




# ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: HISTORY - BENIN

YEAR GROUP: 6

TERM Spring 1

<p><b>Vocabulary</b></p> <p><b>Ogiso</b> - The title used by early rulers of Igodomigodo. It means 'King of the sky'. It is thought there were around 31 Ogiso rulers.</p> <p><b>Oba</b> - the title used by Eweka and subsequent rulers. Eweka was from the Yoruba people and Oba is the Yoruba word for 'King'.</p> <p><b>Edo</b> - the name given to the kingdom by Oba Eweka. The people also became known as the Edo people.</p> <p><b>Yoruba</b> - The name of the people from the holy city of Ife. The histories of Edo and Yoruba people are closely linked.</p> <p><b>Ohen</b> - A priest who performed religious ceremonies.</p> <p><b>Animists</b> - People who believe that humans, animals and objects all have souls or spirits</p> <p><b>Brass</b> - a yellowy metal made of a mixture of copper and zinc.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Historical Knowledge <ul style="list-style-type: none"> <li>when this civilisation existed and the order of key events (chronology)</li> <li>Identifying and researching primary/secondary sources</li> </ul> </li> <li>Historical Concepts <ul style="list-style-type: none"> <li>Making connections with artefacts of the past/today</li> <li>Comparing the role of people within societies</li> </ul> </li> <li>Historical Enquiry <ul style="list-style-type: none"> <li>Interpreting the historical evidence</li> <li>Understanding how events of the past were recorded</li> <li>Questioning- what happened to the Benin people? Make links to other civilisations explore in Y3 - 5</li> </ul> </li> </ul>	<p><b>What we already know</b> Children will have studied...</p> <ul style="list-style-type: none"> <li>Romans in year 3</li> <li>Ancient Greek &amp; Ancient Egypt in year 4</li> <li>Invaders and Settlers in Year 5</li> </ul> <p><b>Links to topic unit 'Africa is not a country' from LKS2</b></p> <p><b>Chronology is events placed in the time order in which they happened.</b></p>
<p><b>Map showing location of Benin population and basic timeline in relation to Anglo- Saxon era</b></p> 	<p><b>Application/ Outcomes</b></p> <p><b>Lesson 1</b> - <i>The development of the Benin kingdom.</i> KWL grid, explore maps of Africa and terrain, discuss key events in the development of the Benin kingdom, play Benin bingo game to develop understanding of new vocabulary and events linked to Benin.</p> <p><b>Lesson 2</b> - <i>Links between religion and the Benin people.</i> Play 'odd one out' game to reinforce prior learning from lesson 1, Explore the religious beliefs of Benin people and make comparisons with other civilisations, discuss term 'animist' and explore own and modern day views on Benin ideas, create a clay animal tile to represent a gift to a Benin God.</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Where Benin Kingdom fits in with world history</li> <li>Civilisations and societies ruled by religion</li> <li>Changes to countries over time - Benin to Nigeria.</li> <li>Primary/secondary sources to evidence historical theories</li> <li>Changes in opinion of Africa over time.</li> </ul>
<p><b>Other/Cross-Curricular links:</b> English- comprehension about Benin civilisation Benin writing- use of symbols/syllables Art- Clay gifts to Benin Gods, comparing African and European art. RE- The role of Gods (belief)</p> <p><b>Adaptation for SEND</b> Differentiated written tasks, peer support in group activities      recording in pictures for some tasks</p>	<p><b>Lesson 3</b> - <i>The discovery of sculptures from Benin and attitudes towards them</i> Comparing African and European art, discussing attitudes towards discoveries of Benin artefacts (sculptures), developing questions about Benin artefacts to deepen understanding.</p> <p><b>Lesson 4</b> - <i>Exploration of historical figure - Eweka.</i> Explore how history is recorded (sources) and make comparisons across previously taught eras, learn about story of Eweka and develop family tree, create a detailed storyboard about the life of Eweka. Benin style masks from modrock.</p> <p><b>Lesson 5</b> - <i>Different sources of evidence can teach us about Benin culture.</i> Evaluate the usefulness and reliability of different sources, consider what sources can teach us about past life of Benin people, research and analyse artefacts most suitable for a purpose (museum exhibit)</p>	
	<p><b>Lesson 6</b> - <i>The rise and fall of the Benin Kingdom.</i> Place statements about events leading to the growth and destruction of the Benin empire in order of importance, discuss what trading is and what people of Benin may have traded and who with, summarise learning on unit and link back to first lesson - KWL grid.</p>	