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Introduction

‘History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact.’ Recognising creativity through history: National Curriculum booklet for history. (DfES/QCA 2000)

The importance of history

‘History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

‘In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view – skills that are prized in adult life.’

(DfEE/QCA 1999)

During Key Stage 1 pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.
How to use this file

These units have been written to support cross-curricular teaching, creativity and creative thinking skills (skills that enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for alternative and innovative outcomes). History provides an excellent vehicle to enrich the wider curriculum by giving pupils a real context for their learning. It is well placed to make a significant contribution to the curriculum priorities of inclusion, literacy (the discipline of history makes a significant contribution to the development of children’s literacy skills in addition to providing a stimulating context for literacy work), ICT, citizenship and the other curriculum areas of science, geography, art and design, design technology and religious education.

This Key Stage 1 file is based on, and builds on, the new adapted QCA schemes of work for history. These can be found at www.qca.org.uk/history/innovating/key1/planning/qca-sow/index.htm

The activities in this file support children’s:
- communication and information-processing skills;
- investigative and problem-solving skills;
- independent and collaborative learning experiences;
- connections between themselves, their communities and the wider world;
- awareness and understanding of a range of peoples and cultures and a respect for many different attitudes, views and beliefs (discussion, drama and role-play activities are included within the file, allowing children to develop their understanding that people have different viewpoints and perspectives on history);
- development of the skills and attitudes necessary for active involvement as citizens;
- use of knowledge, understanding and imagination to reconstruct the past;
- ability to organise and communicate their knowledge and understanding in alternative ways, taking into account purpose and audience.

This combines medium-term planning and detailed lesson plans in a user-friendly and ready-to-use format. This will enable you to plan and deliver cross-curricular, creative history while meeting specific National Curriculum objectives. The file also includes guidance on planning for effective delivery of ‘good history’.

The lessons contain the following components:
- advice on class management;
- differentiated materials;
- assessment opportunities;
- resources needed;
- links with programmes of study;
- prior learning suggestions;
- learning objectives;
- class objectives;
- learning outcomes;
- key historical vocabulary;
- ICT links;
- cross-curricular links;
- activities with related activity sheets;
- resource sheets;
- templates;
- key questions;
- useful web links including links to relevant interactive games;
- suggested visits out/visitors.

Throughout the teacher’s notes, website addresses are given, which children can access in order to obtain additional information. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites which are removed, or change their addresses, nor for the content of websites.
National Curriculum attainment targets for Key Stage 1 history

Level 1
Pupils recognise the distinction between present and past in their own and other people’s lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

Level 2
Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3
Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Progression
Progression at Key Stages 1 and 2 is characterised by:

• asking and answering more complex questions;
• making links and connections between different areas of learning;
• understanding more general and specific historical concepts;
• growing understanding of, and proficiency in, the use of historical skills;
• an increasing ability to apply skills across different areas of learning;
• using a greater depth and range of historical knowledge to provide more reasoned explanations;
• becoming independent in learning.

‘Innovating with history’, National Curriculum in Action (QCA)
Trips-out checklist

Three months before:
• Choose dates for trip.
• Check visit with senior management.
• Make provisional bookings for location and transport.
• Compile a budget for the trip.
• Check insurance cover.

One month before:
• Send out a letter to parents outlining dates, cost and equipment needed. This letter may need to request parental assistance with trip supervision. It is recommended that any parent accompanying the children has CRB/list 99 clearance.
• Ensure that the school visits coordinator has checked the letter before sending it out.
• Check the accessibility of the route/venue.
• Where possible, do a pre-visit inspection (most locations will offer this for free). On a local trip you may need to check the location of the nearest toilets, places to eat, rest areas and minibus parking.
• Make sure the school is made aware of any cover requirements necessitated by staff supervision of the visit.
• Draw up a risk assessment for the trip.
• If your group includes children with special needs, check that you have the staffing levels and experiences appropriate to meet these needs.
• Discuss the trip with any staff/parents who will be helping.

One week before:
• Telephone the trip location, coach company and other people or organisations involved in the visit to confirm exact times and contact numbers.
• Give an information sheet, with points of contact, a mobile telephone number and times of departure and arrival, to relevant members of senior management.
• Compile a list of medical information about pupils attending the visit. Divide the group between the supervising adults and have a list of names and any special requirements of pupils for each of the supervising adults.
• Arrange a brief meeting with the staff and parent helpers to outline the purpose of the visit, the times, the plans and any special needs of pupils attending the visit.
• Check that all parental consent forms have been received.

