

Chiltern Primary School History Long Term Plan

Together, over time, we are proud to learn to make a difference, to others and ourselves.

Our curriculum vision:

- Our Chiltern community celebrates differences and diversity.
- A curriculum, which engages and enriches...
- Has ambition for ALL moving all from novice to expert.

What does this look like within History?

- *Diversity.* To explore, understand and form their own opinions about diversity in the past.
- *Enrichment.* Relevant, hands on experiences, debates, visitors and trips.
- *Ambitious.* Leaving as critical and analytical thinkers.

History Skills for ALL Children at Chiltern.

ALL children will leave Chiltern Primary School with *three main skills*:

Critical and analytical thinkers.

Understanding chronology.

Understand and question the impact History has on the world today.

EYFS - In early years History is part of understanding of the world under past, and present. They will use the vocabulary such as "past", "now" and "future" to talk about things that have and will happen in their living memory. We track experiences over the year with a class timeline. Conversations are held over families and how things have changed from when family members were young.

NC Statements for reference.

Key Stage 1 – NC Threads.

- Changes within Living Memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to National and international achievements.
- Significant historical events, people and places in their own locality knowledge beyond 1066

Key Stage 2 – NC Threads.

- Changes in Britain
- A Local History Study
- Achievements of the Earliest Civilizations
- Non-European Society that Provides a Contrast with British History
- Themes and aspects in British History that extends chronological

There will be TWO threads that run through the History curriculum that will cover the above NC statements. These are the TWO Threads.

Royalty in Britain and local history. Settlements and Changes in Britain.

Below are the “I know” statements, the ***first 3 / 4*** statements in **BOLD** will be the ***focus*** of the unit and is the ***key*** for ***teaching*** and ***assessing*** the children. Please use the other statements to support, ***extend and develop children’s knowledge and understanding***. The red statements in the left hand column are the end of year expectations of the three main History skills.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Understanding the World (People and Communities) – Children to be able to talk about past and present events in their own lives and in lives of family members. They are to know about similarities and differences between themselves and others, and among families, communities and traditions.					
Sticky knowledge from EYFS	Understanding the World (The World) – Children to know about differences and similarities in relation to places, objects, materials and living things. They are able to talk about the features of their own immediate environment, and how environments might vary from one to another.					
Vocabulary		Bakery St Paul’s Cathedral Diary Firebreak Primary Source Historical	Bakery St Paul’s Cathedral Diary Firebreak Primary Source Historical			Travel Transport Steam Engine Petrol / Combustion Engine Electric Cars
What the 3 skills look like at the end of the year. Understanding the concept of time by talking about key events.		The Great Fire of London KEY STATEMENTS I know how to talk about some of the key events of The Great Fire of London. I know how to say why The Great Fire of London	The Great Fire of London KEY STATEMENTS I know how to talk about some of the key events of The Great Fire of London. I know how to say why The Great Fire of London			Travel And Transport KEY STATEMENTS I have an understanding of the chronology of the different points in history when various types of transport


