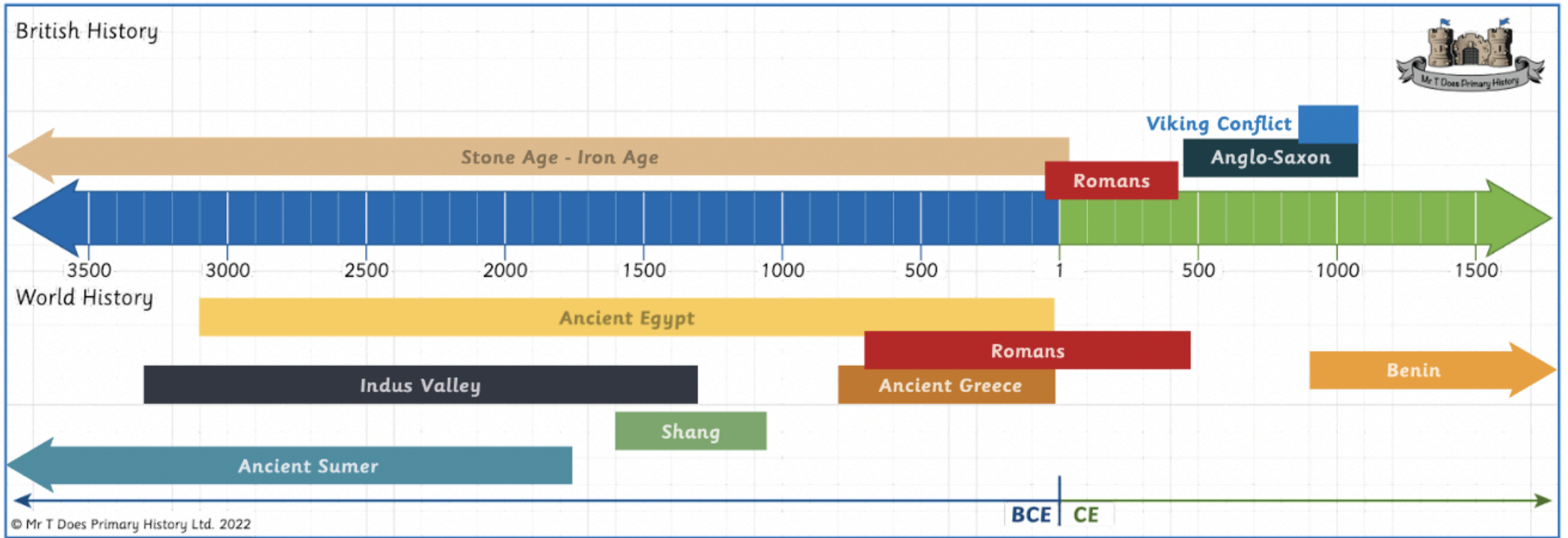


| Context | | | | | |
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| Unit | Benin Kingdom | | | | |
| Assessment | What are the achievements of the Benin Kingdom? | | | | |
| Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i> | <p>The study of ‘a non-European society that provides contrasts with British history’ is a statutory, national curriculum requirement. One of the options is the Benin Kingdom from circa 900-1300 CE. The substantive concepts (big ideas) covered in the unit are power, society and conflict. This unit provides pupils with the opportunity to study this West African civilisation during its golden age, potentially challenging stereotypes or mischaracterisations that pupils may hold around the continent of Africa and its history. Since this period overlaps with the Anglo-Saxons, Viking and Norman invasions, it provides an excellent opportunity for a direct ‘meanwhile, elsewhere’ comparison with the history of Great Britain which was studied in year 4. Pupils will start with learning about how the Benin Kingdom began with the Edo people living in the rainforests of western Africa united under ‘rulers of the sky’ known as Ogisos, and then eventually a King known as an Oba. Pupils will make links between the monumental earthen moat encircling Benin City and the hillforts of the Iron age (Y3). Pupils will learn about the Oba’s duties, and the different chiefs who helped to run the empire. Children will be encouraged to draw upon their learning of empire from Year 4 to support their understanding. Pupils will learn about rural life in the Benin Kingdom, and the Voodoo religion practised by most Edo people. Lesson three takes us into the 15th century where pupils will learn about how the Portuguese established a trading relationship with Oba Ozolua. Children should be able to draw on their learning from Y2 where the English travelled to North America and traded with the Native Americans. They will learn about how the Portuguese supplied brass, which was considered sacred by many in Benin, as well as guns which gave the armies of Benin greater power. In return, the Oba traded enslaved people with the Portuguese, as well as ivory and textiles. This is then further developed by exploring how the trading relationships that began in the 15th century grew into the enforced transportation of millions of enslaved Africans. Britain’s role in the slave trade will also be examined, and the enduring impact on both western countries and African nations. Pupils will learn about the guild system that the Benin Kingdom operated, and study some of the plaques and sculptures crafted by the brass guild. Pupils will have the opportunity to debate whether the Benin bronzes – currently housed in the British Museum – should be returned to Benin City.</p> | | | | |
