

Swift Autumn Term 2021

What is Africa's big picture?

Synopsis

This unit starts by looking at the bigger picture of Africa, addressing misconceptions and thinking about Africa's place in the world. We will explore the human and physical characteristics of Africa and its many countries before sequencing historical events that contributed to the colonisation of Africa. This will help us then lead into an in-depth study of Nigeria, considering its geographical features.

We will then explore the Kingdom of Benin and contrast this with British history, looking at the British Empire and how this affected the Kingdom of Benin. We finish by debating the question, 'Should the Benin Bronzes be returned

Unit outcome

By the end of this unit, children will have an understanding of the Kingdom of Benin in contrast to British history at that time. They will have an awareness of the geographical features of Africa, in particular, Nigeria and also understand the changes that occurred as a result of colonisation.

Fabulous finish

Mock court trial – Should the Benin Bronzes be returned to Benin?

P.E.

Football
Multi-skills

PSHE focus for this term

is:

- Me and My Relationships
- Valuing Differences

R.E.

What does it mean to be a Muslim in Britain today?
Why do Christians believe Jesus was the Messiah?

Values for this term:

- Respect
- Thankfulness
- Trust

Third Milestone

What made Benin a powerful and sophisticated Kingdom?

Where is Benin now? Where was the Kingdom of Benin? Use maps and images to challenge our initial thoughts. Understand the tradition of oral story-telling as a way of recording history and consider its advantages and disadvantages in relation to the Story of Eweka. Use images of artefacts to infer knowledge of themes such as power and beliefs. Compare life in Britain to Benin – homes, jobs, religion. How did the Kingdom of Benin come to an end?

Benin Bronzes – consider the ethics of them being in the British Museum.

Second Milestone

What is it like living in Nigeria?

Where is Nigeria and what preconceptions do we have about it?
Match its features to physical and human geography. Understand its historical slave trade and how this ended.

Create a tourist leaflet that includes key information such as, population, religions, trade and its human and physical geographical features.

First Milestone

What are the geographical features of Africa?

Where is Africa and do we have any misconceptions?
Explore the varying climates, settlements and economical differences in the countries of Africa. Understand the sequence of its major historical events that led to colonisation and consider the changes that this brought to Africa.

Stunning start

David Attenborough – Africa

Our learning is based on four drivers:
initiative, creative arts, environment & spiritual, moral and cultural.

We will show our initiative by being resourceful and working without always being told what to do, showing both perseverance and trusting in ourselves, in order to demonstrate that we can think independently and act when necessary.

Using our creative skills, we will use images to understand the past, design a tourist leaflet including sketching areas of Nigeria, use drama to role-play a mock trial.

As people concerned with our environment, we will put real thought into our impact on the environment, especially how to lessen our impact in the daily choices we make.

As part of our spiritual, moral and cultural development we will challenge and address any misconceptions we have about Africa and its citizens, value difference by comparing Britain to Africa, consider how history can be viewed from different viewpoints and reflect on the ethics of Britain being in possession of the Benin Bronzes.