



# Claremont Primary and Nursery School History Curriculum

## Year 5: Dynasties – How do we know the Shang dynasty respected their royal family?

NC link: Early civilisations

### Objectives:

- Be able to compare the Shang royal burial ritual with the royal burial rituals in the present day.
- Be able to use historical sources to compare and contrast similarities and differences between the Shang Dynasty and other Bronze Age societies.
- Be able to use historical sources to understand the importance of religion for the people of the Shang Dynasty.
- Be able to use historical sources to understand about life for people in the Shang Dynasty
- Be able to use historical sources to research the role of warfare on the way of life for the Shang Dynasty.
- Be able to explain the significance of Fu Hao on the Shang Dynasty.
- Be able to discuss how we know the Shang dynasty respected their royal family.

### Substantive Knowledge:

- The Shang Dynasty was founded in 1600BC when Cheng Tang overthrows the Xia dynasty. He had the support of 40 other kingdoms.
- Shang craftsmen used a variety of materials, including bronze, jade, clay, wood, stone and bone. Many of the artefacts that have been found were buried with their owners when they died.
- Fu Hao was not only the first known female military leader, but also the most influential military leader of her time, responsible for leading 13,000 soldiers into battle. She was also a high priestess, which was unusual for a woman at the time.
- In 1976, archaeologists discovered the tomb of Fu Hao at the site of the ancient Shang capital, Yinxu. She died in 1200BC. Because the tomb was intact, the discovery had a significant impact on our knowledge of the Shang dynasty and its people. The tomb consisted of a large pit with a wooden chamber inside containing the coffin. Evidence was found above ground of a building where memorial ceremonies and rituals were held in honour of Fu Hao.
- Thousands of items were found in Fu Hao's tomb, demonstrating how wealthy and powerful she was. Many artefacts were from an earlier period in history, suggesting Fu Hao collected antiques. The skeletons of six dogs (pets) and 16 humans (advisers) were found in the tomb. It is thought they were sacrificed to accompany her into the afterlife.
- Religion and family were very important to the Shang people and they worshipped their ancestors after they had died. Their supreme god was called Shang Di, who communicated only with the king through his royal ancestors. Priests would write questions for the ancestors on oracle bones which were then heated until they cracked. They would interpret the cracks to work out the answers.
- Shang society was made up of: The King and ruling family, Priest and Government officials, Noble Warriors, Craftsmen and Merchants, Peasant farmers and slaves.
- In 1075BC, the last Shang king, Di Xin, began his reign.
- In 1046BC, slaves revolted in protest against cruel treatment and increasing taxes. The Shang dynasty was overthrown and replaced by the Zhou dynasty.

### Disciplinary knowledge (Think like a historian):

- Continuity and Change
  - Understand and describe in detail the main changes of a period in history.
- Cause and Consequence
  - Understand that the consequences of one historical event can sometimes become the causes of another
  - Understand that historical events create changes that have consequences.
- Similarities and differences
  - Explain and give varied examples of how life was similar and different in the past and how things differed from place to place at the same time.
  - Start to give reasons for these similarities and differences.
- Historical significance
  - Identify a range of historically significant people and events from different periods of history and explain why they were significant.
- Historical Interpretations
  - Find and analyse a wide range of evidence about the past
  - Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past
- Historical Investigations
  - Recognise when they are using primary and secondary sources of information
  - Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Chronological understanding
  - Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately to describe historical events
- Knowledge and Understanding of Events and People in the Past
  - Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time
- Presenting, Organising and Communicating
  - Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives

### Key Vocabulary:

dynasty, emperor, revolt, archaeology, artefact, ancestors, Bronze Age, Cheng Tang, Hao, oracle bones



# Claremont Primary and Nursery School History Curriculum

## Year 5: The Industrial Revolution – What was the impact of the Industrial Revolution on Nottingham?

*NC link: Local Study and British History Beyond 1066*

### Objectives:

- Be able to place the Industrial Revolution on a timeline
- Be able to compare and contrast life as a worker in the Industrial Revolution with life as a worker in Nottingham today
- Be able to use historical sources to research the impact of the invention of the railway system
- Be able to use maps to explain the growth and decline of the railway system since the Victorian age
- Be able to use historical sources to understand the rise of crime and punishment during the Industrial Revolution
- Be able to discuss the impact of the Industrial Revolution on Nottingham

### Substantive Knowledge:

- The industrial revolution began in 1760 and it led to many big changes in the Victorian era. Before this, Britain was a rural country.
- There were great changes in industry, technology and science. Key inventions during this time include: railway network, photography, penny-farthing bicycle, telephone, electric bulb, petrol motor car and x-rays.
- People began to realise that coal and steam could be used to power factories, machines and mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began.
- Factories were built and towns expanded. Most towns were connected by railway.
- Railways and locomotives were developed after James Watts developed the steam engine. The use of trains to move around materials and goods underpinned the Industrial Revolution. The railways also became a major employer and allowed people to move to other areas to find work and live.
- Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country.
- Nottingham benefitted from the invention of the railways as it allowed the development of the lace trade (Nottingham's main industry - textiles).
- Many people left the countryside and moved to towns and cities, which became crowded with very poor living conditions. The population more than doubled, leading to a huge demand for food and housing.
- Workhouses were built for poor people to live and work. Whole families would move in together but men, women and children were all kept separate and had different jobs. Food was basic including bread, porridge (gruel), watered down milk and occasionally meat and potatoes.
- Throughout the industrial revolution, crime increased. The most common type of crime was petty theft. Most convicted criminals (three quarters) were men.
- Reasons for this increase included: increase in population, economic and social changes, development of the urban environment, unemployment and poverty.
- By 1900, there was a professional police force in every town and county.
- During this time, prisons were built to prevent people from committing further crimes. Life in prison was tough and prisoners had to do physically demanding tasks such as: the treadwheel, shot drill, the crank.