| Skills <i>What skills are taught in this unit?</i> Skills Progression | <p>Chronology: Overlap between British and World history. What was happening elsewhere in the world at this time? Source Analysis: Extracting and interpreting; source limitations; question reliability Continuity & Change: How the Kingdom of Benin changed over time. Cause & Consequence: The consequences of trade on the Benin Kingdom and the rest of the world. Significance: Which of the achievements of the Benin Kingdom was most significant? Questioning: Use relevant historical vocabulary to ask and answer questions. Making Connections: Development of settlements, Empire</p> | | | | |
| Vocabulary <i>To be displayed on the working wall</i> | Cowrie Shells | Guild | Oba | Edo People | Europeans |
| | Manilla bracelets | Looted | Officials | Chiefs | Plaques |
| | Enslaved People | Earthen Moat | Plantations | Merchants | Empire |
| | Brass | Slave Trade | | | Civil War |

Unit Overview

| Enquiry Question / Pearson lesson | | Learning Intention | Focus Skill | Diversity | Local History | Curriculum Links |
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| 1 | Chronology | To explore how the Benin Kingdom fits into a wider picture of British and World history To explore when the Benin Kingdom existed. | Chronology Making Connections | African History | | |
| 2 | How did the Benin Kingdom begin? | To summarise how the Benin Kingdom became a successful empire To explore how the Benin Kingdom became a successful empire | Chronology Making Connections | | | Y3 History: Alexander the Great's hellenistic Empire Y4 History: Roman Britain (empire) |
| 3 | What was life like for the Edo people in the Benin Kingdom? | To compare and contrast what life was like in the Benin Kingdom with other civilisations from history To explore what life was like in the Benin Kingdom. | Continuity & Change Making Connections | | | Social hierarchy: Roman Britain Previous history topics from Y3 and Y4. |
| 4 | How were trade links established and what goods were traded? | To explain how trade enabled the Benin Kingdom to become so powerful To investigate how trade enabled the Benin Kingdom to become so powerful | Questioning Cause & Consequence Significance | | | |
| 5 | What was the transatlantic slave trade? | To evaluate the significance of the transatlantic slave trade on the Benin Kingdom | Significance | Slave Trade | | |

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| | | To explore the significance of the transatlantic slave trade on the Benin Kingdom | | | | |
| 6 | What can the Benin bronzes teach us about the Benin Kingdom? | To use evidence to justify and explain reasoning To explore the Benin Bronzes. | Significance Source Analysis | | | - |
| 7 | What are the achievements of the Benin Kingdom? | | Significance | | | |