The day before:
• Photocopy activity sheets and adult cue sheets.
• Collect clipboards and other necessary equipment.
• Put together a folder containing all the documentation for the trip, including emergency contact numbers, insurance documents, medical information and names of pupils attending.
• Make sure you have a first-aid kit appropriate to the nature and duration of the activities you will be undertaking.

Important: Letters providing information or asking for consent for school trips should always go via the head or other senior staff member. If you are planning a one-day trip, or a visit to somewhere local, you may find that a letter of parental consent is unnecessary. The school may have asked parents to sign at the start of the school year for permission to take pupils off site for educational purposes. If this is the case, parental consent is implied, and only those parents who have specifically asked to be informed of the details of each visit need to be informed by letter.
**Sample risk assessment**

<table>
<thead>
<tr>
<th>Area of risk:</th>
<th>School visit to a venue within walking distance of the school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment performed by:</strong></td>
<td>Headteacher/School Safety Officer/Other (delete as appropriate; if ‘other’ please specify)</td>
</tr>
<tr>
<td><strong>Workplace:</strong></td>
<td>(enter name of school)</td>
</tr>
<tr>
<td><strong>Employer:</strong></td>
<td>LEA/Governing Body (delete as appropriate)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified hazards</th>
<th>Estimated level of risk</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1. Children-teacher/parental helper ratio</td>
<td></td>
</tr>
<tr>
<td>2. CRB/list 99 clearance for helpers</td>
<td></td>
</tr>
<tr>
<td>3. Children aware of the rules of the visit especially road safety</td>
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<tr>
<td>4. Children’s security</td>
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<tr>
<td>5. Children’s allergies</td>
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<td>6. First aid kit</td>
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<td>7. Children’s medications e.g. inhalers for asthma sufferers</td>
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<td>8. Mobile phone for emergencies</td>
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<tr>
<td>9. Minor accidents</td>
<td></td>
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<tr>
<td>10. Uneven surfaces such as pavements</td>
<td></td>
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<tr>
<td>11. Appropriate insurance cover in place</td>
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</tbody>
</table>
## Persons at risk:

<table>
<thead>
<tr>
<th>Persons at risk:</th>
<th>Pupils</th>
<th>Staff</th>
<th>Parents</th>
<th>Parent helpers</th>
<th>Visitors</th>
</tr>
</thead>
</table>

## Control measures already in operation:

1. Health and Safety Policy
2. Security Policy
3. Policy for Off-site School Visits
4. Named group leader and named first aider
5. Children and parent helpers aware of the rules of the visit
6. Equipment checklist in place to cater for educational visits
7. Notified local police of planned visit
8. Insurance arrangements checked and in place

## Measures required but not yet in operation:

- Employees informed of risk assessment via: Risk Assessment Handbook
- Employees report newly-identified hazards via: Written notification to the Head/Safety Officer/Other (delete as appropriate; if ‘other’ please specify)
- Assessment frequency: Normally once a year

## Date of next assessment:

Signed: | Date:
# Sample risk assessment 2

**Area of risk:** School visit to a venue within walking distance of the school

**Assessment performed by:** Headteacher/School Safety Officer/Other  
(delete as appropriate; if ‘other’ please specify)

