

Medium Term Plan for History Year 6 A counterpointing culture; Japan

In this unit children will conduct a study of past life using a counter-pointing culture, that of Japan prior to the modern period. They will identify where Japan is located and the origin and development of Japanese society and culture. They will identify the main features of Japanese society, in terms of societal roles, and how people dressed, lived and worked. They will compare and contrast them to equivalent stages in British and European society

Expectations:

Most children will be able to locate Japan and to link events in Japanese history with significant and concurrent events in World history. They will be able to identify different roles in Japanese society, once again making links to equivalent roles in British society, and to derive conclusions from artefacts from the past , e.g. art, armour, buildings. They will discover how the Japanese worshipped and what kind of religious festivals were celebrated. They will also learn how important warfare was to the development and structure of Japanese society.

Some children will have achieved more progress and will
Some children will have achieved less progress and will

Possible links to other subjects:

- Literacy – reports, information texts, letter writing
- Geography – link to learning about
- Art - architectural drawing of Pagodas, Japanese art, Japanese calligraphy
- PE/Games – Sumo?!?
- ICT – research, presentations, publishing of work from English, Sketch-Up
- Learning Platform/home learning opportunities
- Assembly – presentation to whole school
- Out of school excursion – to Cambridge museums - research
- Focus day – dress up, Japanese food, Japanese sports
- Drama – shadow puppetry
- DT – wooden sword making, possible Belt, dolls clothes? Talk to Marie

Digital Resources

- Google images
- Japanese music website

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	Vocab.	Resources
1	<p>Aim: to know where Japan is and when Japanese civilisation began. Children should learn</p> <ul style="list-style-type: none"> • Location of Japan • Cultural legends 	<ul style="list-style-type: none"> • Ask children what they already know about Japan – note on board. Get children to take notes as they go. • Use map to locate Britain and then Japan on world map. Discuss location – link into picture 	<p>Japan, Hokkaido, Honshu, Shikoku and Kyushu, A.F/B.C isolation,</p>	<ul style="list-style-type: none"> • Map of Japan, names of Islands in Japanese script, tea bags or coffee grounds to age. • Handwriting pens

	<ul style="list-style-type: none"> • How topography influenced population distribution • Styles of Japanese writing • Use timeline to link events in Japan with significant events world wide. 	<p>of flag and meaning of Nippon i.e. land of rising sun. Formation of islands, location on boundaries of several plates. Discuss how it is thought a bridge of land existed between Asia and Japan and this allowed people to cross. Later cut off causing Japan to be isolated. Note that world's first pottery invented in Japan by Jomon people.</p> <ul style="list-style-type: none"> • Look at topography of Japan – what did this mean with respect to where people lived? • Explain legend of Japan's creation, about the Samurai sword being drawn from the sea and shedding four drops that formed the islands • Activity: age and label map of Japanese using both Latin and Japanese characters. • Start time line of Japanese events 		
2	<p>Aim: to recognise the main features of Feudal Japanese society</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • To link key Japanese events with corresponding events in British history • Compare and contrast building styles and link to corresponding social classes • The social structure of feudal Japan, to research and report back on same. 	<ul style="list-style-type: none"> • Ask – what can they remember from last week? • Initial activity: Give them some key Japanese events to add to time line, then get them to match up with other events from British history. Discuss. • Look at some typical buildings of the medieval era – Imperial palace, Shogun home, Samurai home, farmer. How would they rank these in order of importance, wealth and power? Why? • Explain feudal structure of Japan, i.e. Emperor, Samurai, craftsmen farmers and merchants, Explain that the emperor depended in Daimyo to maintain control. • Using books/internet/supplied pictures children to research individual roles, make notes and report back. Add to mind-maps. 	<p>Feudal, Japanese, Emperor, Shogun, Samurai, Farmer Craftsmen, merchant.</p>	<ul style="list-style-type: none"> • See pages 8-15 Look into the Past – the Japanese Wayland ISBN O-7502-1261-6 • Key Japanese and British events for children to put on timeline. • Social classes cards – leave central square blank for representative picture or symbol for that class. Make brief notes using prompts e.g. clothes, their importance, their wealth etc.
3	<p>Aim: to understand religious belief systems in Medieval Japan</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • The main forms of religion in Japan and their origin • To compare and contrast to Christianity and other Western religions • To understand basic 	<ul style="list-style-type: none"> • Discuss religions worshipped in Britain in the past. Discuss and detail development of belief in Japan from their creation story- compare to Christian creation myths. • Discuss Shintoism, and concept of Kami – detail shrines and associated rituals. Explain Kami as spirits of a place, thing or phenomenon. • Link into introduction of Buddhism – and how the two have become interlinked in Japan, with Shinto dealing with this life and Buddhism with afterlife. 	<p>Ancestral worship, Shinton, Zen Buddhism, Kami, shrines.</p>	<ul style="list-style-type: none"> • Pictures for IWB • Little picture frames for Shrines • Slates and rocks • String • Gravel • Fake bushes/trees/scatter grass

	beliefs and rituals	<ul style="list-style-type: none"> Consider – what sort of things could become shrines – waterfalls, rocks etc. Show pictures. Activity – make little shrine out of rocks, string for rope etc 		
4 -	<p>Aim: to understand life as a Japanese child</p> <p>Children should learn;</p> <ul style="list-style-type: none"> Japanese festivals and their symbolism and importance in ancient Japan <p>Alternate lesson; to learn the importance of warfare in feudal Japan</p>	<ul style="list-style-type: none"> Ask the children what festivals in Britain have been traditionally devoted to children. Explain that in Japan there are two festivals for boys and girls. Explain 5th May – Carp day – for boys and Mel to do 3rd March Dolls festival with girls. Make connection with the symbolism of each festival with how people were expected to behave in ancient Japan 	Carp, doll, symbolism, hierarchy,	<ul style="list-style-type: none"> T.B.C.
5	<p>Aim: to identify what can be learned from primary sources.</p> <p>Children should learn;</p> <ul style="list-style-type: none"> to use art and pictures from the past to understand life in the past 	<ul style="list-style-type: none"> Refer to children's desire to find out how people dressed in ancient Japan Discuss primary and secondary historical sources Discuss art as a primary source Have children research female dress and fashions and Samurai armour using pictures from the time. 	Primary, secondary, bias	<ul style="list-style-type: none"> Carp templates for boys Dolls models for girls
6	Japanese Day.	<ul style="list-style-type: none"> Make costumes Sushi food making Samurai sword making Art Japanese calligraphy 	Samurai, sushi, armour,	<ul style="list-style-type: none"> Cloth Rice, prawns fish seaweed etc Thick string, silver paint, scalpels, balsa for hilts Plywood sword blanks – where to get cut?