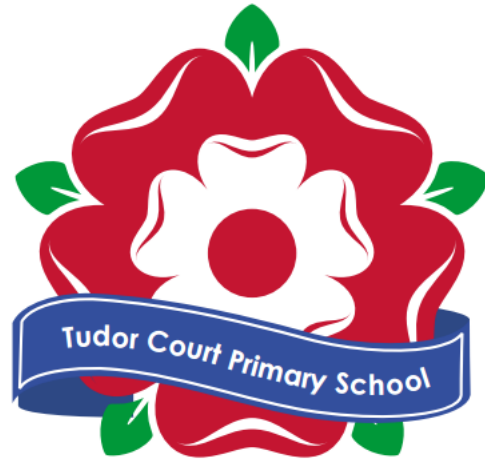


Tudor Court Primary

Curriculum Map – Cycle 1

4th September – 23rd November 2024



Learning Power Focus: Resilience

Year 5

Inspire – Challenge - Succeed



Key Knowledge:

- The Ancient Kingdom of Benin is first established in c.AD 900 when small villages join together in a conglomerate.
- An enormous earthen moat is built around the Kingdom boundaries between AD 900 to 1400.
- The first dynasty of Ogois kings ends in AD 1180 and the Obas begin their rule, starting with Eweka.
- Benin begins to expand and thrive under the rule of Oba Ewuare the Great in c.AD 1440.
- Oba Esigie sets up trading links with the Portuguese and other European visitors in AD 1514.
- Benin Kingdom enters a period of decline from AD 1700 due to a series of civil wars and the abolition of the Slave Trade with Europe.
- Benin is under threat from Britain for its natural resources by the 1800s. Benin City is destroyed by British troops in AD 1897 and Benin comes under British rule.
- The famous Benin bronzes are now located around the world in museums and with collectors. Nigeria is asking for their repatriation.

Overall Outcome:

Children will adopt the persona of a curator in a UK museum and write a balanced argument text for the museum board, outlining the possible reasons for and against returning the bronzes held in its collection to Nigeria for display in the planned Edo Museum of West African Art (due to be built in Benin City). Children may make their own judgement/recommendation at the end of the report as to whether the bronzes should or should not be returned.

Topic: Benin, c.AD 900 – 1300

Enquiry Question: Should the Benin Bronzes be returned to Nigeria?

Key Concepts: empire, power, monarchy, warfare, trade, ownership, perspective, evidence

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes>
<https://www.britishmuseum.org/learn/schools/ages-7-11/africa/classroom-resource-art-benin>
- Horniman Museum and Gardens:
<https://www.horniman.ac.uk/resource/ancient-benin/>
- Invite parents/carers or local community members of Nigerian heritage to speak to children about modern-day Nigeria/West Africa, possible family history relating to the British colonial period/independence in 1960, feelings about the Benin bronzes etc.

Key Vocabulary:

Kingdom, society, empire, invasion, slavery/slave, dynasty, merchant, colonise/colonisation/colonial, exile, bronze, repatriation

Coherence

Links to previous history knowledge:

- Establishment of Kingdoms (Y3) and the development of civilisations (Y4)
- Roman Empire (Y4)

Links to future history knowledge:

- Monarchs' power (Y5)
- Civilisations' legacies/lasting influence (Y4 – Ancient Egypt, Y5 - Ancient Greece)
- Military organisation (Y6 WW2)
- Migration and the impact of black Britons (Y6)

Links to other Subjects:

- Geography – Africa, trade, climate zones and natural resources
- Art - sculpture

Significant individuals and events:

- Remembrance Day: 11th November
- Black History Month: 14 – 18 October - What is the cost of freedom? **Text: Henry's Freedom Box - Ellen Levine**

Learning Power Focus: Resilience

Year 5

Inspire – Challenge - Succeed



Writing:

Book Study:

- Idia of the Benin Kingdom – *Ekiuwa Aire*
- Henry's Freedom Box – *Ellen Levine*

Narrative:

- Zoo

Non - Fiction:

- Biography – David Attenborough

Reading:

- Picture Books
- Nigeria
- Songs from Musicals
- Great Openings
- Notable People
- Circuses

Art:

- Making and Painting

PE:

- Gym 2, Games 2, Dance 2

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo and Video

Topic: Benin, c.AD 900 – 1300

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RE:

- Believing: Why do some people believe God exists?

PSHE:

- Being Me in My World
- Celebrating Difference

Music:

- Rhythm and Pulse - Livin' On A Prayer
- Classroom Jazz 1

Maths:

- Unit 1: **Decimal Fractions** – Number and place value
- Unit 2: **Money** – Number and place value
- Unit 3: **Negative Numbers**

Science: Materials (properties/changes)

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda