



Class: Hobhouse (Year 4)

Term: Spring 2

Topic: What happened to the ancient kingdom of Benin?

Launch Day:

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge		<u>Early Learning Goal: Understanding the World:</u> <u>Past and Present</u> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Year 2) - Explain when and where the Great of London occurred and what London was like in 1666. - Sequence the key dates in the life of Florence Nightingale. - Discuss how Florence Nightingale changed the world. - The mining was one of Cornwall's main sources of income during the 19th Century.	N/A	(Year 3) - Roll and shape clay to make a pinch pot - Use their fingers or implements to smooth and shape a pot - Create extra features of a pot such as handles and spouts - Use appropriate amounts of water to attach extra features to a pot - Know that pottery is symmetrical - Know about the shapes, styles, functions and decorative aspects of Greek pottery	N/A	(Year 2) – How to experiment with sound using a computer How to use a computer to create a musical pattern - How to create music for a purpose - How to review and refine our computer work (Year 3) - How digital devices function How to identify input and output devices Digital devices can change the way we work - A computer network can be used to share information - Digital devices can be connected	See music curriculum map	(EYFS) – Retell stories, talking about what they say about the world, God, human beings - Retell religious stories making connections with personal experiences (Year 1) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like (Year 2) – Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean (Year 3) - Identify some beliefs about God in Islam, expressed in Surah 1	
Knowledge	Key Question: The children will know: No set science as there are 5 units across Year 4. Consider how to integrate working scientifically skills into an appropriate, topic-based, investigation.	Key Question: The children will know: That the ancient Kingdom of Benin began in 900CE. - That the ancient Kingdom of Benin was in Africa, in what is now Nigeria. - The kingdom became affluent through trading with Europeans (including the British) in the 15th century. The slave trade was a significant source of wealth for the Kingdom.		Key Question: The children will know: Potential project idea – Creating a 3D clay mask in the style of the Edo ethnic group of Benin - That the Kingdom of Benin has a rich art history which is distinctive in style - That some features of pottery have to be added as separate features		Key Question: The children will know: Creating media - Audio production - That sound can be recorded - That audio recordings can be edited - The different parts of creating a podcast project - How to apply audio editing skills independently - How to combine audio to enhance a podcast project	See music curriculum map Key Question: The children will know:	Hinduism Key Question: L2.7 What do Hindus believe God is like? The children will know: Make sense of belief: - Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about	https://peplanning.org.uk/

		It ended in 1897CE when the British invaded.				How to evaluate the effective use of audio		what Hindu murtis express about God Understand the impact: - Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship Make connections: - Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people	
Skills	Children will be able to: See National Curriculum and select appropriate working scientifically skills to develop	Children will be able to: - Place dates from the ancient Kingdom of Benin on a timeline. - Identify changes over time in the Benin Kingdom. - Identify and analyse sources. - Understand that history is created through different perspectives. - Comment on the consequence of the British invasion.		Children will be able to: - Use appropriate language to discuss an art form - Identify the key features of an art form, including features not previously encountered Drawing - Create a paper template of a final design - Use combinations of line and pattern to create a design - Annotate studies with likes, styles, materials Clay mask - Roll out a consistent thickness of clay - Use large tools to create a curved shape		Children will be able to: - Identify the input and output devices used to record and play sound Use a computer to record audio - Inspect the soundwave view to know where to trim a recording - Re-record a voice to improve a recording - Plan appropriate content for a podcast Save a project so the different parts remain editable - Arrange multiple sounds to create the effect wanted - Explain the difference between saving a project and exporting an audio file	Children will be able to:	Children will be able to:	Children will be able to:

