







Autumn 2: Where are we in place and time?		
Driver: History		
Outcome: Should museums return their treasures?		
Core Text: Children of the Benin Kingdom		Writing Genres: Narrative: Plot x2, Non-fiction: Balanced Report, Non-Fiction: Formal letter
Key Vocabulary		Benin, Oba, Edo, animist, British Empire, civilisations, colonise, Trans-Atlantic slave trade, stolen, interpretations, museums, artefacts
Subjects:	Learning Objectives:	Activities
History 	<ul style="list-style-type: none"> -Describe a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300 -Use dates to order and place events on a timeline -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance -Understand how our knowledge of the past is constructed from a range of sources -Make confident use of a variety of sources for independent research -Evaluate the usefulness of a variety of sources -Make comparisons between aspects of periods of history and the present day -Describe a chronologically secure knowledge and understanding of periods of study, establishing clear narratives within and across the periods he/she studies -Use evidence to support arguments 	<p>Explore the Kingdom of Benin and the beginnings of the trans-Atlantic slave trade.</p> <p>Use a timeline to order dates of importance</p> <p>Address and ask historically valid questions about the significance of the Kingdom of Benin; the similarities and differences between where we live and the changes/ cause of the slave trade.</p> <p>Use a variety of sources and evaluate the uses of these in research</p>
Geography 	<p>Describe and understand key aspects of human geography - economic activity including trade links</p> <p>Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Explore the geographical aspect of the Trans-Atlantic slave trade and the reasons why each country may have wanted a part in it.</p> <p>Explore where Africa is, identify its key physical and human characteristics, the countries within this continent and major cities within some of these countries e.g. Nigeria- Benin, Lagos, Accra</p>
Art and design 	<ul style="list-style-type: none"> - Refine his/her use of learnt techniques - Select ideas based on first hand observations, experience or imagination and develop these through open ended research - Adapt his/her own final work following feedback or discussion based on their preparatory ideas - Follow a design brief to achieve an effect for a particular function - Plan a sculpture through drawing and other preparatory work - Develop skills in using clay including slabs, coils and slips 	<p>Study Benin Bronzes and the materials used through museum visits, looking at pictures (independent research)</p> <p>Create a series of sketches and create own Benin inspired bronzes using clay by following a design brief (plan)</p>
PSHE 	Racism & its consequences, secrets & dilemmas, conflict resolution, democracy & decisions, money	<p>Explore the decision by the government to return the Bronzes.</p> <p>Explore racism and its involvement in the slave trade, theft of Benin Bronzes from Benin.</p> <p>Explore the secrets kept and the dilemmas faced by each country involved in the Trans-Atlantic slave trade</p> <p>Explore conflict resolution taking place today (talks regarding Benin Bronzes being returned to Nigeria/ some Benin Bronzes have begun to be returned on loan)</p> <p>Explore the governments decisions to make a decision on the Bronzes and the monetary costs involved in this (money)</p>
Computing 	Creating media- 3D Modelling	Create 3D model of Benin Bronze
Action		Letters to the government urging Britain to return all Benin Bronzes
Trip ideas		Horniman museum, British museum
To be taught in a block and evidenced through floor books/ RE booklets		 RE: Christianity and religious leaders around the world