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| <p>Learning Intention</p> | <p>To explore how the Benin Kingdom fits into a wider picture of British and World history</p> <p>To explore when the Benin Kingdom existed.</p> |
| <p>SOLO SC: Uni- Structural</p> | <p>I can sequence historical events in chronological order</p> <p>I can recall the years the Benin kingdom began and ended</p> |
| <p>SOLO SC: Multi- Structural</p> | <p>I can classify historical events into British and World history</p> <p>I can place dates on a timeline.</p> |
| <p>SOLO SC: Relational</p> | <p>I can explain how the Benin Kingdom fits into a wider picture of British and World history</p> <p>I can explain how the Benin Kingdom fits into History.</p> |
| <p>SOLO SC: Extended Abstract</p> | <p>I can narrate my timeline linking the time periods studied across KS2 so far drawing on connections between them</p> <p>I can suggest why the Benin Kingdom lasted a long time</p> |
| <p>The lesson (How will children meet the LI?)</p> | <ul style="list-style-type: none"> - Begin by discussing the children’s preconceptions of Africa. Some may have African heritage or may have visited. Brainstorm what they know about the continent. Hand out atlases and give pupils five minutes to work in pairs to make a list of as many of the countries of Africa as possible on whiteboards. Ask children to find Benin in their atlases. Which part of Africa is it in (North, East, South or West)? Which countries border it? Can they find Nigeria? - Tell the pupils that they are going to spend the next half term studying the ancient Kingdom of Benin. However, the Kingdom of Benin was not in exactly the same place as the modern country Benin. Explain that sometimes over time borders and countries can change. When the Kingdom of Benin originated, it was just a collection of small villages in part of what is now Nigeria (where there is still a place called ‘Benin City’). The Kingdom of Benin originated around 900 CE. Explain that today the pupils are going to try to place this in the ‘bigger picture’ of history and to make a timeline to compare it to what was happening in Britain and elsewhere in the world around this time. If you have a timeline on your classroom wall, have a look to see what else is near 900 CE. Talk about how British historians sometimes classify historical events into ‘British History’ (i.e. something that happened specifically in Britain) or ‘World History’ (something that happened elsewhere in the world, or in lots of places at once). - Break the pupils into small groups. Ask pupils to lay a sheet of A3 paper out landscape and divide it in half lengthways with a line. Label the top half ‘British History’ and the bottom half ‘World History’. Give each group a copy of Resource 1a (or your own version) and ask them to replicate the timeline onto their own paper, using the line they have drawn. Now they should work together to classify the events on the cards of Resource 1b (Or your own version) as either British History or World History. Ask pupils to stick them onto the corresponding part of the timeline, in chronological order, and to join them to the correct year on the timeline. Pupils should add other dates or periods that they know from previous year onto the timeline too (Ancient Civilisations, Ancient Greece, Romans in Britain, Anglo Saxons, Vikings) The year 5 timeline can be used a resource <p>Stretch: identify world history events on a map as well as a timeline.</p> <ul style="list-style-type: none"> - Encourage the children to discuss their timelines and what they can see. What they think West Africa might have been like during this period? Children |

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| | <p>should draw upon their previous learning, and knowledge of Africa, to answer this. The purpose of the learning is to recognise that time periods overlap and that connections can be made between the periods. E.g. the expansion of the Roman Empire led to the end of the Ancient Greece timeline. The Benin Kingdom occurred at a similar time to the Anglo-Saxon and Viking invasions of Britain. -Display timelines for the duration of the topic.</p> | | | |
| Key Vocabulary for the lesson | BCE / BC British history | World history Chronological | Africa Benin Kingdom | Nigeria |
| Resources | Pupil Booklet Pupil Booklet (ANSWERS) | Resource 1A (page 24) (BC/AD needs amending to BCE/CE) | Resource 1B (page 25) (BC/AD needs amending to BCE/CE) | Chronology in KS2 info for teachers |

Lesson 2

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| Enquiry question | How did the Benin Kingdom begin? |
| Learning Intention | <p>To explore how the Benin Kingdom became a successful empire</p> <p style="color: red;">To explore how the Benin Kingdom became a successful empire</p> |
| SOLO SC: Uni- Structural | <p>I can define what an empire is</p> <p style="color: red;">I can say one way that the Benin Kingdom became a successful empire.</p> |
| SOLO SC: Multi- Structural | <p>I can list advantages of smaller tribes joining together to form an empire</p> <p style="color: red;">I can say many ways that the Benin Kingdom became a successful empire.</p> |
| SOLO SC: Relational | <p>I can summarise how the Benin Kingdom became a successful empire</p> <p style="color: red;">I can justify the most important reason why the Benin Kingdom became a successful empire.</p> |
| SOLO SC: Extended Abstract | <p>I can make connections between the 'Golden Age' of the Benin Kingdom and the Roman Empire</p> <p style="color: red;">I can compare the Benin Kingdom's empire and the Roman Empire.</p> |
| The lesson (How will children meet the LI?) | <ul style="list-style-type: none"> - Refer children back to the timelines they made last lesson. Similarly to other time periods studied in KS2. We know very little about the early period of Benin's history. Ask: Why is this? (<i>there are no written records from the time. Archaeologists have pieced together information to make good suggestions about what the Benin Kingdom used to be like in its early days.</i>) - Work through the pupil booklet exploring how the Benin Kingdom developed over time. |

