

JOURNEY TO THE WEST**SECTION 1: Teachers notes -Understanding the story and putting it into context**

What children like about *Journey to the West*: This tale is the best known of the Classics in the West. With magic, animals and a good dose of cheeky behaviour alongside deities that try their best to help, it can easily appeal to all ages and is a good place to start amongst the four classics for KS2.

When was the story set?

- Based on the real life of the monk Xuan Zang (ca.602-664) who made a 17 year journey to India and back to collect Buddhist scriptures
- Xuan Zang wrote his own account of his travels on which the novel is partly based
- The modern city of Xi'an stands on the site of Tang Dynasty Chang'an, and you can still see the pagoda built to house Xuan Zang's scriptures
- Xuan Zang lived during the reign of Taizong, 2nd emperor of the Tang Dynasty (618-907)
- The Tang Dynasty was another of China's golden ages, when its capital Chang'an was the largest city in the world
- The wealth of the Tang Dynasty was built on trade along the Silk Route that stretched from China to the shores of the Mediterranean
- Buddhism was the principal religion of China, but Islam reached the Tang capital during the reign of Taizong

Implications:

In literary terms the book is interesting for its creation of a story from an interpretation of true events that left a physical presence, some of which remain intact and can be visited today. It reveals just how important diverse characters are to good story telling in any language. In a cross curricula sense, the story reminds us of another time when China's influence over global affairs was large, as it is now. Linked to global flows, a very current topic, the story shows the importance of trading routes and how cultural exchange (in this case religion) can occur along side commercial exchange.

What was happening elsewhere in the world at the time?

- *England & Europe*: end of Roman Empire; Dark Ages; Moors invade southern Spain
- *Near East*: Byzantine Empire
- *Americas*: middle Maya period in Mexico
- *India*: King Harsha, ruler of North India, establishes diplomatic relations with China.

When was the story written? Written in the 2nd half of the Ming Dynasty (1368-1644) when corruption in central and local government was increasing

What was happening elsewhere in the world at the time?

- *England & Europe*: Tudor period- Henry VII and Elizabeth I; Spanish Armada; Reformation; Age of Discovery
- *Americas*: Cortez in Mexico, Pizarro in Peru; Spanish in Mexico; Raleigh in Virginia
- *Middle East*: Suleiman the Magnificent
- *India*: beginning of Mogul Period – Akbar the Great

SECTION 2: Lesson activities - Cross-curriculum, Chinese Language & Bi-cultural

2 a: Cross-curriculum

Area of Curriculum	Activity	Learning Objectives (LOs)	Resources
Literacy & ICT	<p>Multi-media presentation</p> <ul style="list-style-type: none"> • ItW is a story full of action; divide the class into groups and allocate an episode from one of the parts of the story e.g. Monkey's early life, how Xuanzang meets his disciples or perhaps one of their adventures on the journey. • Ask each group in their own words to identify characteristics of a character within their allocated episode and give each a star rating of how strongly the character acts out that characteristic within their part of the story. • Each group find an image (preferably metaphorical rather than literal) and a sound-file to associate with their character. • Each group creates a short audio-visual presentation to accompany their re-telling of the story and presents it to the rest of the class. • Within their groups they discuss what actions of their character reflect the star ratings given. E.g. our character receives 5 stars for courage. Evidence for this rating is 	<p>Describe the characteristics of a person in words, sounds and pictures. Connect the characteristics to the actions of the character.</p>	<p>Non-digital:</p> <ul style="list-style-type: none"> • Top trump printable template (register free TES): http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6036598 • Digital: • Character descriptions: http://www.columbia.edu/cu/weai/exeas/resources/buddhism-journey-bg-info.html • Prezi: Online presentation tool using 'blank canvas'. Good for uploading images/sound. • Bubblr: Create a short presentation with speech bubbles. Photos can be uploaded from Flickr. • Voki – to create avatar of character. Upload sound files.
		<p>Differentiation</p> <p>Less able children are given a selection of sound files and pictures and a list of potential characteristics including inappropriate ones.</p> <p>More able discuss how the nature of the characters affects their interactions with other characters in their part of the story.</p>	<p>Extension</p> <p>- A top trumps card game can be created using the star ratings given to the various characteristics of those involved. http://en.wikipedia.org/wiki/Top_Trumps</p> <p>- As noted on page 60 of the RR edition, some Chinese scholars see the demons and monster encountered as representing sides of the character's personalities. Children can incorporate these into their description of the characters and invent a monster or demon that reflects them selves when they are either naughty or an image that reflects their inner beauty (see page 60 of book)!</p>

			Assessment Opportunities (AFL) - Generally: how easily and effectively did the child work in finding, selecting and interpreting information? - How much ICT technical and/or group work help did the children need to create and articulate their presentation? - How creative was their selection of sounds, pictures and general presentation?
Area of Curriculum	Activities	Learning Objectives (LOs)	Resources
Geography	The challenges of travel <ul style="list-style-type: none"> In the story Xuanzang and his disciples travel from China to India. The real life Xuanzang made this journey, starting in a city now called Xi'an in China and ending in a city in Afghanistan called Jalalabad. Use atlases and/or on-line maps (see resources) to find these two cities investigate the kind of journey Xuanzang made. What challenges did they face where and why, given they travelled by foot and horse? How could you make the same journey today and what different challenges would you face? 	<p>Evaluation and appreciation of the challenges in travelling across long distances now and in the past.</p> <p>Connections to other SoW for other Classics: The importance of knowing a language when travelling!</p> <p>Differentiation</p> <p>More detailed description of the territory between the two countries can be explored and linked to longitude and latitude for example.</p>	<p>Non-digital:</p> <ul style="list-style-type: none"> Atlas Map of China <p>Digital:</p> <ul style="list-style-type: none"> Map of Xuanzang's route to the west (page 28) Xian (Wikipedia): http://en.wikipedia.org/wiki/Xi'an Xian overview: http://hua.umf.maine.edu/China/xian.html & http://en.wikipedia.org/wiki/Xi%27an_Xianyang_International_Airport & http://en.wikipedia.org/wiki/Xi%27an_Metro Jalalabad (Wikipedia): http://en.wikipedia.org/wiki/Jalalabad Use 'tripline' to create your own reenactment of the journey http://tripline.net/. If you don't have own photos of places upload photos from Flickr of places on the route eg 'Liangzhou'. <p>Extension</p> <p>- The city of Xi'an can be looked at in more detail. How might you travel to the city from your school's location? How might you travel between tourist sites within Xi'an? (The city has an airport, ring-roads, train stations and metro).</p>

			Assessment Opportunities (AfL) - Generally: how easily and effectively did the child work in finding, selecting and interpreting information? - How aware do the children appear to be of the relative distances involved? - How insightful are the comparison and contrasting of the challenges involved in the journey then and now?
Area of Curriculum	Activities	Learning Objectives (LOs)	Resources
Art and design	<p>The faces of Monkey</p> <ul style="list-style-type: none"> • Monkey is one of the most popular characters in all of Chinese literature and tradition. He still appears today in lots of films, TV programmes and other media in modern China. He is often known by his name Sun Wukong or as the Monkey King. • Investigate different images of Monkey and comment on their differences along dimensions such as purpose of the image, media type, country of origin. • A version of the stage show is coming to your town. Ask the children to create their own image of Monkey in whatever medium as a poster for the show. <p>If ICT is available the online poster publishing application 'Glogster' could be used (see resources).</p>	<p>Understand the importance of interpretation (personal and cultural) as well as purpose when characters from books are illustrated.</p> <hr/> <p>Differentiation</p> <p>Children provided with an example of how an image can be interpreted along the different dimensions. Children able to justify their choices of design and medium within their own representation.</p>	<p>Non-Digital:</p> <ul style="list-style-type: none"> • Materials to create a poster. <p>Digital:</p> <ul style="list-style-type: none"> • Online poster creator: Glogster • Monkey images: <ul style="list-style-type: none"> ○ BBC Olympics Beijing 2008: http://www.bbc.co.uk/blogs/olympics/2008/05/monkeys_journey_begins.html ○ Damon Albarn/Royal Opera House production: http://www.youtube.com/watch?v=NR7EEoOwldg ○ Metro article showing new and original TV series: http://www.metro.co.uk/metrolife/818941-monkey-tv-series-filming-begins-on-cult-revamp <hr/> <p>Extension</p> <p>How does a current mascot design of a multi-cultural event hosted in a single country (e.g. Olympics or other international sports event) represent both many cultures and the host country or whatever else it sets out to represent? Ask children to:</p> <ul style="list-style-type: none"> - list attributes of mascot - discuss which attributes most represent host country - discuss how mascot has mass cross cultural appeal

			Assessment Opportunities (AfL)
			<ul style="list-style-type: none">- Generally: how easily and effectively did the child work in finding, selecting and interpreting information?- How eloquently can the children talk about how design reflects purpose and cultural origins?- How creatively have they used their chosen medium to connect their design criteria to their design/art? Generally: how easily and effectively did the child work in finding, selecting and interpreting information?

2 b: Chinese Language			
Activity	Vocabulary	Learning Objectives (LOs)	Resources
<p>1. New to Chinese: When speaking in English about the story or when reading the story, the teacher intersperses words in Chinese. The children when talking about the story add the occasional word in Mandarin.</p>	<p>All levels (to be used selectively at level 1): 西游记 <i>xī yóu jì</i> Journey to the West 西 <i>xī</i> West 游 <i>yóu</i> journey, travel 记 <i>jì</i> record, remember 玄奘 <i>Xuán Zàng</i> 孙悟空 <i>Sūn Wùkòng</i> Monkey 猪八戒 <i>Zhū Bājiè</i> Piggy 沙僧 <i>Shā sēng</i> Sandy 观音 <i>Guān Yīn</i> Guanyin 佛 <i>fó</i> Buddha 佛教 <i>fó jiào</i> Buddhism 和尚 <i>héshang</i> Buddhist monk 道士 <i>dàoshi</i> Daoist monk 很 <i>hěn</i> very 什么? <i>what?</i></p> <p>Level 1 sentence patterns 玄奘是和尚。 <i>Xuán zàng shì hé shang</i> Xuanzang is a Buddhist monk. 孙悟空是猴子。 <i>Sūn wù kōng shì hóu zi</i> Sun Wukong is a monkey.</p> <p>猪八戒是猪。 <i>Zhū bā jiè shì zhū</i> Zhu Bajie is a piggy</p> <p>沙僧是妖怪。 <i>Shā sēng shì yāo guài</i> Shaseng is a monster.</p> <p>白龙马是龙。 <i>Bái long mǎ shì lóng</i></p>	<p>The children understand that this story is a translation and that Chinese is 'real'.</p>	<p>Digital: Pictures of Chinese versions of book http://en.wikipedia.org/wiki/File:Xyj-sunwukong.jpg & http://en.wikipedia.org/wiki/File:Journey.jpg</p>
		<p>Differentiation</p> <p>More or less integration of vocabulary into oral English recounting of story. Whether more able children can not only remember translation (Chinese to English) but also English to Chinese.</p>	<p>Extension</p> <p>The teacher explains the connections between pin-yin (phonetic version of Chinese) with the pictorial /logographic characters. See also, if non native teacher http://www.thechinesestaffroom.com/articles/11-07-20/how-and-why-chinese-different-teaching-and-learning-implications</p>
		<p>Assessment Opportunities (AfL)</p> <p>Whether children remember any Chinese vocabulary when prompted e.g. How do we say Monkey in Chinese? Whether children are seen to engage more in story when Chinese introduced into its reading.</p>	

	White horse is a dragon. 我是和尚/道士。 <i>Wǒ shì héshang/ dàoshi</i> I am a Buddhist/Daoist		
Activity	Vocabulary	Learning Objectives (LOs)	Resources
<p>2. Some level of Chinese (e.g. learning at upper elementary / primary KS2(UK))</p> <p>Incorporation of new vocabulary into existing known vocabulary and in particular phrases and sentence patterns.</p>	<p>Level 2: (including any words also from Level 1)</p> <p>宗教 <i>zōng jiào</i> religion 佛教 <i>fó jiào</i> Buddhism 道教 <i>dào jiào</i> Daoism 信仰 <i>xìn yǎng</i> belief in religion 勇气 <i>yǒng qì</i> courage 诚信 <i>chéng xìn</i> honesty, integrity 虔诚 <i>qián chéng</i> piety, devotion (to a religion) 决心 <i>jué xīn</i> determination, will-power</p> <p>Level 2 sentence patterns:</p> <p>我不是和尚/我道士。 <i>Wǒ búshì héshang/ dàoshi</i> I am not a Buddhist/Daoist</p> <p>你是和尚/道士吗吗 <i>Nǐ shì héshang/dàoshi ma?</i> Are you a Buddhist/Daoist?</p> <p>你信仰什么? <i>Nǐ xìnyǎng shénme</i> What is your religion?</p> <p>他信仰佛教。他信仰道教。 <i>tā xìnyǎng fójiào tā. xìnyǎng dàojiào</i> He believes in Buddhism. He believes in Daoism.</p> <p>他不信仰佛教他信仰道教。 <i>tā bù xìnyǎng fójiào , tā xìnyǎng dàojiào.</i></p>	Children reinforce their current level of Chinese by having to use it in somewhat unfamiliar circumstances, avoiding rote repetition without thinking of sentence patterning.	Digital: Use word magnets to create sentences on interactive whiteboard. Download at http://www.triptico.co.uk/ . Word magnets are part of Triptico's desktop application suite.
		Differentiation	Extension
		Integration of new vocabulary into shorter / longer sentence patterns and/or multiple linked sentence patterns.	Use this more complicated sentence patterns and encourage children to insert alternative vocabulary from the 'all levels' and 'level 2' vocabulary lists: 玄奘是一个和尚 <i>Xuánzàng shì yī gè héshang</i> Xuanzang Is a Buddhist monk 玄奘是一个很有勇气的和尚 <i>Xuánzàng shì yī gè hěn yǒuyǒngqì de héshang</i> Xuanzang Is a courageous Buddhist monk 玄奘信仰佛教。 <i>Xuánzàng xìnyǎng fójiào</i> Xuanzang believes in Buddhism 玄奘虔诚的信仰佛教。 <i>Xuánzàng qiánchéng de xìnyǎng fójiào</i> Xuanzang is very committed (religiously) to Buddhism. 孙悟空很有勇气。 <i>Sūnwùkōng hěn yǒuyǒngqì</i>

