



Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

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Pendle Class Spring 2 Year B	N.C. LINKS: Pupils should be taught about: A non- European society that provides contrasts with British history.			
ETYMOLOGY - The word "merchant" has its origins in the following ways ¹²³ : <ul style="list-style-type: none"> • Middle English "marchant" from Anglo-Norman "marchaunt" • Vulgar Latin "mercatant" or "mercatans", formed from the present participle of "mercari" (to trade, traffic, deal in) 	Vocabulary:			
 Children of the Benin Kingdom By Dinah Orji	Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Key Concept: CIVILIZATIONS <u>Benin (West Africa)</u> Key Question: How important is Eweka's story?	Ogiso Oba Edo Yoruba Animists Merchants Oba Eweke	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe	Summarise events, describe, period, compare. Contrast, change,	Artefact, understand, present, past, argument, debate, reasoned
Unit Overview:				

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<p>To make links between Benin and a bigger picture of Africa’s past as well as its relationship with Britain and the significance of the Eweka Dynasty.</p>	<p>Oba Oguole Oba Ewuare Oba Ovonramwen</p>	<p>events, dates,century, ancient, decade, timeline, chronology. Chronological order, long ago, millennium</p>	<p>significant events, consequences</p>	<p>point, evidence, different experiences, primary sources, secondary sources, points of view</p>
<p>Chronological Context:</p> <p>1100 – The Kingdom of Benin rules in Southern West Africa.</p> <p>1471 – Portuguese ships arrive off the coast of Southern West Africa.</p> <p>1487 Portuguese traders establish a permanent presence at Ughoton.</p> <p>1516 The King of the Kingdom of Benin prohibits the sale of male slaves to Portuguese traders.</p> <p>1897 A British force conquers the Kingdom of Benin in West Africa.</p>				
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know what the Kingdom of Benin was. • Understand how the Kingdom of Benin was first established. • Understand the beliefs of the people of Benin Kingdom. • Understand why the first dynasty of Ogiso ended. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Know about the Indus Valley civilisation (existence and location). • Understand the work of key explorers related to the Indus Valley civilisation. • Be able to order events chronologically. • Understand the role of artefacts and understand what they can tell us about a period of history. • Understand what an Indus Valley city would have been like. • Know about the clothing and jewellery worn within a period of history. 			

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- Know about the role of rulers and jobs in the Kingdom of Benin.
- To understanding the Lasting Legacy of Benin Kingdom.

Key Skills (Disciplinary)

Chronology

- Use dates and appropriate historical terms to sequence events and periods of time.
- Identify where people, places and periods of time fit into a chronological framework.
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.

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- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

Sequence of Lessons:

1. To understand what the Kingdom of Benin was.
2. To explain how the Kingdom of Benin was first established.
3. To explore the beliefs of the people of Benin Kingdom.
4. To understand why the first dynasty of Ogiso ended.
5. To explore the role of rulers and jobs in the Kingdom of Benin.
6. To understanding the Lasting Legacy of Benin Kingdom.

Enhancements:

Focusing on the lasting legacy – British Museum presentation.

End of Unit Outcome:

Structured timeline and comparison document.

Oral Assessment:

How important is Eweka's story?

What was the Kingdom of Benin?

How was the Kingdom of Benin was first established

What were the beliefs of the people of Benin Kingdom?

Why did the first dynasty of Ogiso end?

What was the role of the rulers and the jobs in the Kingdom of Benin?

What was the lasting Legacy of Benin Kingdom?

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