

SW9 Partnership HISTORY Medium Term Plan: Year Group: SIX

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
BENIN	- A non-European study that provides a contrast with British history – Benin (West Africa) c AD900 – 1300. - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'kingdom'.	TIER 2 (High Frequency/Instructional): Repatriation, civilisation, society, settlement, contrast, chronological, trade, interpretation, invasion, material culture, narrative, representation, significance. TIER 3 (Subject Specific): Kingdom of Benin , West Africa , British Empire , Oba, Edo, Benin Bronzes , sack , repatriation , AD900 – 1300 , 1897.	The British Museum – African Galleries
PRIOR LEARNING	- Children are secure in the 5 key historical concepts: Chronology, Archaeology, Historiography, Significance, and Change . - Children have previously studied civilisations such as Ancient Egypt and Ancient Greece, understanding abstract terms like 'civilisation'. - Children have established chronological narratives of British, local, and world history. - Children have an understanding of the concept of 'empire' from their study of the Roman Empire.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	When and where was the Kingdom of Benin, and how was it organised?	What can the royal palaces tell us about the Kingdom of Benin?	How does Benin compare to other ancient civilisations?	What happened during the sack of the Kingdom of Benin?	Should the British Museum return the Benin Bronzes?	Why should we study Benin, and what does it tell us about Britain?
LEARNING OBJECTIVES AND CONCEPT	Know the geographical location and timeline of Benin. Sequence Benin chronologically against other periods studied. CHRONOLOGY	Identify key features of the Oba's royal palaces. Use archaeological evidence to understand material culture. ARCHAEOLOGY	Note connections and contrasts between Benin and previously studied civilisations. Analyse trends and frame historically-valid questions. CHRONOLOGY & CHANGE	Understand the role of the British Empire in the sack of Benin. Explore how artefacts are removed and interpreted. ARCHAEOLOGY & CHANGE	Understand the modern debate surrounding the repatriation of the Benin Bronzes. Discern how contrasting arguments are constructed. HISTORIOGRAPHY	Summarise the historical legacy of the Kingdom of Benin. Evaluate historical significance and connections to Britain. SIGNIFICANCE

ACTIVITY	Map work locating West Africa and Benin. Add AD900-1300 and 1897 to the class timeline. Explore the societal hierarchy (the Oba at the top).	Examine historical sketches and descriptions (e.g., Olfert Dapper) of the royal palaces. Analyse the layout, walls, and materials to understand societal structure.	Create a comparative study (e.g., Venn diagram/report) linking Benin with Ancient Greece or Ancient Egypt. Compare leadership (Oba vs Pharaoh), trade, and beliefs.	Create a structured account of the 1897 British expedition. Examine the material culture looted by the British Empire and track its journey.	Conduct a formal class debate: "Should the British Museum give the Bronzes back?". Analyse different perspectives from historians, the Nigerian government, and museums.	Create an end-of-unit exhibition summarising the 5 key historical concepts studied. Answer the enquiry question focusing on what this study reveals about British history.
ASSESSMENT	Check children's ability to place Benin on a map and timeline accurately alongside British history? Can children list 3 features of the royal palace and explain what they reveal about the Oba's wealth? Can children articulate similarities and differences between Benin and Ancient Egypt/Greece? Can children explain the term 'sack' and sequence the events of 1897? Can children present a balanced argument using historical evidence rigorously? End Goals: Have children met the six key end goals for the topic? Can they justify Benin's significance?					
HIGHER ORDER QUESTIONS	How does an empire's geography affect its ability to trade and grow powerful?	What do the defensive walls suggest about the kingdom's relationships with its neighbours?	Why do different civilisations across the world often develop similar leadership structures?	How does the removal of a kingdom's material culture impact its historical narrative?	If the Bronzes are returned, who should be responsible for their preservation and display?	How does studying the Kingdom of Benin change our perspective of the British Empire?
INCLUSION & ADAPTATION	Scaffolding: Pre-labelled maps and picture-supported timelines; Storyboarding the 1897 events with cloze-procedure sentences and visual cues. Provide a speaking frame or sentence starters to help structure debate points. Visuals: Picture-matching activity sorting palace features from ordinary dwellings. Sorting cards with facts to place into a Venn diagram comparing Benin and Egypt. Vocabulary: Create a visual poster focusing on tier 3 vocabulary and images rather than heavy text.					
GREATER DEPTH ACTIVITIES	Research and present how the Kingdom of Benin expanded its territory between AD900 and 1300.	Evaluate the reliability of European visitors' accounts of the Oba's palace.	Write an essay analysing how geographical differences impacted the economies of Benin vs Greece.	Analyse primary source quotes from British soldiers in 1897 to detect bias and perspective.	Write a comprehensive policy proposal for the British Museum regarding looted artefacts.	Debate how the historiography of Benin has shifted from 1897 to the modern day.