	<p>He doesn't believe in Buddhism, he believes in Daoism.</p> <p>你 信仰 佛教 吗 <i>nǐ xìn yǎng fó jiào</i> Do you believe in Buddhist ma?</p>		<p>Monkey is very brave</p> <p>猪八很常有决心。 <i>Zhūbājiè hěn yǒu jué xīn</i> Pigsy is very determined</p> <p>沙僧 很有 诚信。 <i>Shā sēng hěn yǒu chéng xìn</i> Sandy is very honest</p> <p>Assessment Opportunities (AFL)</p> <p>How many times any single new word can be correctly incorporated into a new sentence pattern and how many new words are worked with.</p> <p>Fluency with which know sentences can incorporate new vocabulary. Maintenance of pronunciation when using new words in know sentence patterns.</p>
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Activity	Vocabulary	Learning Objectives (LOs)	Resources
<p>3. Beginning to develop competence (e.g. learnt at upper elementary / primary/KS2 (UK) and upwards or in latter stages lower senior/high school/KS3 (UK))</p> <p>Provided in the vocabulary section is the poem about Creation from the beginning of the novel. Use a dictionary to make a literal word by word translation. Then ask the pupils to turn it into good expressive English. Compare the versions created with those in available English translations (such as Arthur Waley – Monkey). Explore the linguistic reasons for the more precise Chinese and the more wordy English.</p>	<p>Level 3: You might wish to cover also words from Level 1 and 2 including the exercise of Level 2 expecting children not to need the prompts of suggested sentence patterns as well as those from poem</p> <p>Poem: 混沌未分天地乱，茫茫渺渺无人见。 自从盘古破鸿蒙，开辟从兹清浊辨。 覆载群生仰至仁，发明万物皆成善。 欲知造化会元功，须看西游释厄传。</p> <p>Note: Poem in pin-yin hùn dùn wèi fēn tiān dì luàn , máng máng miǎo miǎo wú rén jiàn . zì cóng Pán Gǔ pò hòng méng , kāi pì zī cóng qīng zhuó biàn . fù dài qún shēng yǎng zhì rén , fā míng wàn wù jiē chéng shàn . yù zhī zào huà huì yuán gōng , xū kàn xī yóu yì é zhuàn .</p>	<p>Children understand how language reflects cultural differences in how meaning is transferred but still understood</p> <p>Differentiation</p> <p>More or less help in finding words in dictionary or more or less provision of a number of words already translated. More or less lines of poem already translated into good English to provide an example that can be followed.</p>	<p>Non-digital http://www.esrc.ac.uk/my-esrc/grants/RES-000-22-3338/read provides an article that exemplifies Chinese cultural differences in face processing and their importance. Download Elementary/Primary/KS2 (UK) Mandarin Chinese SoW containing other tang poetry and associated exercises at http://www.thechinesestaffroom.com/resources/lesson-plans/10-09-16/celebrating-mid-autumn-moon-festival-scheme-work-no-3-series</p> <p>Extension</p> <p>Either look at other (Tang) poems or look at Chinese art where spaces have more meaning than spaces in Western art (where spaces are connected with user’s need in Chinese culture to interpret more for themselves) or perform literal and sense translations of Chinese being learnt in general lessons by pupils Similar work can be done in other languages with bi-lingual children present in the class.</p> <p>Assessment Opportunities (Afl)</p> <p>Successful translation (both literal – character by character and literal – good English) as well as insightful thoughts about how different languages convey meaning in different ways.</p>
<p>Note The activities above have been graded according to ability in terms of length of study of Mandarin.</p> <ol style="list-style-type: none"> 1. simple vocabulary for beginners 2. more advanced vocabulary, including abstract ideas, for intermediate students. Use some of the religious terminology for cultural investigation (linked to activity 2 of the bi-cultural section – see below). 3. An exercise in discovering how Chinese poetry increases understanding of how Mandarin works as a language. This is not as difficult as it may first look and is an excellent starting point for more advanced students to develop both their linguistic and cultural knowledge. 			