<p>Understanding and questioning impact – looking at changes.</p> <p>Becoming critical and analytical thinkers – starting to question and explain reasons.</p>		<p>spread and eventually stopped.</p> <p>I know how to explain how we know about The Great Fire of London from a variety of primary sources,</p> <p><u>Supporting Statements</u></p> <p>I know how to explain that we know about The Great Fire of London because of Samuel Pepys's diary.</p> <p>I know how to show awareness of how London has changed, including its buildings, people and transport.</p> <p>I know how to explain reasons why some sources are more useful than others in historical enquiries.</p>	<p>spread and eventually stopped.</p> <p>I know how to explain how we know about The Great Fire of London from a variety of primary sources,</p> <p><u>Supporting Statements</u></p> <p>I know how to explain that we know about The Great Fire of London because of Samuel Pepys's diary.</p> <p>I know how to show awareness of how London has changed, including its buildings, people and transport.</p> <p>I know how to explain reasons why some sources are more useful than others in historical enquiries.</p>			<p>have been used and invented.</p> <p>I know how to demonstrate an understanding of the ways in which travel and transport has changed throughout history.</p> <p>I know how to articulate the differences between old and new transport</p> <p><u>Supporting Statements</u></p> <p>I know how to talk about what I know about the inventions of cars, trains and aeroplanes.</p> <p>I know how to recall some key facts about different types of travel and transport studied and significant people</p>
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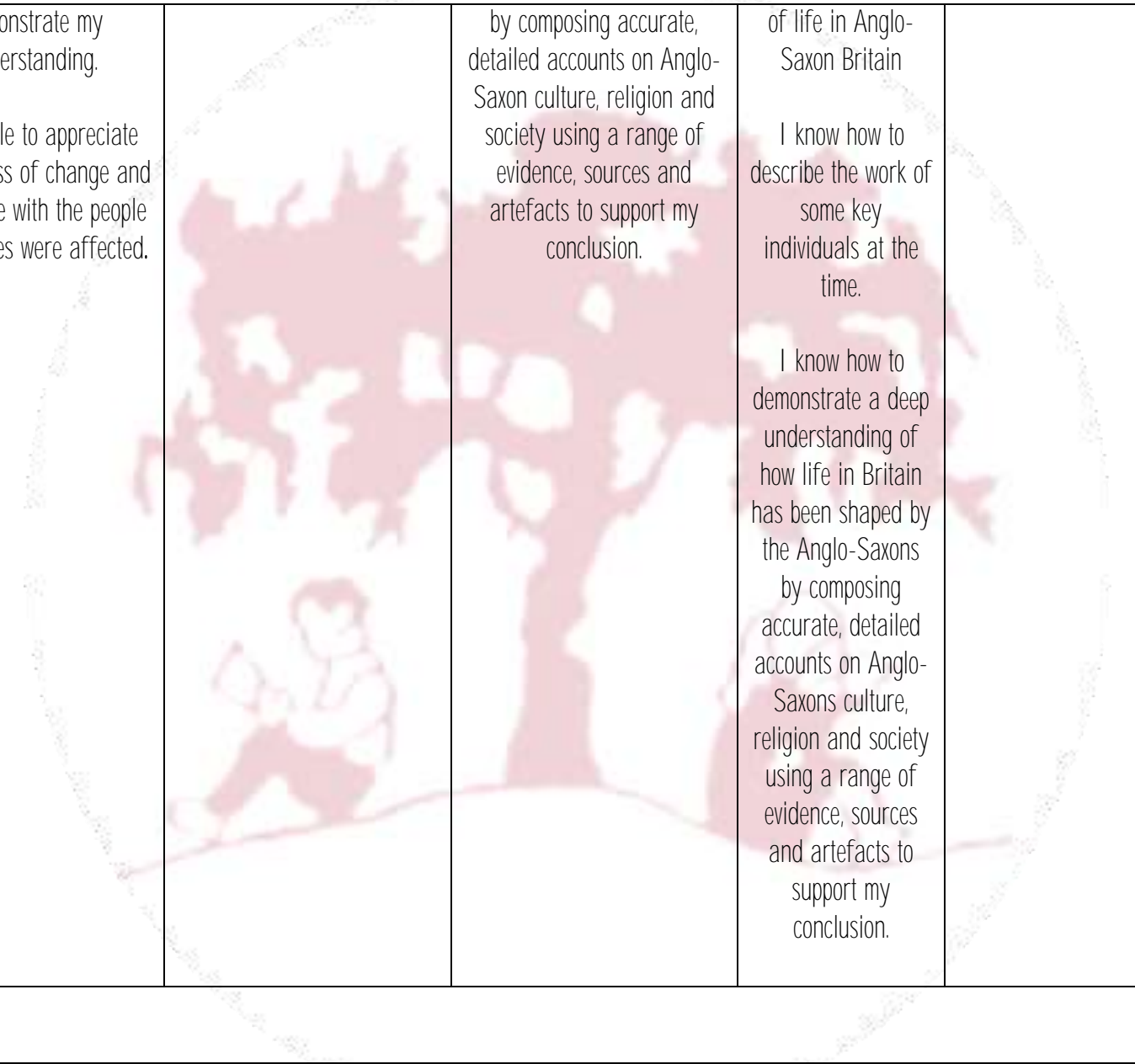
		I know how to start to question the reliability of some historical evidence.	I know how to start to question the reliability of some historical evidence.			involved in inventing them. I know how to talk about the ways in which developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning		Year 1 A2 and S1	Year 1 A2 and S1	Year 1 A2 and S1		
Vocabulary		The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Execute, Guy Fawkes, King James I, Robert Catesby, Thomas Percy, Bonfire, 5th November 1605.	Monarch, Parliament, Succession. Significant, Nickname, William the Conqueror, Henry VIII, Richard III, John, Charles I, Edward I, Elizabeth I, Victoria, Elizabeth II	Monarch, Parliament, Succession. Significant, Nickname, William the Conqueror, Henry VIII, Richard III, John, Charles I, Edward I, Elizabeth I, Victoria, Elizabeth II		

