

UKS2 Topic Overview: Benin (West Africa) c. AD 900-1300

This topic provides you with an outstanding set of inspired plans and resources to enable you to study Benin (West Africa) c. AD 900-1300 and to contrast many of its features with contemporary developments in British history; learn about the rise and establishment of the Benin Kingdom, consider what brought the Edo people to the rainforests of Benin and how the empire grew; study the rulers of the Edo people, their everyday life, their religion and worship, their trading currencies and trade routes, their music and art and finally how the Kingdom of Benin came to an end.

The ancient kingdom of Benin was situated in the South East Coast of West Africa, an area forming part of modern Nigeria. Studying the Benin Kingdom provides an opportunity to celebrate the heritage of children who have links to West Africa. You may be able to ask their family members to advise on or contribute to certain activities such as cooking and to talk about their own experience of the region. This topic offers a good chance to promote an appreciation of and respect for another culture, one of the fundamental British values that schools have a duty to promote.

(Please note that Common Era or Current Era, abbreviated CE, may also be used as an alternative naming of the Anno Domini system ("in the year of the Lord"), abbreviated AD).

Block	Key NC Objectives	Main creative outcomes
<p>Block A</p> <p>Introduction to Benin</p> <p>[3 sessions]</p>	<p style="text-align: center;">History, Geography, Computing and Art</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin. • Created a timeline of contemporary developments in West Africa and Europe. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Create overlay maps/animation that show the development of empires and kingdoms in West Africa. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Learn about great artists, architects and designers in history. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Created a poster showing the effect of Benin's art on the western art world. 	<p><i>This block puts the development of the Kingdom of Benin into context within a West African setting, and contrasts it with contemporary developments in Europe. Compare the history of art in both areas and the effect that the art of Benin has had on the western world.</i></p>
<p>Block B</p> <p>Benin timeline</p> <p>[4 sessions]</p>	<p style="text-align: center;">Geography, History and D&T</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p><i>Experience traditional Benin food, listen to music and research modern and ancient Benin. Build a tabletop timeline of the Benin civilisation using a series of research challenges to</i></p>

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	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<p><i>gather information. Gather information about the Benin Empire and learn about the warrior kings. Create drawings of the City using descriptions from 17th century traders. Find out about the British role in the end of the Benin Empire.</i></p>
<p>Block C The Benin Kingdom [3 sessions]</p>	<p>History, Geography and English</p> <ul style="list-style-type: none"> Chn should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Chn should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>Learn about the rise and establishment of the Benin Kingdom; consider what brought the Edo people to the rainforests of Benin and how the empire grew; use freeze framing, image making and role play techniques to bring this learning to life.</i></p>
<p>Block D Evidence [5 sessions]</p>	<p>History, English and D&T</p> <ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300. Understand how our knowledge of the past is constructed from a range of sources They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Participate in discussions, presentations, performances, role-play, improvisations and debates. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<p><i>How do we know about Benin? What evidence survives from a thousand years ago to tell us about this civilisation on the west coast of Africa? In this block you will find out about the different types of evidence that survive and how reliable they are.</i></p>
<p>Block E Everyday Life [4 sessions]</p>	<p>History, D&T, Music and Art</p> <ul style="list-style-type: none"> 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. 	<p><i>Create Benin houses and streets; imagine what it was like to live among the Benin people; investigate Benin music and story telling; make a Benin asologun (stringed instrument)</i></p>

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	<ul style="list-style-type: none"> • Undertake an in-depth study of a non-European society that provides contrasts with British history – (the Benin civilisation). • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wider range of materials and components. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Play and perform in solo and ensemble contexts. • Improvise and compose music for a range of purposes. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Gain an increasing awareness of different kinds of art, craft and design. 	<p><i>and/or egion (musical bow); take part in a recital; explore Benin cast iron objects and their meanings; have a go at casting; learn about the types of food people ate in Benin and try out some traditional recipes.</i></p>
<p>Block F Religion [4 sessions]</p>	<p style="text-align: center;">History, Art and English</p> <ul style="list-style-type: none"> • Study a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300. • Use sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Participate in discussions, presentations, performances, role-play, improvisations and debates. 	<p><i>Find out about the legends of the Edo speaking people of Benin; explore the famous creation story of Olorun and Obatala. Other gods were worshipped, too, and shrines were built to give offerings and make supplications to the gods and to ancestors. Make shrines to the old gods or religious scenes of the Edo people inspired by Benin artwork.</i></p>
<p>Block G Rulers [5 sessions]</p>	<p style="text-align: center;">History, English and D&T</p> <ul style="list-style-type: none"> • Study a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1300 CE. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 	<p><i>Find out about the Oba of Benin and the structure of government. People gave tributes to the Oba through their representative chiefs. Learn how all the rulers were generally men, but the mother of the Oba was always considered to be very important.</i></p>

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	<ul style="list-style-type: none"> Participate in discussions, presentations, performances, role-play, improvisations and debates. 	
<p style="text-align: center;">History Geography, English and Art</p> <p>Block H Trade and Currency [5 sessions]</p>	<ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1300 CE. Chn should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. 	<p><i>Learn about the trading currencies of the Benin kingdom and how it changed over time; explore the different trade routes the kingdom of Benin was part of; learn about the trading between foreign traders and the Benin people and finish by devising a trading role-play.</i></p>
<p>Block I End of Benin [4 sessions]</p>	<p style="text-align: center;">History, Geography and English</p> <ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own. Participate in discussions, presentations, performances, role-play, improvisations and debates. 	<p><i>Find out about the development of the Empire of Benin after European contact in the fifteenth century and the effect it had on the area. Learn about the kingdom's decline and how it was colonised by European countries. Eventually it was attacked by the British in 1897 and Benin City was destroyed and its riches taken back to Britain.</i></p>