**Workplace:** (enter name of school)

**Employer:** LEA/Governing Body (delete as appropriate)

<table>
<thead>
<tr>
<th>Identified hazards</th>
<th>Estimated level of risk</th>
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</thead>
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<td></td>
<td>High</td>
</tr>
<tr>
<td>1. Children-teacher/parental helper ratio</td>
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<tr>
<td>2. CRB check for accompanying adults</td>
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<tr>
<td>3. Children understand the rules of the visit including behaviour whilst using means of transport</td>
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<tr>
<td>4. Children’s security</td>
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<tr>
<td>5. Traffic/road safety rules</td>
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<td>6. First aid kits</td>
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<td>7. Qualified first aiders</td>
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<tr>
<td>8. Children’s medications e.g. inhalers for asthma sufferers</td>
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<tr>
<td>9. Emergency contact list</td>
<td></td>
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<tr>
<td>10. Mobile phone for emergencies</td>
<td></td>
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<tr>
<td>11. Extremes of weather</td>
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<tr>
<td>12. Minor accidents</td>
<td></td>
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<tr>
<td>13. Uneven surfaces/slips, trips and falls</td>
<td></td>
</tr>
<tr>
<td>14. Site specific hazards (please list)</td>
<td></td>
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<tr>
<td>15. Appropriate insurance cover in place</td>
<td></td>
</tr>
</tbody>
</table>
### Persons at risk:
- Pupils
- Staff
- Parents
- Parent helpers
- Visitors

### Control measures already in operation:
1. Health and Safety Policy
2. Security Policy
3. Policy for Off-site School Visits
4. Named group leader and named first aider
5. Children and parent helpers aware of the rules of the visit
6. Equipment checklist in place to cater for educational visits
7. Notified local police of planned visit
8. Insurance arrangements checked and in place

### Measures required but not yet in operation:

### Signed:

### Date:
Sample letter

Date ________________________________
Child’s Name ___________________________ Class ________

Title of trip ____________________________

Dear Parent/Guardian

In support of the school’s history topic a trip has been arranged to take place on ............ ............
children will be visiting ________________________.

We will be traveling by _________.

We will leave school at ________ and return at ________.

The trip will include the chance for the children to ________________________.

Please can you make sure that children have brought suitable outer clothing and footwear.
The children will require a packed lunch. All children normally in receipt of free school meals will be provided with a packed lunch and a drink.

A voluntary contribution of £ _________ is being asked for to cover the cost of the trip. Although payment is voluntary, we regret to say that if sufficient funds are not received by ___________ the visit will have to be cancelled.

If you are willing for your child to take in this trip please complete and return the attached permission slip and return it to school as soon as possible.

Yours sincerely

Child’s Name ___________________________ Class ________

Title of trip ____________________________

I will/will not allow my child to take part in the above educational visit.

I enclose a voluntary contribution of £ _________ towards the cost of the trip.

Should the necessity arise, I agree to the person in charge of the party giving consent on my behalf for an anaesthetic to be administered, or for any other medical treatment to be given.

I will/will not be available to help with supervising the children on the trip.

I do/do not have current CRB/ list 99 clearance.

Signed ___________________________ Date ___________
What can we find out about ancient China from what has survived?

Contents

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- Lesson 2 What is it like to live in China? 185
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- Lesson 5 The Terracotta Army 203
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## Medium-term plan

### What can we find out about ancient China from what has survived?

In this unit the children find out about modern China and explore life in ancient China using evidence from archaeological discoveries. The children will develop their understanding of a contrasting society, identify the different ways the past is represented and use sources of information to make simple observations, inferences and evaluations. They will also extend their skills in literacy and creativity. This unit introduces children to a non-European society. It builds on previous work in history and geography. It helps to develop the children’s chronological awareness. This unit shows how key skills, enquiry skills, understanding of archaeological evidence and creativity can be developed in relation to a history study.

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<tbody>
<tr>
<td>1 Where in the world is China?</td>
<td>- to introduce children to China.</td>
<td>- to locate China on a globe/world map; - to discover information about China.</td>
<td>Geography</td>
<td>Geography 1a 1d 1e 2a 2b 2c 2d 3a</td>
<td>- impart knowledge of China; - identify China on a globe or map; - discuss visual images of China; - create their own postcard from China.</td>
<td>- identify China on a map; - show an interest in the world around them.</td>
<td>National Curriculum links</td>
</tr>
<tr>
<td>2 What is it like to live in modern China?</td>
<td>- to find out about life in modern China.</td>
<td>- to investigate China; - to identify some of the homes that people in China live in; - to use secondary sources; - to ask and respond to geographical questions.</td>
<td>Geography</td>
<td>Geography 1a 1c 1d 2a 2d 3a 3d</td>
<td>- listen to a visitor from the Chinese community or intercultural support service; - compare and contrast modern homes in China and the UK; - create and decorate their own Chinese hat.</td>
<td>- extract information about China from pictures and photographs; - understand differences and similarities between their lives and the lives of people living in China; - have some knowledge of what life is like in China; - discuss aspects of life in China.</td>
<td>National Curriculum links</td>
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</table>

**National Curriculum links**

- Literacy: Speaking 1; Listening and responding 2; Group discussion and interaction 3.
- ICT: Finding things out 1a.
- PSHE and citizenship: Developing confidence and responsibility and making the most of their abilities 1a, 1b; Developing good relationships and respecting the differences between people 4c.