<p>Understanding the concept of time by ordering key events.</p> <p>Understanding and questioning impact – looking at changes and starting to compare to present day.</p> <p>Becoming critical and analytical thinkers – starting to question why and explain reasons for this.</p>		<p><u>The Gunpowder Plot</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to talk about some of the key events and people involved in the Gunpowder Plot.</p> <p>I know how to show an awareness of the differences in ways of living in 1605 compared to the present.</p> <p>I know how to begin to question and show understanding of the different roles of people involved in the Gunpowder Plot.</p> <p><u>Supporting Statements</u></p> <p>I know how to imagine and recreate the experiences of the people involved in the Gunpowder Plot.</p>	<p><u>Kings and Queens</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.</p> <p>I know how to think of some questions for my own enquires into various kings and queens that interest me</p> <p>I know how to recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</p> <p><u>Supporting Statements</u></p>	<p><u>Kings and Queens</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.</p> <p>I know how to think of some questions for my own enquires into various kings and queens that interest me</p> <p>I know how to recall some key facts about the different monarchs studied</p>		
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		<p>I know how to sequence the main events at the Gunpowder Plot.</p> <p>I know how to explain why the Gunpowder Plot happened.</p> <p>I know how to talk about how the Gunpowder Plot has had an impact on national life in the present day.</p> <p>I know how to begin to question and show understanding of the different roles of people involved in the Gunpowder Plot.</p> <p>I know how to imagine and write about the experiences of people in different historical periods based on factual evidence.</p>	<p>I have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.</p> <p>I know how to talk about how I know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinions about them</p> <p>I know how to think of some questions for my own enquires into various kings and queens that interest me</p>	<p>in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</p> <p><u>Supporting Statements</u></p> <p>I have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.</p> <p>I know how to talk about how I know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinions about them.</p>	
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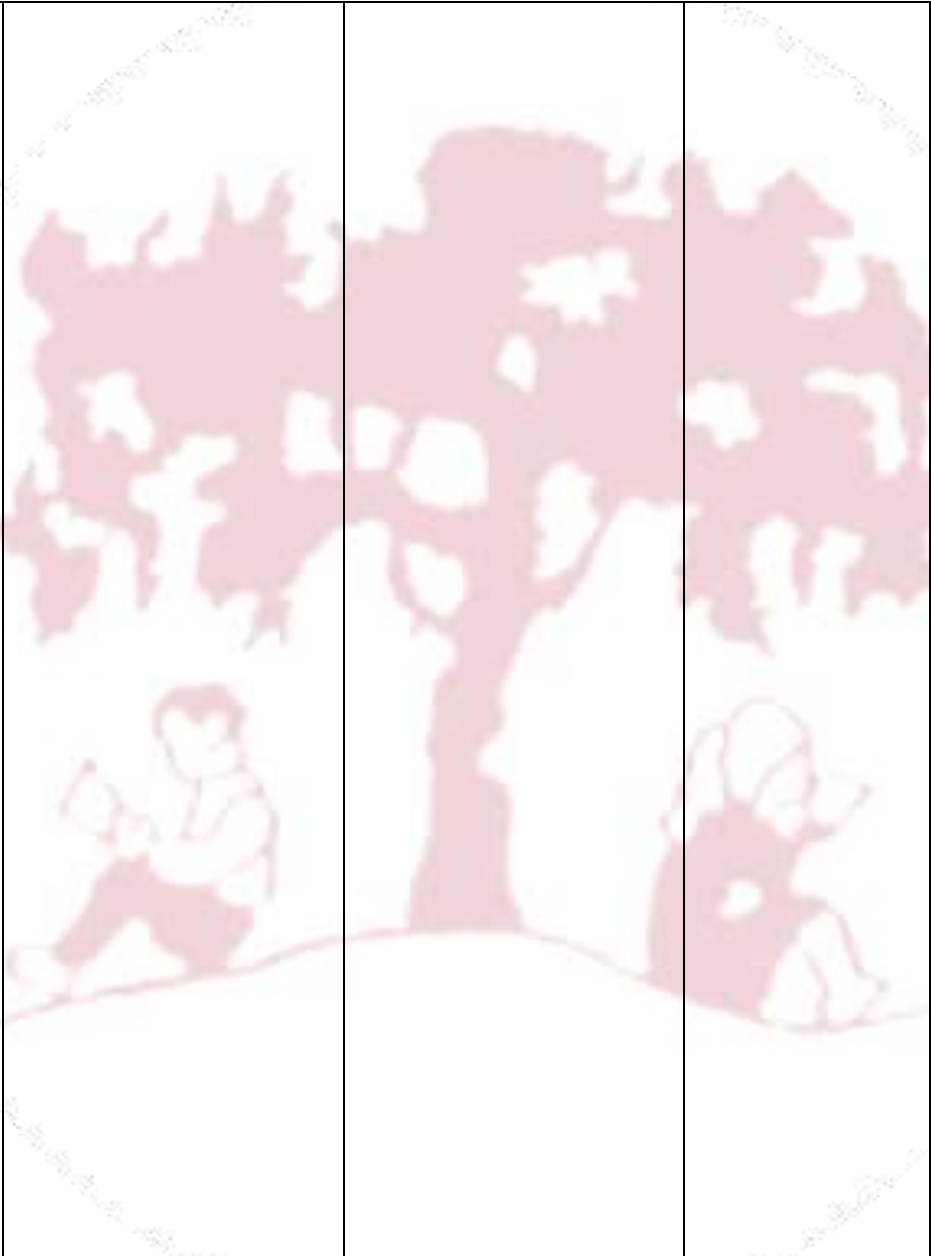
				I know how to think of some questions for my own enquires into various kings and queens that interest me		
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 1 A2 And S1, Year 2 A2 and S1		Year 1 A2 and S1 Year 2 – A2 Year 3 A1	Year 1 A2 and Sp1 Year 2 A2 Year 3 A1		
Vocabulary	Caledonia, Celts, Emperor, Iceni, Legion, Picts, Roman Empire, Rebellion, Boudicca, Hadrian's Wall, Gods / Goddesses.		Angles, Christianity, Missionary, Pagans, Picts, Romans, Saxons, Scots, Monks, Superstitious, Omens	Angles, Christianity, Missionary, Pagans, Picts, Romans, Saxons, Scots, Monks, Superstitious, Omens		
Understanding the concept of time by recalling and ordering key events. Understanding and questioning	The Romans <u>KEY STATEMENTS</u> I know how to recall some facts about the Romanisation of Britain.		Anglo – Saxons and Scots <u>KEY STATEMENTS</u> I know how to say whom the Anglo-Saxons and Scots were, when, and why they invaded Britain.	Anglo – Saxons and Scots <u>KEY STATEMENTS</u> I know how to say whom the Anglo-Saxons and Scots		

