

Ashtree Primary School and Nursery Medium Term Plan for History

Year 6 Summer Term - Benin

Prior Skill – Chronology – Year 5

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

Prior Skill - Enquiry – Year 5

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said.
- Pupils are increasingly challenging sources of information.
- Pupils show some organisation of information that is purposeful for responding to or asking questions.
- Pupils show some purposeful selection about information they wish to

Key Vocabulary Africa, Nigeria, River Niger, Benin City, Igodomigodo, Edo, Yoruba, Ogiso, Igodo, Owodo, Oba, Empire (Refer back to Year 3).

Key Knowledge

Step 1 - To know how the Kingdom of Benin was formed and developed over time.

Step 2 - To understand the different beliefs of the people of Benin.

Step 3 - To know how Eweka became the Oba of the Benin Kingdom.

Step 4 - To understand why the art of Benin challenged the world's perceptions of Africa as a continent.

Step 5 - To explore what we can learn about Benin from artefacts.

Step 6 - To understand why the Benin Empire came to an end.

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline. Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history,

Step 2 - Pupils can make purposeful decisions about information to include when forming responses to questions.

Step 3 - Pupils can challenge sources, questioning the validity of these.

Step 4 - Pupils can ask questions, creating questions that develop understanding about change, cause and significance. Pupils can identify some trends over time, identifying how ideas have been continued/ developed including Maths, Science and Art leading on from Y5 Mayan Society.

Step 5 - Pupils can challenge sources, questioning the validity of these.

Step 6 - Pupils can identify some trends over time, identifying how ideas have been continued/ developed.

Curriculum Enhancements

- British Museum visit – Artefacts

Misconceptions

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)
- What a source is – Primary or Secondary.
- Geographical Knowledge.
- Children's perceptions of Africa.

Suggested Activities

- Geography of current Benin and the differences between now and then - Step 1 and 6
- Sculptures and artwork related to Benin - Step 4
- Printed artefacts and enquiry debate (Democracy/Tolerance) - Step 5

Curriculum Links

- Art link – Sculptures

This will lead to . . .