

Progress Document- Benin- Year 5			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms to describe events. Place events, artefacts and historical figure on a time line using dates. Suggest causes and consequences for some of the main events <p>Understand the concept of change over time, represent this along with other evidence, on a timeline.</p>	Chronology-Long arc of development-significant events	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the social, ethnic, cultural diversity of a past society. Compare those studied with other areas of interest around the world. 	Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the characteristic features of the past, including beliefs, attitudes and experience of men , women and children.
Interpretations of the past-	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding. Suggest suitable sources of evidence for historical enquires 	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> Select suitable sources of Britain, giving reasons for choices Show an awareness of propaganda and how historians must understand the social context of evidence studied.
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past 	Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past
National Curriculum Links			Key Vocabulary
<ul style="list-style-type: none"> a non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900-1300 			Chronological, Settlement , The Benin Empire, Kingdom, Oba, Afin, Benin Bronze, Fractal Design, Guild, Moat, Timeline
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> Sophisticated materials and engineering skills were used to build the city. City planning and design is known as fractal design creating a predictable repeating pattern. Benin art and sculpture made from ivory, brass and wood was very popular. There were established trade routes with Portugal in artwork, gold, ivory, and pepper. There was well-developed town planning. Engineering and the use mathematics underpinned the architecture of the city. Benin City was protected by a moat and walled fortifications. The Benin Kingdom had a sophisticated social structure of professions and guilds. Job roles were well defined – farmers, potters, blacksmiths, crafts people, doctors, drummers, acrobats, dancers, soldiers and hunters. The political structure was led by the Oba who had absolute authority and no one dared to challenge him. 			Year 5 Slave Trade Benin Art
End of next years expectations			
Chronology-Long arc of development-significant events -The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 		
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Give a broad overview of life in Britain from medieval until Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Identify continuity and change in the history of the locality of the school. 		
Interpretations of the past-	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Refine lines of enquiry as appropriate. 		

Communication

Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.