<p>impact – looking at changes and starting to identify how events shaped Britain.</p> <p>Becoming critical and analytical thinkers – starting to question a variety of historical evidence.</p>	<p>I know how to demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped, by the Roman occupation.</p> <p>I know how to use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.</p> <p><u>Supporting Statements</u></p> <p>I know how to describe when the Romans conquered Britain.</p> <p>I know how to describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to</p>		<p>I know how to explain how life in Britain changed as a result of the Anglo-Saxons and Scots invasions, recognising similarities and differences.</p> <p>I know how to be able to analyse historical evidence and artefacts to make claims about the Anglo-Saxons life and culture.</p> <p><u>Supporting Statements</u></p> <p>I am able to explain some key features of life in Anglo-Saxon Britain</p> <p>I know how to describe the work of some key individuals at the time.</p> <p>I know how to demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons</p>	<p>were, when, and why they invaded Britain.</p> <p>I know how to explain how life in Britain changed as a result of the Anglo-Saxons and Scots invasions, recognising similarities and differences.</p> <p>I know how to be able to analyse historical evidence and artefacts to make claims about the Anglo-Saxons life and culture.</p> <p><u>Supporting Statements</u></p> <p>I am able to explain some key features</p>		
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	<p>demonstrate my understanding.</p> <p>I am able to appreciate the process of change and empathise with the people whose lives were affected.</p>		<p>by composing accurate, detailed accounts on Anglo-Saxon culture, religion and society using a range of evidence, sources and artefacts to support my conclusion.</p>	<p>of life in Anglo-Saxon Britain</p> <p>I know how to describe the work of some key individuals at the time.</p> <p>I know how to demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons by composing accurate, detailed accounts on Anglo-Saxons culture, religion and society using a range of evidence, sources and artefacts to support my conclusion.</p>		
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning					Year 2 Su1 and Su2	Year 2 Su1 and Su2 Year 3 A1, Su 1 and Su 2
Vocabulary	Danegeld, Exile, Invade, Kingdom, Long ship, Outlawed, Pagans, Pillaged, Raid, Wergild, Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex, Kent.				Arithmetic, Industry, Industrial Revolution, Invention, Livestock, Migrate, Reign, Rural, Revolution, Typhoid, Workhouses, National Health Service, Gruel.	Bobbies, Peelers. Deterrent. Execution. Highwaymen. Humiliation. Judge. Jury. Ordeal. Treason. Victim. Trail, Mutilation, Exile.
Understanding the concept of time by linking and comparing to previous periods of time. Understanding and questioning impact – building links of other periods of time by looking for	Vikings and Anglo-Saxons <u>KEY STATEMENTS</u> I Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline.				Riotous Royalty <u>KEY STATEMENTS</u> I have a chronological understanding of which monarch reigned in relation to another. I know how to ask questions about life in Norman England and look at a map of	Crime and Punishment <u>KEY STATEMENTS</u> I know how to talk about some of the key facts about punishment that were used during the Roman, Anglo-Saxons, Tudor and Victorian times.