**QCA Schemes of Work links**

- Geography: Unit 5 Where in the world is Barnaby Bear? and Unit 24 Passport to the world.
- History: Unit 2 What were homes like a long time ago?
- Art and design: Investigating and making art, craft and design 2b, 2c.
- PSHE and citizenship: Developing good relationships and respecting the differences between people 4c.

**Instructions**

- Year 1 Non-fiction Unit 2 Instructions.
- Year 1 Non-fiction Unit 4 Information texts.
- Year 2 Non-fiction Unit 1 Instructions.
- ICT: Unit 1C The information around us.
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</thead>
<tbody>
<tr>
<td>3 Objects from China</td>
<td>• to investigate objects from China.</td>
<td>• to use time-related vocabulary;</td>
<td>History</td>
<td>• handle modern objects from China;</td>
<td>• gather information about the past;</td>
<td>National Curriculum links</td>
<td>Drawing, Word bank, Poem, Group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to use objects as a source of evidence;</td>
<td>1a 1b 2b 3 4a 4b 5</td>
<td>• create observational drawings;</td>
<td>• give an accurate and detailed description of one artefact;</td>
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<tr>
<td></td>
<td></td>
<td>• to use photographs as a source of evidence, about the past;</td>
<td></td>
<td>• create class word bank on an ancient Chinese object;</td>
<td>• use appropriate language for this unit;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• to convey information and ideas in simple, non-narrative forms;</td>
<td></td>
<td>• write a class poem.</td>
<td>• infer information about the use of an object.</td>
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</tr>
<tr>
<td>4 Ying Zheng the First Emperor</td>
<td>• to investigate the story of the First Emperor Ying Zheng.</td>
<td>• to identify why the First Emperor is remembered today;</td>
<td>History</td>
<td>• hear the story of Ying Zheng the First Emperor of China;</td>
<td>• identify at least one reason why the First Emperor is remembered today;</td>
<td>National Curriculum links</td>
<td>Dragon card, Group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to infer information from pictures of the past.</td>
<td>1a 1b 2a 2b 3 4a 4b 5 6c 6d</td>
<td>• use visual images to discuss some of the important things he left behind;</td>
<td>• create a simple text about the life of the First Emperor.</td>
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<td></td>
<td>• create a dragon card with simple sentences about the First Emperor.</td>
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<tr>
<td>5 The Terracotta Army</td>
<td>• to investigate the Terracotta Army.</td>
<td>• how the Terracotta Army was discovered, by whom, and when;</td>
<td>History</td>
<td>find out about and discuss the Terracotta Army; make warrior masks; make warrior armour.</td>
<td>• to ask and answer questions about the archaeological discoveries of the Terracotta Army;</td>
<td>National Curriculum links</td>
<td>Warrior mask, Warrior armour, Group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the sorts of questions that can be answered from archaeological discoveries;</td>
<td>1a 1b 2a 2b 3 4a 4b 5</td>
<td></td>
<td>• to ask appropriate and relevant questions about the Terracotta Army;</td>
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<tr>
<td></td>
<td></td>
<td>• to use pictures of artefacts to find out about a particular aspect of life in the past in China;</td>
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<td>• to select information from sources;</td>
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<tr>
<td></td>
<td></td>
<td>• to use pictorial evidence to inform their work.</td>
<td></td>
<td></td>
<td>• to create a Chinese terracotta warrior mask.</td>
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</tbody>
</table>
### Year 1/2 Unit 5

