

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"> <li>Use dates and terms to describe events.</li> <li>Place events, artefacts and historical figure on a time line using dates.</li> <li>Suggest causes and consequences for some of the main events</li> </ul> Understand the concept of change over time, represent this along with other evidence, on a timeline.	Chronology-Long arc of development-significant events	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> </ul>
Life achievements of the society/significant people	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural diversity of a past society.</li> <li>Compare those studied with other areas of interest around the world.</li> </ul>	Life achievements of the society/significant people	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including beliefs, attitudes and experience of men , women and children.</li> </ul>
Interpretations of the past-	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry to gain a more accurate understanding.</li> <li>Suggest suitable sources of evidence for historical enquires</li> </ul>	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> <li>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.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past</li> </ul>	Communication	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past</li> </ul>
National Curriculum Links		Key Vocabulary	
<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900-1300</li> </ul>		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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>The political structure was led by the Oba who had absolute authority and no one dared to challenge him.</li> </ul>		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"> <li>Use dates and terms accurately in describing events.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>		
Life achievements of the society/significant people	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Give a broad overview of life in Britain from medieval until Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Identify continuity and change in the history of the locality of the school.</li> </ul>		
Interpretations of the past-	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>		

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.