<p>similarities and differences.</p> <p>Becoming critical and analytical thinkers – starting to compare different periods of time and critically question links.</p>	<p>I know how to demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions.</p> <p>I know how to describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.</p> <p><u>Supporting Statements</u></p> <p>I know how to explain where and why some Viking raids or attacks took place.</p> <p>I know say where the Vikings came from and when they invaded Britain.</p>				<p>the British Empire to understand why the UK was such a powerful nation in the Victorian era.</p> <p>I know how to raise questions for Queen Elizabeth II in order to understand life as a modern monarch.</p> <p><u>Supporting Statements</u></p> <p>I know how to explain that the Magna Carta was an important documents</p> <p>I know how to describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country.</p>	<p>I know how to talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them.</p> <p>I know how to recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.</p> <p><u>Supporting Statements.</u></p> <p>I know how to explain some key terms in the history of crime and punishment in Britain, such as wergild. Trial by ordeal. Tithings, hue and cry, transportation and hard labour.</p>
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	<p>I know how to describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and Wergild. Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life E.g. religion, cultural traditions, crime, and punishments.</p> <p>I know how to evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history.</p> <p>I know how to confidently compare and contrast the</p>				<p>I have an understanding of the importance of an heir to the throne through comparing different generations of monarchy.</p> <p>I know how to see why these six monarchs have been identified as being significant to understanding events in British history.</p> <p>I understand why and how monarchy affected the formation of the United Kingdom of Great Britain and Northern Ireland as we know it today.</p> <p>I know how to explain how different monarchs achieved, secured and continued to exact</p>	<p>I know how to use primary sources to decide what are facts, what opinions can be formed from evidence and identify the questions they have about the life of the highwayman Dick Turpin.</p> <p>I know how to compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p> <p>I know how to explain my understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave</p>
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	modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.				power on the UK by looking at royal behaviours from the past and considering the impact of these on how we live today.	compared with noble during the Roman period. I know how to compare and contrast a variety of historical sources to form my own conclusions and questions regarding the life of the highwayman Dick Turpin.
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 1 S1 and S2, Year 2 Su1 and Su2, Year 3 A1, Su1 and Su2	Year 1 S1 and S2, Year 2 Su1 and Su2, Year 3 A1, Su1 and Su2			Year 1 Su1, Year 3 A1, Su1 and Su2	
Vocabulary	Bronze, Alloy, Bone Marrow, Earthwork, Celt, Sacrifice, Tribe, Iron, Settlement, Hillforts, Druids, Roundhouses, Hearth, Wattle, Daub, Stonehenge, Skara Brae.	Greek Empire, Vase, Olympics, Hippocrates, Hellenistic Bowl, Pyxis, Coins, Soldier, Helmet, Fibulas, Homer, Column, Slave, Noblemen, Pythagoras, Alexander The Great, Tunic, Parthenon, Doric column, Alphabet.			Film Posters, Cinema, Technology Development, Century, Billy Butlin, Audiences, Modern Lifestyles.	

