BONES - OXEN OR TURTLE BELLY SHELLS, INScribed FOR DIVINATION. BEFORE THIS, IT WAS BELIEVED THEY WERE FROM DRAGONS AND HAD GREAT HEALING POWERS.



Year 6 - Summer

Thursday 25th June

How can we find out information about the Strong Dynasty from objects?

What did Wang Yirong discover and why was this so important?

orank bones because it was important because people believe it was a 'Dragon Bone' and it was being ground up in creams & tonics. the special, important information & evidence of the strong dynasty was being destroyed.

Vocabulary

Artifact - An object made by a human being - normally of cultural or historical interest

Evidence - The available facts or information that shows something exists or is true.

Retrieval to explore importance of evidence.

Addressing and devising historically valid questions, learning about the unearthing of Lady Fu Hao's tomb and what the study of the objects inside can teach us.

Understanding how knowledge from the past is constructed from a range of sources and that different versions of the past may exist due to different artefacts being available.

[illegible]

Not many objects made out of white clay have been found because clay is very delicate & only really made things not many with mass.
Most artifacts discovered were made out of bronze as it is a long lasting sustainable metal. Royalty were buried in tombs so it was not as long.

Thursday 23rd June

Who was Fu Hao?

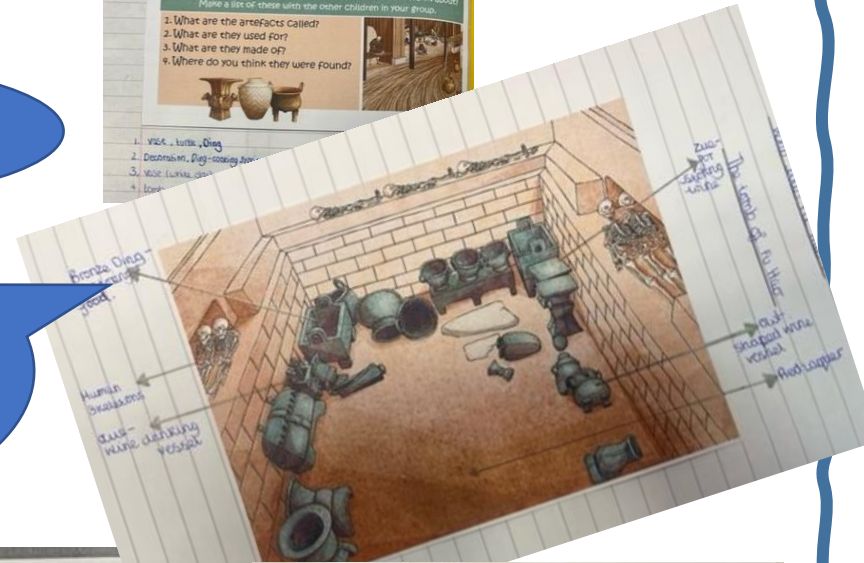
Shang Artefacts

Can you remember some of the Shang artefacts you have learnt about?
Make a list of these with the other children in your group.

1. What are the artefacts called?
2. What are they used for?
3. What are they made of?
4. Where do you think they were found?



1. vase, turtle, Ding
2. Decoration, Ding-cooking
3. vase (white clay)
4. tomb



1. Where was Fu Hao's tomb located?
Yunnan
2. When was the tomb discovered and by whom?
Mit Zhang Zhensheng
3. The tomb has taught us a lot about Fu Hao and the Shang people. What other evidence has helped us learn about the Shang?
Oracle Bones (inscriptions on the bones)
4. What jobs did Fu Hao do?
military general, high priestess
5. Who was Wu Ding?
he was the king
6. What battle was particularly significant for Fu Hao and the Shang people? Why?
the battle of the Ji-fang table
7. Why do you think memorial services were held for Fu Hao outside her tomb?
because she was very important, it was a very small tomb
8. What were the majority of items in Fu Hao's tomb made of?
bronze, Jade etc
9. Who else was buried with Fu Hao? Why?
her children & six dogs, because they were sacrificed.
10. Why is the discovery of Fu Hao's tomb of such historical significance?
provided knowledge with Fu Hao and how the Shang society was organized