### Disciplinary knowledge (Think like a historian):

#### Continuity and Change

- Understand and describe in detail the main changes of a period in history.

#### Cause and Consequence

- Understand that historical events have consequences that sometimes last long after the event is over.

#### Similarities and differences

- Explain and give varied examples of how life was similar and different in the past and how things differed from place to place at the same time.
- Start to give reasons for these similarities and differences.

#### Historical significance

- Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

#### Historical Interpretations

- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past

#### Historical Investigations

- Recognise when they are using primary and secondary sources of information
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

#### Knowledge and Understanding of Events and People in the Past

- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

#### Presenting, Organising and Communicating

- Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives
- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

### Key Vocabulary:

industry, Industrial Revolution, invention, livestock, migrate, reign, rural, revolution



# Claremont Primary and Nursery School History Curriculum

## Year 5: Groovy Greeks – What did the ancient Greeks do for us?

*NC link: Ancient Greece*

### Objectives:

- Be able to place the ancient Greek era on a timeline
- Be able to use historical sources to compare and contrast the ancient Greek political system with the modern-day politics
- Be able to use historical sources to compare and contrast the ancient Olympics with the modern-day Olympics
- Be able to use myths to find understand how and why the ancient Greeks honoured their Gods and Goddesses
- Be able to use historical sources (pots) to find out about life in ancient Greece
- Be able to discuss what the ancient Greeks did for modern day Britain

### Substantive Knowledge:

- About 2,500 years ago, Greece was one of the most important places in the ancient world. The ancient Greek period lasted from around 1200BC to the death of Alexander the Great in 323BC. After Alexander the Great died, the Romans slowly took over parts of the empire.
- Ancient Greece was not a country. It was made up of city states including: Athens, Corinth, Olympia and Sparta. There were often battles between these states but sometimes they would join together to defend themselves from an enemy.
- Spartans were known for their strong army and ability to fight. Boys were trained to be warriors. Girls were taught academic subjects and how to fight. Athenians were known for their culture and learning. Girls did not go to school but were taught how to look after the home and family.
- There were many enslaved people in ancient Greece. They made many objects and goods to be sold. Many ancient Greek pots that survive today would have been made by enslaved people. These historical sources can be used today to understand about life in Ancient Greece.
- The ancient Greeks believed in many different gods and goddesses. Each was responsible for certain parts of life. Festivals were held to celebrate the gods and goddesses. The 12 most powerful gods lived on Mount Olympus. Zeus was the most powerful. He was god of the sky and the king of Mount Olympus.
- The Greeks gave the world democracy – a legacy which is still used in Britain today to choose who runs the country. In ancient Athens, democracy began around 508BC. The only people allowed to take part in democracy were adult males who were citizens of Athens. They met regularly to debate issues then vote on the laws that changed their daily lives using a simple show of hands by all.
- The Trojan War is a famous ancient Greek myth but that there is some historical truth behind it. The Trojan War was between the Greek and the Trojan armies and led to the destruction of the city of Troy.
- The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece. Events included boxing, wrestling, running and chariot racing. Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms. The idea for the marathon also originates from this time.

### Disciplinary knowledge (Think like a historian):

- Continuity and Change
- Understand and describe in some detail the main changes of a period in history.
- Cause and Consequence
- Explain a series of directly related events that happened in the lead up to a historical event.
  - Understand that historical events have consequences that sometimes last long after the event is over.
- Similarities and differences
- Explain and give varied examples of how life was similar and different in the past and how things differed from place to place at the same time.
- Historical significance
- Identify a range of historically significant people and events from different periods of history and explain why they were significant.
  - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
- Historical Interpretations
- Understand the difference between primary and secondary evidence and start to question its reliability
  - Continue to develop their understanding of how historians investigate the past.
- Historical Investigations
- Use a wide range of different evidence to collect evidence about the past, such as ceramics, photographs, artefacts, historic statues, sculptures, historic sites
  - Investigate their own lines of enquiry by posing historically valid questions
- Chronological understanding
- Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately to describe historical events
- Knowledge and Understanding of Events and People in the Past
- Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time
- Presenting, Organising and Communicating
- Present, communicate and organise ideas about from the past
  - Plan and present a self-directed project or research about the studied period.

### Key Vocabulary:

ancient, civilisation, city states, empire, legacies, democracy, myth, Athenians, Spartans, pottery, Olympic games



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