<p>Understanding the concept of time by linking and comparing to previous periods of time. To continue to develop chronological understanding.</p> <p>Understanding and questioning impact – building links of other periods of time by looking for similarities and differences. By making connections, contrasts and trends over time.</p> <p>Becoming critical and analytical thinkers – starting to compare different periods</p>	<p>Stone Age to Iron Age</p> <p><u>KEY STATEMENTS</u></p> <p>I know how to explain how Stonehenge changed from the Stone Age onwards.</p> <p>I know how to explain the different challenges of survival for early man.</p> <p>I know how to explain why the evidence we have from the Romans about Iron Age Druids might be unreliable.</p> <p><u>Supporting Statements</u></p> <p>I know which tools were crucial to the survival of early man.</p> <p>I know how tools changed during the Stone Age to</p>	<p>Ancient Greece</p> <p><u>KEY STATEMENTS</u></p> <p>I know how to say when the Ancient Greek people lived and order some events from the time on a Timeline.</p> <p>I know how to compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics.</p> <p>I know how to talk about some Ancient Greek gods and know some features of Greek myths.</p>			<p>Leisure and Entertainment</p> <p><u>KEY STATEMENTS</u></p> <p>I have a chronological understanding of how technology developed over the century.</p> <p>I understand why and how young people were very different to their parents in the 1960's.</p> <p>I know how to confidently debate the effects of increased television on modern lifestyles.</p> <p><u>Supporting Statements</u></p> <p>I know how to use old film posters to understand why cinema</p>	
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<p>of time and critically question links. Devising historically valid questions about cause and effect.</p>	<p>make hunting more successful.</p> <p>I know how to name two of the roles of Druids in Iron Age tribes.</p> <p>I know how to explain how homes changed from the Stone Age to the Iron Age.</p> <p>I know how to explain how hillforts were designed to protect Iron Age tribes.</p> <p>I know how to explain how Skara Brae shows that Stone Age people were beginning to change how they lived.</p> <p>I know how to explain why Bronze Age people mined copper.</p> <p>I know how to explain why there are many ideas</p>	<p>Explain how and why the Greek Empire was so successful and be able to confidently Explain how the political system worked.</p> <p><u>Supporting Statements</u></p> <p>I know how to describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate my understanding.</p> <p>I know how to examine artefacts in order to draw conclusions about what life was like in Ancient Greece.</p> <p>I know how to write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen my understanding.</p>			<p>was important to people in the 1930's.</p> <p>I know how to raise questions for characters from the past, such as holiday camp owner Billy Butlin.</p> <p>I know how to describe the changes that took place in football over the century by comparing football kits to those of the present day and thinking about significant players who helped to make the game famous.</p> <p>I have an understanding of the importance of film posters in attracting audiences and compare the similarities and</p>	
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	<p>about how Stonehenge was used.</p> <p>I know how to explain what archaeologists now think about Druids.</p>	<p>I know how to analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like.</p>			<p>differences of the 1930's <i>examples</i>.</p> <p>I know how to explain why cinema became less popular by the middle of the 20th century by looking at evidence from the past and considering the impact of television on audiences.</p>	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Year 1 A2 and S1 Year 2 A2, Su1 and Su2 Year 4 A1, Su1 and Su2	Year 1 A2 and S1 Year 2 A2, Su1 and Su2 Year 4 A1, Su1 and Su2			Year 2 Su1 and Su2, Year 3 A1, Su1 and Su2 Year 4 A1, Su1 and Su2 Year 5 A1 and A2	
Vocabulary	Allies, Axis, Conscripted, Dogfight, Commemorate, Home Front, Rationing, Evacuation, Land Girls, Air-raid, Campaign, Atomic Bombs, Blitz, Nazi Party, Annex, Czechoslovakia, Propaganda, Active Service,	Allies, Axis, Conscripted, Dogfight, Commemorate, Home Front, Rationing, Evacuation, Land Girls, Air-raid, Campaign, Atomic Bombs, Blitz, , Nazi Party, Annex, Czechoslovakia, Propaganda, Active Service,			Oracle Bones, Fu Hao, Intact, Jade, Bronze, Cowrie Shells.	