2 c: Bi-Cultural		
Activity	Learning Objectives (LOs)	Resources
<p><u>Ours, yours or both?</u></p> <p>On a continuum from familiar to less familiar, pupils position a number of elements of the story (say 5-10 elements) that they feel are more or less culturally similar and familiar to them. They write text to justify their point of view.</p> <p>Can be completed in groups or individually and compared and contrasted to reveal both personal and cultural differences. E.g. for some, magic might feature as a familiar element, for others magic might not feature as child(ren) are not 'into' magic (unlikely mind you!)</p>	<p>Appreciation of cultural similarities and differences through their identification e.g. universal cultural interests (e.g. magic), minor differences (Emperors versus Kings and Queens), larger differences (story based around Buddhism versus own religion)</p> <p>Connections to other areas of SoW</p> <p>Activity 1 is performed across all books and books ordered into having a more or less shared cultural foundation (so placed on a continuum)</p>	<p>Non-digital: A template of a continuum</p> <p>Digital: Use PollDaddy to collate the results of the class.</p>
	Differentiation	Extension
	<p>Work in groups and require less elements or work as individuals requiring more elements!</p> <p>Provide a list of elements of the story for the children to place on a continuum.</p>	<p>Children select a book of their own choice and think through which elements of the story they consider Chinese children will relate more or less to. Can be shared with a partner school in China and involve a book known to be familiar to partner school.</p>
		<p>Assessment Opportunities (AFL)</p> <p>(applies to all activities)</p> <ul style="list-style-type: none"> - Can children describe any cultural similarities / differences they have learnt about? - Can children comment on the: importance of any cultural differences/similarities they have learnt about? how they came about? - Whether we should become more or less culturally similar?

Activity	Learning Objectives (LOs)	Resources
<p>Bi-cultural objects (museum based)</p> <p>Pupils search (using the search function within a national museum website and key words e.g. Chinese + Indian + Buddhism or variants of this combination) for a related object, or are given a suitable object (see resources). Pupils comment on the ways the religious object made in which country possesses or not either Indian or Chinese influences or both.</p> <p>Pupils think of other ways in which religion can transcend country boundaries creating global connections (i.e. the dispersion of religious beliefs, practices and celebrations). Pupils think of an object they own that transcends cultural boundaries.</p>	<p>The importance of religion in different forms as a means of connecting people from different cultures. The importance of objects as embodiments of religion, culture and history.</p>	<p>Non-digital: For extension http://www.bbc.co.uk/news/magazine-14838749 http://www.bbc.co.uk/programmes/b014fblw http://www.economist.com/node/12342509</p> <p>Digital: BM object / BM object 2 Suggested objects from the British Museum</p>
	Differentiation	Extension
	<p>Pupils either search for objects and develop own criteria or are given objects and criteria to comment on.</p>	<p>Pupils look at the rise of Christianity in China starting with the fact (see resources) that more people go to Christian churches in China than in the whole of Europe.</p> <p>Or for a more simple extension look at what other religions are represented in China or look at Buddhism in own community of country.</p> <p>Or look at how technology makes journeying and general cultural exchange easier today and how that can have certain cultural consequences (e.g. Western brands and values arriving in China).</p>
		Assessment Opportunities (AFL)
		<p>Can children describe any cultural similarities / differences they have learnt about?</p> <p>Can children comment on the:</p> <ul style="list-style-type: none"> - importance of any cultural differences/similarities - they have learnt about? - how they came about? - whether we should become more or less culturally similar and whether that would be a good idea?