#### KS 1

**What can we find out about ancient China from what has survived?**

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</thead>
<tbody>
<tr>
<td>6 Chinese numbers</td>
<td>• to investigate the Chinese number system from one to ten.</td>
<td>• to count and use numbers to at least ten in English and Chinese; • to recognise numerals one to ten in English and Chinese; • to learn Chinese hand counting.</td>
<td>Mathematics&lt;br&gt;1 2&lt;br&gt;• learn Chinese symbols and hand signs for numbers 1–10.</td>
<td>• count and use numbers to at least ten in English and Chinese; • recognise numerals one to ten in English and Chinese; • use Chinese hand counting.</td>
<td>National Curriculum links&lt;br&gt;Literacy: Speaking 1; Listening and responding 2.&lt;br&gt;PSHE and citizenship: Developing good relationships and respecting the differences between people 4c.</td>
<td>Written work, Hand signs, Group discussion</td>
</tr>
<tr>
<td>7 Chinese writing</td>
<td>• to investigate Chinese writing.</td>
<td>• to investigate the history of Chinese writing; • to recognise some Chinese word symbols; • to write a simple Chinese word symbol; • to create an Ang Pow.</td>
<td>History&lt;br&gt;1a&lt;br&gt;1b&lt;br&gt;2a&lt;br&gt;2b&lt;br&gt;3&lt;br&gt;4&lt;br&gt;• learn about Chinese word symbols; • write some Chinese words; • make an Ang Pow; • learn about the Chinese zodiac.</td>
<td>• recognise some Chinese word symbols; • write a simple Chinese word symbol; • create their own Ang Pow.</td>
<td>National Curriculum links&lt;br&gt;Literacy: Speaking 1; Listening and responding 2; Group discussion and interaction 3.</td>
<td>Written work, Ang Pow</td>
</tr>
<tr>
<td>8 Chinese celebration</td>
<td>• to investigate the Chinese New Year.</td>
<td>• to use photographs as a source of evidence; • to use time-related vocabulary; • about the celebration of the Chinese New Year; • to recognise the animals in the Chinese zodiac.</td>
<td>History&lt;br&gt;1a&lt;br&gt;1b&lt;br&gt;2a&lt;br&gt;2b&lt;br&gt;3&lt;br&gt;4a&lt;br&gt;• discuss Chinese New Year; • create individual Chinese lanterns; • move like an animal from the Chinese zodiac.</td>
<td>• infer information using photographs as a form of evidence; • use appropriate vocabulary; • ask and answer questions about the Chinese New Year.</td>
<td>National Curriculum links&lt;br&gt;Literacy: Speaking 1; Listening and responding 2; Group discussion and interaction 3.&lt;br&gt;ICT: Finding things out 1a.&lt;br&gt;Geography: Knowledge and understanding of places 3a.&lt;br&gt;PSHE and citizenship: Developing confidence and responsibility and making the most of their abilities 1a, 1b; Developing good relationships and respecting the differences between people 4c.</td>
<td>Chinese lantern, Movement, Group discussion</td>
</tr>
</tbody>
</table>

#### Expectations

**At the end of this unit most children will:**
- be able to identify China on a world map;
- understand something of the history of China;
- know about some ancient and modern Chinese customs;
- use ICT programmes and books to obtain additional information;
- communicate their understanding in a variety of ways.

**Some children will not have made so much progress and will:**
- recognise that China is a different country from our own with a different history and customs;
- select some relevant information from pictures and books.

**Some children will have progressed further and will:**
- identify China on a world map and talk about some of its geographical features;
- understand the story of the First Emperor and identify his legacy;
- show an understanding of some of the reasons behind the Terracotta Army;
- begin to understand why there are different representations of the event;
- compare Chinese lifestyle and customs with our British lifestyle and customs.
Preparatory information

**China**
It is recommended that this topic finishes with a whole-class assembly.

**Materials**
For Lesson 1 you will need to source materials in advance, such as magazine or brochure images. Chinese objects (Chinese fan, Chinese lantern, rice paper, fortune cookie, chopsticks and Chinese umbrella) for Lesson 3 can be purchased in Chinatown in the following cities: Manchester, Liverpool, Newcastle, London, Birmingham and Glasgow.

**School visit**
You may wish to arrange a visit to a site that relates to this unit. Where parents/carers have offered to accompany the children on a school visit, ensure that all volunteers are Criminal Records Bureau (CRB) checked. Confirm dates and times in writing. It will be helpful if you include the following: the expected duration of the trip and clear directions to the classroom or school office.

**Museum visit**
Most museums now provide a curriculum-based education service. Contact your local museum education service to establish what is available. Make your booking well in advance.