<p>Understanding the concept of time by linking and comparing to previous periods of time, that have been studied. To continue to develop chronological understanding.</p> <p>Understanding and questioning impact – building links of other periods of time by looking for similarities and differences. By making connections, contrasts and trends over time. The ability to compare and contrast.</p>	<p><u>World War II</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to demonstrate a full understanding of a wide range of World War II events.</p> <p>I know how to explain the Holocaust in detail and make links and comparisons to issues today.</p> <p>I know how to explain how and why the changing role of women was significant to the war effort,</p> <p><u>Supporting Statements</u></p> <p>I know when the war started.</p>	<p><u>World War II</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to demonstrate a full understanding of a wide range of World War II events.</p> <p>I know how to explain the Holocaust in detail and make links and comparisons to issues today.</p> <p>I know how to explain how and why the changing role of women was significant to the war effort,</p> <p><u>Supporting Statements</u></p> <p>I know when the war started.</p> <p>I know how to tell you some of the countries and key individuals involved.</p>			<p><u>Shang Dynasty</u></p> <p><u>KEY STATEMENTS</u></p> <p>I know how to recognise and describe why the Shang dynasty is historically significant.</p> <p>I know how to demonstrate a full understanding of the Shang dynasty by composing my own historically valid accounts about different aspects of the civilisation.</p> <p>I know how to compare and contrast the Shang dynasty with other early civilisations.</p>	
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<p>Becoming critical and analytical thinkers – to compare different periods of time and critically question links.</p> <p>Devising historically valid questions about cause and effect.</p>	<p>I know how to tell you some of the countries and key individuals involved.</p> <p>I know how to recall some details about key events.</p> <p>I know how to describe what evacuation and rationing were and explain how they worked and how different people were affected.</p> <p>I know how to describe some of the jobs women did during the war.</p> <p>I know how to describe what the Holocaust was and who suffered as a result.</p> <p>I know how to offer reasons to explain why the war started.</p>	<p>I know how to recall some details about key events.</p> <p>I know how to describe what evacuation and rationing were and explain how they worked and how different people were affected.</p> <p>I know how to describe some of the jobs women did during the war.</p> <p>I know how to describe what the Holocaust was and who suffered as a result.</p> <p>I know how to offer reasons to explain why the war started.</p> <p>I know how to explore the significant of key events.</p> <p>I know how to recall key facts about rationing, evacuation and the Holocaust.</p>			<p>I know how to explain the significance and purpose of a range of Shang artefacts in detail and draw my own conclusion.</p> <p><u>Supporting Statements</u></p> <p>I know how to describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.</p> <p>I know how to describe a range of artefacts and know what they were made of and what they were used for.</p> <p>I know how to explain what oracle bones were and how the Shang used them.</p>	
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	<p>I know how to explore the significant of key events.</p> <p>I know how to recall key facts about rationing, evacuation and the Holocaust.</p> <p>I know how to recall key dates and facts with ease,</p> <p>I know how to evaluate and assess the reasons, impact and significance of key wartime events.</p>	<p>I know how to recall key dates and facts with ease,</p> <p>I know how to evaluate and assess the reasons, impact and significance of key wartime events.</p> <p>I know how to evaluate and assess the reasons, impact and significance of key wartime events.</p>			<p>I know how to explain different ritual elements of the Shang religion and describe how ancestor worship worked.</p> <p>I know how to describe the processes involved in making bronze, jade and pottery items.</p> <p>I know how to say whom Fu Hao was and why the discovery of her tomb was significant.</p>	
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