

## Year 6 Autumn 2

### Enquiry: How did a pile of dragon bones help to solve an ancient Chinese mystery?

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> <li>• That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>• This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation</li> <li>• That until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>• What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty</li> <li>• The likely purpose of carved oracle bones during the Shang Dynasty</li> <li>• What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li>• Why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>• How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different</li> <li>• The importance of the Shang burial chamber discovered at Yi Au in 1976</li> <li>• What the artefacts and remains found in the tomb tell us about the person who was probably buried there</li> <li>• Why tombs of monarchs and noblemen often became the target of grave robbers during the Shang Dynasty</li> <li>• How life during the Shang Dynasty compared with life for most people in Bronze Age Britain</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</li> </ul> <p style="text-align: center;"><b>Evident Knowledge Threads</b></p> <ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Chronology</li> <li>• Society</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Sculptures</li> <li>• Maps</li> <li>• Frescos</li> <li>• Drawings</li> <li>• Statues</li> <li>• Books</li> <li>• Artistic reconstructions</li> <li>• Artefacts</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p style="text-align: center;"><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, describe and explain</b> that the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>• <b>Recognise</b> that this was the same time as the Bronze Age in Britain and the Ancient Egypt</li> <li>• <b>Explain</b> why until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>• <b>Describe</b> what Wang Yirong discovered at a Peking market in 1899 and <b>explain</b> why it was so significant</li> <li>• <b>Reach a judgement</b> as to the likely purpose of carved oracle bones during the Shang Dynasty</li> <li>• <b>Reach a judgement</b> about what archaeologists believe these artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li>• <b>Explain</b> why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>• <b>Evaluate</b> the impact of the reigns of King Cheng Tang and Di Xin in China and <b>reach a judgement</b> about which was most significant, <b>justifying their views</b></li> <li>• <b>Identify and describe</b> the artefacts discovered in the burial chamber at Yi Au in 1976</li> <li>• <b>Explain</b> the significance of some of these and <b>reach a judgement</b> about what they tell us about the person who was buried there</li> <li>• <b>Compare and contrast</b> how life in the Shang Dynasty compared with Ancient Egypt and the Bronze Age in Britain</li> </ul> <p style="text-align: center;"><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>• Be able to reach a judgement about which society – Shang or Bronze Age – should be considered the most developed and justify their views</li> </ul> <p style="text-align: center;"><b>Prior Learning</b></p> <p style="text-align: center;"><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>• About what an empire is and why the Romans invaded Britain to extend their empire</li> <li>• About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned</li> </ul>
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