**Museum loans**
Many museums provide a loans service of handling objects for use in schools. You will need to contact them at least a term in advance.

**Library school loans service**
If you have this service in your area, remember to order books well in advance of teaching this unit.

**Loans from home**
If children bring photographs or artefacts associated with this topic into school, it will be necessary to keep a written record.

**Time line**
It is advisable to use a class time line when teaching this unit.

**Other useful contacts**
China National Tourist Office: [www.cnto.org.uk](http://www.cnto.org.uk)

**Music**
A CD of Chinese music, such as China – the Very Best of Chinese Music by various artists, could be played to the children during some of the activities in this unit.

**Vocabulary**
It is recommended that the children compile a China vocabulary page which can be added to throughout the unit.

**PowerPoint presentations**
Many of the lessons include the use of PowerPoint presentations. The slides used are clearly identified in the lesson plans.

**Intercultural Curriculum Support Service**
Make contact with the Intercultural Curriculum Support Service in your area. Many of these provide excellent materials for use in schools. Qualified staff are often available to deliver talks and support in school.

**Websites**
The following websites may be useful for some of the activities:
- Download the Chinese national anthem: [www.chinaoysseytours.com/guide/national_anthem.htm](http://www.chinaoysseytours.com/guide/national_anthem.htm)
- British Museum Site (teacher use): [www.ancientchina.co.uk/menu.html](http://www.ancientchina.co.uk/menu.html)
- Good overview of ancient China: [http://china.mrdonn.org/index.html](http://china.mrdonn.org/index.html)
- Video of jumping game: [www.gigglepotz.com/canujump.mov](http://www.gigglepotz.com/canujump.mov)
- Website for counting numbers: [www.numbernut.com/basic/activities/number_mem20_chinese_1-10.shtml](http://www.numbernut.com/basic/activities/number_mem20_chinese_1-10.shtml)
Online interactive games

The following websites provide useful interactive games you may wish to try with the children:

- Interactive Chinese games: [http://pbskids.org/sagwa](http://pbskids.org/sagwa)
- Tangram game: [www.apples4theteacher.com/tangrams.html](http://www.apples4theteacher.com/tangrams.html)

Where in the world is China?

The purpose of this lesson is: to introduce children to China.

Learning objectives

Children should learn:
• to locate China on a globe/world map;
• to discover information about China.

Class objective: to find out about China.

Learning outcomes

Children should be able to:
• identify China on a map;
• show an interest in the world around them.

Programme of study

Geography
1a ask geographical questions;
1d communicate in different ways;
2a use geographical vocabulary;
2b use fieldwork skills;
2c use globes, maps and plans at a range of scales;
2d use secondary sources of information;
3a identify and describe what places are like.

Prior learning
It would be helpful if the children are familiar with maps and globes.

Vocabulary
big, boat, China, Chinese, city, country, dragon, globe,
map, mountains, pagoda, people, plane, river, school,
ship, train, transport

Resources
• Resource sheet RS1.1: China fact file
• Activity sheets AS1.1a, AS1.1b, AS1.1c: Getting to China
• Activity sheets AS1.2a, AS1.2b, AS1.2c: Pictures from China
• Activity sheets AS1.3a, AS1.3b, AS1.3c: Hello from China
• PowerPoint PP12: Where in the world is China?
• Scissors
• Glue
• Map of the world/globe

Cross-curricular links

National Curriculum links
• Literacy: Speaking 1; Listening and responding 2;
  Group discussion and interaction 3 (relates to the
  Renewed Primary Framework for Literacy).

• ICT: Finding things out 1a.
• PSHE and citizenship: Developing confidence and
  responsibility and making the most of their abilities
  1a, 1b; Developing good relationships and respecting
  the differences between people 4c.

QCA Schemes of Work links
• Literacy: Year 1 Non-fiction Unit 2 Instructions;
  Year 2 Non-fiction Unit 1 Instructions.
• ICT: Unit 1C The information around us.
• Geography: Unit 5 Where in the world is Barnaby Bear?

Differentiation
• Activity sheets AS1.1a: Getting to China, AS1.2a:
  Pictures from China and AS1.3a: Hello from China
  provide less-challenging activities;
• Activity sheets AS1.1c: Getting to China, AS1.2c:
  Pictures from China and AS1.3c: Hello from China
  provide more-challenging activities.
• Some children may need help completing the
  address section on their postcard and cutting out
  their pictures.