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| | <ul style="list-style-type: none"> - When discussing The Walls of Benin and the moat, make connections with the hillforts pupils learned about in year 4. Discuss why the city was built in this way? Make connections with castles and other forts. - Why would villages want to join together to become a kingdom? List advantages on flipchart paper. Can children begin to make links between this and the expansion of the Roman empire? - Plenary: children to complete Q5 from the pupil booklet, ordering statements in order of importance in helping the Benin Kingdom become a successful empire. Discuss pupil's choices and encourage children to challenge and justify their opinions. | | | |
| Key Vocabulary for the lesson | Empire Oba | Ewuare the Great Golden Age | Moat Expansion | Trade Edo people |
| Resources | Lesson Plan Slides | Pupil Booklet Pupil Booklet (ANSWERS) | | |

Lesson 3

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| Enquiry question | What was life like for the Edo people in the Benin Kingdom? |
| Learning Intention | <p>To explore what life was like in the Benin Kingdom.</p> <p><i>To explore everyday life in the Benin Kingdom.</i></p> |
| SOLO SC: Uni- Structural | <p>I can extract evidence from a range of sources</p> <p><i>I can describe what I see in sources.</i></p> |
| SOLO SC: Multi- Structural | I can describe what life was like for the Edo people living in the Benin Kingdom |
| SOLO SC: Relational | <p>I can compare and contrast what life was like in the Benin Kingdom with other civilisations from history</p> <p><i>I can use sources to explain what life was like for the Edo people.</i></p> |

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| SOLO SC: Extended Abstract | I can reflect on how 'power' is represented in history and the modern day | | |
| | I can compare and contrast what life was like in the Benin Kingdom with other civilisations from history | | |
| The lesson (How will children meet the LI?) | <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Use the pupil booklet as the primary source for this lesson. Children should be encouraged to use the sources provided: plaque, quote from a Portuguese ship's captain, BBC Bitesize audio (How did traders from Europe see Benin?) to answer the questions and engage in meaningful discussion. - Ask: What impression do you have of the Oba? Nominate a child to act as the Oba and have them leave the room. When they return, the class should act as the Edo people, not making eye contact and bowing towards the Oba. - Can the children make connections with any other leaders who were treated this way? Children may make links with the ancient Greek and Roman gods or other monarchs/leaders they know of (from history or the modern day) - Discuss how life for the Edo people differed from the Oba. - Children to complete a comparison alley comparing rural life in the Benin Kingdom and Britain at the same time in history. Children will be required to draw upon their learning from year 4. Children who did not attend WDA in Y4 should be paired with someone who was so ideas can be shared. - Ideas can be discussed and shared allowing children to edit their own comparison alleys, contributing to a class comparison alley which can be displayed on the working wall. | | |
| Key Vocabulary for the lesson | Oba Plaque | Officials Kingdom | European merchants |
| Resources | Lesson Plan Slides | Pupil Booklet Pupil Booklet (ANSWERS) | Comparison Alley |

Lesson 4

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| Enquiry question | How were trade links established and what goods were traded? |
| Learning Intention | To investigate how trade enabled the Benin Kingdom to become so powerful |
| SOLO SC: Uni- Structural | I can list items traded between the Benin Kingdom and European merchants. |
| SOLO SC: Multi- Structural | I can describe why different items were important for the Kingdom of Benin. |

