

## History Medium Term Planning

<b>Term:</b> Spring 2	<b>Year:</b> 5	<b>Topic/Unit:</b> Why did Benin decline and eventually fall?
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**Pupils should be taught about a non-European society that provides contrasts with British history**

Week	National Curriculum	Activity Outline	Skills and Knowledge Taught	Key Vocabulary
1	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Look at the history of trade with Benin and how it affected Britain and Europe. Bronze was the main material traded across Europe.	<ul style="list-style-type: none"> <li>• Make links between some of the features of past societies</li> <li>• Give reasons for why changes occurred, using evidence</li> <li>• Give short term cause and consequence of the main events studied</li> </ul>	trade, bronze, achievement, Europe, Benin, ivory
2	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Consider how the slave trade started to affect Benin including how people started to be traded along with bronze and ivory. The Benin civilisation benefited financially from the trade at first. <i>Note: this may be a sensitive topic, so be aware of this when teaching the slave trade.</i>	<ul style="list-style-type: none"> <li>• Choose reliable sources of evidence to answer questions about the past.</li> <li>• Understand that there is not always a single answer to historical questions</li> <li>• Identify changes in and across historical periods</li> </ul>	slavery, trade, people, Western world, bronze, ivory, finance
3	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Explore the various reasons why Benin began to fall including the loss of control over the people, attacks on British people and the British desire to take over. Compare the early Benin civilisation, which was successful, to how it was at the end of their era.	<ul style="list-style-type: none"> <li>• Understand the concepts of similarity, difference and significance and use these to make connections and draw conclusions</li> <li>• Make links between some of the features of past societies</li> <li>• Identify changes in and across historical periods</li> </ul>	slavery, British attacks, loss of control, civilisation, Oba, invasion

4	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Look at the 1897 “Ugbine disaster” which showed one of the earlier attempts to take Benin. Use this to explore Benin weapons and fighting structures.	<ul style="list-style-type: none"> <li>• Evaluate the reliability of sources</li> <li>• Give reasons for different accounts in history</li> <li>• Understand that some historical evidence is propaganda, opinion or misinformation</li> </ul>	Ugbine disaster, weapons, fighting, tactics, Benin
5	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	Consider the “Benin Punitive Expedition” where Benin finally fell and was destroyed.	<ul style="list-style-type: none"> <li>• Give short term cause and consequence of the main events studied</li> <li>• Form own questions to investigate the past.</li> <li>• Choose reliable sources of evidence to answer questions about the past.</li> </ul>	invasion, decline, fall, expedition, Western
6	Understand how our knowledge of the past is constructed from a range of sources	Look at the importance of Bronze in Benin. Discuss the fact that after the fall of Benin, their bronze was distributed around the world. Should the bronze be returned to Benin? There is still a lot of the bronze in the British museum, though France and Germany has agreed to return theirs.	<ul style="list-style-type: none"> <li>• Give short term cause and consequence of the main events studied</li> <li>• Present detailed findings with references to historical sources and showing an awareness of an audience.</li> <li>• Reference specific dates and terms.</li> </ul>	bronze, Benin, museum, ownership, France, Germany, distributed