Assessment opportunities
Each child’s understanding of this lesson can be
assessed through his/her contribution to the class
discussion and his/her completed activity sheets.

Advance preparation
• This lesson involves the use of a PowerPoint
  presentation.
• Make a collection of images that relate to China.
  Children can be asked to make their own collection.
  Familiarise yourself with Resource sheet RS1.1:
  China fact file before the lesson.
• Children may wish to use their own images for their
  postcards in Activity 3.
Introduction

- Gather the children together and share the class objective: to find out about China. Show the children the world map on PowerPoint PP12: Where in the world is China?, slide 2. Identify the UK and China for them on the map.

Activity 1: All about China

- Ask the children if any of them can tell the class something about China. Invite a child to identify China on a world map/globe then show the children the PowerPoint PP12: Where in the world is China?, slides 3–9. Spend some time discussing the images with the children and ask them these or similar questions:
  - Slide 3: What are the similarities and differences between your classroom and the one in the picture?
  - Slide 4: The dragon is often used as decoration in China, it symbolises luck. The dragon is the Lord of water (water is very important in the production of food, particularly rice).
  - Slide 5: The Yangtze River is the longest river in China. It supplies water to vast areas of China. What do you think it might be like to live near this place?
  - Slide 6: This man is wearing traditional Chinese clothes. How are this man’s clothes different from ours?
  - Slide 7: This style of building is called a ‘pagoda’ and is very popular in China. It is a sacred Buddhist tower and people think it brings good fortune to the area around it. It always has between three and 15 tiers. How many tiers can you see on this Chinese pagoda?
  - Slide 8: In the crowded cities many people live in blocks of flats. What do you think it might be like to live in this place?
  - Slide 9: Long, long ago the Chinese discovered how to make beautiful pottery called porcelain. We call this material ‘china’. It is hard, shiny and very thin, and makes a ringing sound when it is very gently tapped.

Activity 2: How can I get to China?

- Ask the children to go to their tables and give out Activity sheets AS1.1a, AS1.1b, and AS1.1c: Getting to China. Invite the children to use the vocabulary on the page to fill in the missing words and to draw a picture of the appropriate mode of transport.

Activity 3: Postcards from China

- Give out Activity sheets AS1.2a, AS1.2b, AS1.2c: Pictures from China and Activity sheets AS1.3a, AS1.3b, AS1.3c: Hello from China.
- Let the children cut out the template of the postcard and the pictures they would like on their postcards. Invite the class to agree upon an address to send the postcards to and write this on the board for the children to copy. Next ask the children to imagine they have visited China and to complete the postcard using the vocabulary at the bottom of Activity sheets AS1.3a, AS1.3b or AS1.3c: Hello from China. If the children have collected their own images, these can be used for this activity instead.

Plenary

- Before the end of the lesson, gather the children together. Select some children to show their postcards and explain to the class why they chose the images. Ask the children whether they think they would like to live in China.

Notes/evaluation
The history of China is extremely complex. China is the world’s oldest continuous civilisation. Due to its geographical position, cut off by deserts and mountain ranges, it remained remote from the rest of the world for many years.

**Shang (1650 BC to 1027 BC)**
The Bronze Age saw the development of Chinese writing. During this time ancestor worship was practised.

**Zhou (1027 BC to 221 BC)**
This was known as the Golden Age, when China was ruled in a feudal manner. Towards the end of this time the great lords that ruled the different states battled with each other for power. This was known as the Warring States. Many hundreds of thousands died.

**Qin (221 BC to 207 BC)**
The first Emperor Ying Zheng united the country into one Empire. He introduced a standardised form of money, writing, weights and measures. He also built the Great Wall of China joining together a series of older walls in order to protect the country. After his death imperial rule was accepted as the form of government in China.

**Han (207 BC to AD 220)**
The Han dynasty saw the making of a civil service in China. The civil servants were highly educated. At the same time the state developed factories where silk and other goods were made in large numbers.

**Inventions**
The four inventions that are most highly regarded by the West are paper, printing, the compass and gunpowder.