Activity	Learning Objectives (LOs)	Resources
<p><u>Bi-cultural objects (book based)</u></p> <p>Either children pick-out, or teacher suggests, objects mentioned within the book that are of particular cultural significance to China. Their significance then and now is explored. Examples might include:</p> <ul style="list-style-type: none"> - Dragons (rather than scary or evil in China are considered as worthy and powerful especially as regards control over weather) - The Lotus Flower (Buddhist symbol of birth) - Sandalwood (Of Indian origin, used as incense by Buddhists in both India and China, used to make furniture in both China and India) - Jade (known from ancient times as a gem, comparable in West to diamonds) - Princess Iron Fan is the owner of the Iron Fan. Iron fan is the only magic weapon that can put out the fire on the Flaming Mountains. 	<p>Children learn the different cultural importance, and use, attached to different objects in different countries</p>	<p>Non-digital:</p> <p>Digital: BM Chinese Jade – with examples. Dragons: http://en.wikipedia.org/wiki/Chinese_dragon & http://news.bbc.co.uk/1/hi/world/asia-pacific/6171963.stm Lotus flowers – significance http://www.chinaculture.org/chineseway/2010-07/23/content_386723_4.htm Sandalwood: China Today article http://www.chinatoday.com.cn/English/e200310/p68.htm Princess Iron fan: Wikipedia articles: http://en.wikipedia.org/wiki/Princess_Iron_Fan</p>
	<p>Differentiation</p>	<p>Extension</p>
	<p>Teacher suggests, versus children find, own objects to explore. Note if children choose own, it might turn out that there is less cultural significance than thought.</p>	<p>Children select a flower or plant, wood, mineral or jewel that they consider reflects their country or community and justifies their choice.</p> <p>Assessment Opportunities (AFL)</p> <ul style="list-style-type: none"> - Can children describe any cultural similarities / differences they have learnt about? - Can children comment on the: importance of any cultural differences/similarities they have learnt about? how they came about? - Whether we should become more or less culturally similar?

Activity	Learning Objectives (LOs)	Resources
<p><u>A moment in time across the world</u></p> <p>Children investigate what happened in the children's country of origin when the Chinese classic story was happening. Relevant information given in the introduction and also in the resources section.</p> <p>Children relate the time of the story to their own national history comparing and contrasting</p> <ul style="list-style-type: none"> - time of strife or time of harmony. - standard of living - type of living <p>Record findings on interactive whiteboard. If used as a homework activity children can record their findings on a virtual class sticky notes board 'Linoit'</p>	<p>Understanding that the current cultural and economic importance of a country varies in history.</p> <p>Understanding that cultural differences are created as the history of a country develops.</p> <p>Connection to other SoW</p> <p>Activity is performed across all books. Comparisons and contrasts drawn out. Was one country always more civilized than another?</p> <p>When in history has own country undergone similar period of travel to other countries or internal struggle or period of stability and progression?</p>	<p>Digital:</p> <p>Tang (China): Ancient China for Kids (Elementary/Primary/KS2 (UK)) – Tang Dynasty http://china.mrdonn.org/tang.html Wikipedia Tang dynasty http://en.wikipedia.org/wiki/Tang_Dynasty Met Museum Tang http://www.metmuseum.org/toah/hd/tang/hd_tang.htm Princetown University – Tang article http://etcweb.princeton.edu/asianart/timeperiod_china.jsp?ctry=China&pd=Disunity Tang Anglo Saxon (UK) Wikipedia Anglo Saxon http://en.wikipedia.org/wiki/Anglo-Saxons BBC mini Anglo Saxon site http://www.bbc.co.uk/history/ancient/anglo_saxons/ Linoit: www.linoit.com and using it http://www.thechinesestaffroom.com/resources/lesson-plans/11-10-27/online-chinese-teaching-resources-%E2%80%98sticky-notes%E2%80%99-lino-collaborative- For extension podcasting activity: Audacity, Podomatic and Garageband (Mac). To record Easispeak mics</p>
	<p>Differentiation</p> <p>Children provided with resources that contain information they require or have to search for them to a greater or less extent. Children provided with a way of displaying the information e.g. a table versus they create this themselves.</p> <p>More able children are asked to predict changes in the cultural and economic status of countries in the future.</p>	<p>Extension</p> <p>Present the information in the form of a history radio programme by creating a podcast. Use audacity/podomatic or garagebank (see resources above) and share with partner school or other school learning Chinese or</p> <p>Children repeat activity exploring another country that is neither their own nor China and compare it with China and their own country at that moment in history</p> <p>Assessment Opportunities (AFL)</p> <p>Are children able to talk of the greatest and smallest difference? Are children able to wonder about the significance of any difference in what ever terms they choose?</p>