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| SOLO SC: Relational | I can explain how trade enabled the Benin Kingdom to become so powerful. | | | |
| SOLO SC: Extended Abstract | I can argue which trade item was the most significant for the Benin Kingdom. | | | |
| The lesson (How will children meet the LI?) | <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - In pairs, chn will look at the location of the Benin Kingdom and discuss how its location helped with trading. Discuss feedback with the class. Why was trade necessary? - Show children images of different items traded between the Benin Kingdom and European merchants. Why were they significant, what were they used for? Children should have the opportunity to discuss in pairs / small groups before sharing with the class. - Work through the pupil booklet discussing each point with the class. - In books, children should answer Q4 on page 17 of the pupil booklet: 'In your own words, explain how the Benin Kingdom became so powerful.' - Children could be prompted to consider what the most significant item traded was and why - Remind children of what we learnt previously about cause and consequence: because X happened, Y happened. Can children consider the consequences of trading in the Benin Kingdom? Specifically guns, enslaved people, ivory | | | |
| Key Vocabulary for the lesson | Portuguese European Exchange | Enslaved people Merchants Guns | Brass Manilla bracelets Peppercorns | Cowrie Shells Ivory Textiles |
| Resources | Lesson Plan Slides | | Pupil Booklet Pupil Booklet (ANSWERS) | |

Lesson 5

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| Enquiry question | What was the transatlantic slave trade? |
| Learning Intention | To explore the significance of the transatlantic slave trade on the Benin Kingdom |
| SOLO SC: Uni- Structural | I can define what slavery is. |
| SOLO SC: Multi- Structural | I can describe how the Benin Kingdom was involved in the transatlantic slave trade. |

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| | I can explain what the transatlantic slave trade was. | | | |
| SOLO SC: Relational | I can evaluate the significance of the transatlantic slave trade on the Benin Kingdom and Britain I can explain how the transatlantic slave trade affected the Benin Kingdom. | | | |
| SOLO SC: Extended Abstract | I can compare and contrast slavery in societies such as Ancient Greece and Rome and the transatlantic slave trade | | | |
| The lesson (How will children meet the LI?) | <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - A sensitive topic which children may have some prior knowledge of. Begin the lesson brainstorming what the children already know about the Transatlantic Slave trade. - Work through the pupil booklet and watch the BBC Bitesize video. Take time to share ideas and discuss content. It is likely children will have lots of questions. - In books, children answer Q5 on page 22: 'What are some of the ways the transatlantic slave trade had an impact on the Benin Kingdom? (Stretch: impact on Britain?) | | | |
| Key Vocabulary for the lesson | Enslaved people Americas | Plantations Raw materials | The middle passage Atlantic Ocean | Racism |
| Resources | Lesson Plan Slides | Pupil Booklet Pupil Booklet (ANSWERS) | BBC Bitesize video | |

Lesson 6

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| Enquiry question | What can the Benin bronzes teach us about the Benin Kingdom? |
| Learning Intention | To explore the Benin Bronzes. |

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| SOLO SC: Uni- Structural | I can extract evidence from a range of sources. | | |
| SOLO SC: Multi- Structural | I can use evidence from a range of sources to make inferences. | | |
| SOLO SC: Relational | I can use evidence to justify and explain reasoning. | | |
| SOLO SC: Extended Abstract | I can explain the limitations of different sources. | | |
| The lesson (How will children meet the LI?) | <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Provide children with a range of different sources from the Pupil Booklet and BBC Bitesize (including the video). Children discuss what they can see, what it tells them about the Benin Kingdom and how perspective may differ depending on African/European viewpoints. - Do the plaques give a one-sided view of Benin? - Children could directly compare art from Benin and Europe and explore the idea of perspective. Children could draw a T Chart: What the Edo people thought of the Europeans, and What the Europeans thought of the Edo people. How is this reflected in the artwork? Children should be able to justify their opinions with evidence from the sources provided. - If there is time, children could draw their own plaque, demonstrating their understanding of the topic. - Stretch: Evidence Analysis table - Discuss the art work today: plaques and figures from the Benin Kingdom are displayed in museums and galleries around the world, including the British Museum in London. What are the pros and cons of keeping the Benin Bronzes in the British Museum? Discuss on tables before sharing with the class. | | |
| Key Vocabulary for the lesson | Guild Benin Bronzes | Plaques Looted | The British Museum |
| Resources | Lesson Plan Slides | Pupil Booklet Pupil Booklet (ANSWERS) | BBC Bitesize: Art in Benin Evidence Analysis Table, page 40 |

Lesson 7

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| Assessment Think! Question | What are the achievements of the Benin Kingdom? |
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