**Paper**
Paper-making developed during the Western Han Dynasty. It was made of hemp and ramie fibres or silk and hemp. It was very rough and difficult to write on. Later, in AD 105, Cai Lun of the Eastern Han Dynasty made a revolutionary breakthrough in paper-making. He used silk fibres, hemp fibres, rags and broken fishnets. The mixture was boiled with plant ash, then washed and ground with a pestle and mortar, poured on to a flat surface and left to dry. In some areas of China local people still use this paper-making method today.

As the process became more refined, and with the development of a vast civil service in the Han period, the demand for paper grew and the Government established factories where it could be mass produced.

Paper-making spread to the West via Vietnam and Japan. By the mid twelfth century it had reached Europe.

**Printing**
It is thought that block printing was developed around AD 650. The text was copied in ink from a reverse image on to paper and transferred to a piece of
block printing. An engraver then cut out the blank areas so the text stood out. The finished block could then be painted using a paintbrush. A sheet of paper spread over it was then rubbed with another paintbrush.

The earliest existing evidence of block printing dates back to the Tang Dynasty. By the fourteenth century this method of printing had spread to Europe. Around AD 1000 Pi Sheng invented a system of moveable type. He carved each Chinese character separately onto a small fired clay block and arranged these to make words. In this way the same blocks could be reused to make many different texts. Some five hundred years later, people across Europe and Asia began to use moveable type made out of metal.

**Compass**

In Chinese the compass is called ‘zhi nan zhen’, which means ‘a needle pointing south’. It is not known exactly when this was invented. It is believed that it may date back to the Warring States period (481 BC to 221 BC). Earlier compasses were used in order to build houses that faced the correct way, so they were in harmony with nature. China was the first country to use the compass for navigation. This was recorded in a book written in the early twelfth century, which talked of the voyage of a fleet to Korea. The invention of the compass brought an end to the use of astronomy as a tool to navigate by and meant that sailors could find their way in different types of weather.

**Gunpowder**

The Chinese for gunpowder is ‘huo yao’, which means ‘fire drug’. Gunpowder was invented in the Tang Dynasty (AD 618 to AD 908). It is made of sulphur, saltpetre and charcoal and was discovered when alchemists were searching for the elixir of life.

Gunpowder was used to make fireworks for celebrations as early as the tenth century. Later, in the Northern Song Dynasty, weapons were developed that used gunpowder. The most well known was the ‘fire gun’. In the thirteenth century the Chinese sent a military expedition to Central Asia and the secret of gunpowder gradually spread to the West.

**Conical hats**

Hats like these have been worn for hundreds of years in China and are still worn by some people today. They are kept on the head by a chin strap and an internal band of material keeps the hat from resting directly on the wearer’s head. These hats are used as protection from the sun and rain. When made of straw or matting, these hats can be dipped in water and then worn. This helps to keep the wearer cool. These are no longer called ‘cooley hats’ as this term is now regarded as racially offensive.
Getting to China
Activity sheet 1.1a

China is far away

You can get there

On a t   On a p

I would like to travel on a                     to C

Draw

train    plane    China
Getting to China
Activity sheet 1.1b

China is far away

You can get there

On a t ____________________  On a p ____________________

I would like to travel on a ____________________ to C ____________________

Draw the one you think will get to China first:

Draw

train  plane  China
Getting to China
Activity sheet 1.1c

China is far away

You can get there

On a t    On a p

Draw the one you think will get to China first:

I would like to travel on a    to China

because

train   plane   China
Pictures from China
Activity sheet 1.2a

Choose two pictures, cut them out and stick them on your postcard.
Pictures from China
Activity sheet 1.2b

Choose three pictures, cut them out and stick them on your postcard.
Pictures from China
Activity sheet 1.2c

Choose four pictures, cut them out and stick them on your postcard.
Hello from China

Activity sheet 1.3a

On my visit I saw a ____________________________

__________________________

and a ____________________________

__________________________

Love from ____________________________

dragon   big river   Chinese man
Hello from China
Activity sheet 1.3b

On my visit I saw a ___________

a ___________

and a ___________

Love from ___________

dragon   big river   Chinese man
Terracotta Army
Hello from China
Activity sheet 1.3c

On my visit I saw

Love from

dragon  big river  Chinese man
pagoda  Terracotta Army  Chinese city