

Goldfinch Autumn Term 2021

# Out of Africa

Unit outcome  
By the end of this unit, children will have an understanding of Africa as a continent rich in history and with a variety of cultures, which we will compare to British history and culture.

P.E.  
Football  
Multi skills

## Synopsis

This unit starts by thinking about and challenging our perceptions of Africa. We will learn about significant times in Africa's past and be sequence events. We will look at the Kingdom of Benin, study its bronzes and consider the ethics of them being in the British Museum. We will go on to see how similar Benin was to Britain in the 16th and 17th centuries. Finally we will look at different versions of the story of Eweka and understand how differences occur in historical narratives.

## First Milestone What is Africa's big picture?

Where is Africa and what preconceptions do we have about it? Look at Africa as many countries and understand the sequence of its major historical events.  
Where is Benin? Use images and maps to challenge our initial thoughts.

## Second Milestone If objects could speak, what stories would they tell?

Match the evidence from pictures of museum objects to themes such as power and beliefs.  
What are the Benin bronzes and what do they tell us about this period? Why were the bronzes taken and should we still have them in our museums?

## Third Milestone Why was Benin worth visiting in Tudor and Stuart times?

Compare a Dutch painting of Benin to a painting of Queen Elizabeth.  
Why did sailors leave Europe to go to Benin?  
Compare life in Britain to life in Benin – homes, jobs, towns, countryside.  
How well were African people in Britain treated?  
Compare the Battle of Hastings AD 1066 with the coming of Eweka c.AD 1170.  
Understand the tradition of oral retelling of history and consider its implications.

Fabulous finish  
Classroom museum of pictures of objects from Africa.

**RSHE** focus for this term:  
- Me and my relationships  
- Valuing difference

**R.E.**  
What do Christians learn from the creation story?  
How do festivals and family life show what matters to Jewish people?  
**Values:**  
- Respect  
- Thankfulness  
- Trust

Stunning start  
Lion King music

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, In art, we will be drawing and making maquettes.**

**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 our misconceptions about people from Africa, exploring their rich culture and society. We will value difference and looking at history from different viewpoints.**