

| The Kingdom of Benin | | | Year 5 Autumn 2 |
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| | Prior Knowledge | New Knowledge | Future Knowledge |
| History | The achievements of the earliest civilizations, including Ancient Egypt: Daily life Social pyramid Ancient Egyptian Gods & Goddesses Howard Carter and the discovery of the tomb of Tutankhamun. (Y4) | A non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300 The Kingdom of Benin (Rise & Fall) Daily Life in Benin Obas (Kings) Benin Art & Benin Bronzes Post-Benin Society | Ancient Greece – a study of Greek life and achievements and their influence on the western world: Athens, Sparta and the city-state system. Ancient Greek Architecture & the impact upon later architects, including Christopher Wren. Alexander the Great – influence as a leader – links to different systems of government (links to modern day). (Y6) |
| Geography | The study of the human and physical geography of other worldwide locations, including Italy. (Y4) | The study of human and physical geography in modern West Africa. | Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. (KS3) |
| DT | Measure - using different size measuring spoons, e.g. Liquids - refer to ingredients in simple fractions, e.g. half, quarter Thread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, satsuma segments Cut - low resistance foods with a table knife in to equal size pieces/slices Use a fork to secure foods (Y2) | Mix/stir - any ingredients thoroughly – Spoon - be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage Measure - using measuring jug & digital scales with support to obtain accuracy Grate - firmer foods, e.g. carrots, apples Cut - higher resistance food with a vegetable knife, using the claw grip | Measure - using a measuring jug independently and accurately - using digital and analogue scales accurately and independently Thread - higher resistance foods onto kebab sticks, e.g. Peppers, onions Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots - higher resistant foods from whole using the bridge hold, e.g. halve an apple, raw potato (Y6) |
| Key Questions | | Key Individuals | Key Vocabulary |
| Why study Benin in history? | | Oba Ewuare (reigned 1440-1473) was a Oba (king) of the Benin Empire. He left a significant legacy and is often considered the first King of the Kingdom of Benin. | Oba - King or Chief Empire - Lots of countries or states, all ruled by one monarch or single state. Animism - A religion widely followed in Benin. |
| What was life like in Benin? | | Oba Ehengbuda (reigned 1573-1601) was the last of five warrior kings of Benin. He spent most of his reign stopping violent rebellions. After his death, the empire gradually shrank in size. | Cowrie shells - A sea shell which Europeans used as a kind of money to trade with African leaders. |
| Should the Benin Bronzes be kept in the British Museum? | | Oba Ovonramwen (reigned 1888-1897) The last king of Benin, exiled by British troops after their invasion in 1897 | Colonisation - When invaders take over control of a country by force, and live among the people. |
| What made Benin so powerful? | | | Yoruba – the name of the group of people who lived within the area of the holy city of Ife |
| What caused the decline of Benin? | | | |



Curriculum Leaflet

Year 5 Autumn 2

Year 5 will be exploring the topic: 'The Kingdom of Benin AD900'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in ancient civilisations .

| Maths | English | Home |
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| <p><u>Multiplication and Division</u></p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p><u>Fractions:</u></p> <p>Find fractions equivalent to unit and non unit fractions.</p> <p>Convert mixed numbers into improper fractions and improper fractions to mixed numbers.</p> | <p>We will be studying: <i>Children of the Benin Kingdom</i>, Dinah Orji</p> <p>Writing Focus</p> <p><u>Journalistic Writing</u></p> <ul style="list-style-type: none"> To distinguish between the language of speech and writing and choose the appropriate register (dialogue - informal/formal). To use a wide range of devices to build on cohesion and across paragraphs. To prior reads for spelling and punctuation errors. <p><u>Diary</u></p> <ul style="list-style-type: none"> To use the perfect form of verbs to mark relationships of time and cause. To use correct subject and verb agreement when using singular and plural To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) <p><u>Non-chronological report</u></p> | <p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Visit the library to learn about Kingdom of Benin Visit The British Museum to learn more about the Kingdom of Benin AD900 Conduct online research, using web pages, such as: https://www.theschoolrun.com/homework-help/kingdom-benin and https://kids.britannica.com/students/article/kingdom-of-Benin/571179 Accessing weekly home learning tasks via Google Classroom Supporting the development of times tables skills via regular practice on Times Tables Rock Stars Reading daily at home Accessing MyMaths for weekly maths homework (KS2) |

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| <p>Compare and order fractions less and greater than 1.</p> <p>Add and subtract fractions from a mixed number.</p> | <ul style="list-style-type: none">• To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].• To write precise longer passages.• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | |
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