



This Benin unit will teach children in depth about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements of ancient Benin to those in Europe at the same time. Children will also learn about trade and discover how European invaders threatened the civilisation of ancient Benin.

A study of ancient Benin and trade

SUBJECT AREAS

Year 5:

- To control a simple circuit connected to a computer
- To write a program that includes count-controlled loops
- To explain that a loop can stop when a condition is met
- To explain that a loop can be used to repeatedly check whether a condition has been met
- To design a physical project that includes selection
- To create a program that controls a physical computing project

Year 6:

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To use my design to create a project

Year 5:

- To build numbers and prices confidently in French.
- To name different foods in French and notice patterns in sounds.
- To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.
- To be able to use vocabulary to describe a quantity of different food nouns.
- To be able to explore and understand an authentic French text.

Year 6:

- To describe houses in French.
- To write a description of a house in French.
- To use prepositions to describe the position of items in the bedroom.
- To use prepositions to describe the positions of objects in the bedroom.
- To write a letter describing my home

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
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- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

- **What can make a space significant? People, place or practice?**
To explore the factors that can shape someone's experience of a religious or non-religious event.
- **Why might a Jewish person want to visit Jerusalem?**
To understand the significance of places for some Jewish and non-Jewish people.
- **Why is Jerusalem significant to some Muslim people?**
To evaluate the rules around attending significant places.
- **How can shared challenge bring people together?**
To consider the challenges that many Muslims may face when travelling to Makkah.
- **Are all journeys pilgrimages?**
To understand the significance of attending a non-religious event as a Humanist.

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

- To find out how the kingdom of Benin developed.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin.
- To describe what the people of Benin believed in.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art.
- To understand why Benin's sculptures surprised the people who discovered them.
- To learn about the houses people lived in in the Kingdom of Benin.
- To learn about different trade routes in pre-colonial Africa.
- To explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end.