Tudor Court Primary

Curriculum Map – Cycle 1

2nd September – 20th November 2026

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 Ogiso 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.

Outcome:

- Children will write a formal report addressed to the board of a major museum, presenting a balanced argument about the future of the Benin Bronzes. In this piece, they will outline the key arguments both in favour of and against returning the bronzes to Nigeria, where they are intended to be displayed in the planned Edo Museum of West African Art in Benin City. The report will describe the historical and cultural context in which the bronzes were originally created, highlighting their significance to the Kingdom of Benin and the Edo people. Pupils will explain how these artefacts came to be in British possession, including the events of the Benin Expedition of 1897, when British forces looted Benin City during a violent invasion.

Topic: Benin, c.AD 900 – 1300

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

Key Concepts: cause and consequence, chronology, evidence and historical enquiry, interpretation, significance

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, abolition, 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: 12th – 16th 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:
- Various reading texts

Art:
- Making and Painting

PE:
- Gym 2, Games 2, Dance 2

Computing:
- Online - Internet Safety and Online Identity.
- Multimedia – GarageBand

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

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
- **Singing and Performance:** Christmas Play

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

Science: Properties and change of materials:
- 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