

Learning journey	History	Benin kingdom	Year 5 (Aut 2 nd)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>Previously in year 4, the pupils will have covered the Shang dynasty.</p> <p>They learn about: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Before the start of the unit they will be able to: - Describe main features associated with a period / civilisation - Describe causes and / or consequences of an historical event</p>	<p>The children will: Be able to give key dates</p> <p>Know how it began and why it was successful</p> <p>Know which Europeans started trading with</p> <p>Understand the Golden age and its significance</p> <p>Know the transatlantic route</p> <p>Understand why Britain wanted a closer relationship</p>	<p>In the Spring 2nd term the pupils will go onto study the Medieval Monarchs.</p> <p>They will learn about the events leading up to and during the Battle of Hastings Know the conflict between the King and the Church Know the events leading up to Thomas Beckett's death Know the main events of King Richard and John's life Know what Edward I's accomplishments were Understand how the Reformation changed religions in Europe Understand the context of Elizabeth's inheritance to the throne</p>	<p>Oba</p> <p>Ogisos</p> <p>empire</p> <p>guild</p> <p>animism</p> <p>Voodoo (or, Vodun)</p> <p>cowrie shells</p> <p>civil war</p> <p>moat</p> <p>Coloni-sation</p>

NC coverage and HWJS skills development

National curriculum coverage for history

The pupils will:

- Develop a chronologically secure knowledge of British and world history
- Develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

HWJS skills development

Chronology: Timeline comparison of durations / different periods

Characteristic features: Reasons why Benin grew into a successful empire

Change and continuity: Why Britain wanted a close relationship with the Kingdom of Benin

Cause and consequence: The route of the transatlantic slave trade

Historical enquiry: Examine sources on why Britain wanted a closer relationship with the Kingdom of Benin

Connections: Interpretation of what Oba Akenzua and son Eresonyen did to kick-start the Benin renewal

Knowledge organiser

Knowledge Organiser • Benin Kingdom • Year 5

Vocabulary	
Oba	A king, or chief.
Ogbin	The first king of Benin. Ogbin means "Ruler of the City".
Empire	One of countries or states, all ruled by one monarch or single state.
Guild	A group of people who all do the same job, usually a craft.
Aniṣim	A religion widely followed in Benin.
Voodoo (or Vodun)	The belief that non-human objects have spirits or souls.
Cowrie shells	A type of shell which Europeans used as a kind of money to trade with African leaders.
Civil war	A war between people who live in the same country.
Moot	A long trench-dug around an area to keep invaders out.
Colonisation	When invaders take over control of a country by force, and live among the people.

Timeline of Events	
900 CE	Lots of villages join together and make a kingdom known as Igodomigodo, ruled by the Ogbin.
c. 900-1440 CE	A huge earthen wall was constructed around the kingdom, stretching 16,000 km long.
1180 CE	The Oba royal family take over from the Ogbin, and begin to rule the kingdom. They are headed by Oba.
1440 CE	Benin expands its territory under the rule of Oba Esuare the Great.
1470 CE	Oba Esuare renames the kingdom as Edo, with its main city known as Ubinu (Benin in Portuguese).
1482 CE	The Portuguese visit Edo and Ubinu.
1514 CE	Oba Nigide sets up trading links with the Portuguese, and other European visitors.
1700 CE	A series of civil wars within Benin lead to the kingdom declining in power.
1807 CE	Britain passes a law abolishing the slave trade, which further weakens the kingdom.
1897 CE	Benin city (in modern-day Nigeria) is destroyed by British troops, and comes under British control.

Key Misconception

The Kingdom of Benin is not the same as the modern-day country called Benin.

Connections / deepening understanding

RADE

Assessment

English – Narrative – Children of the Benin Kingdom

Promoting social development:
Group working/collaboration

Promoting cultural development:
Developing an understanding of how our country has been shaped by incomers in the past.

The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.

By the end of the unit, the children will be able to give key dates; know how it began and why it was successful; know which Europeans started trading with; understand the Golden age and its significance; know the transatlantic route; and understand why Britain wanted a closer relationship.