Year 5 – Autumn 2:
When and what was the Kingdom of Benin and how did it end?

Through some of our key texts (see below), we will be learning about journalistic writing and the techniques involved in this. We will then apply these skills and techniques as part of our own report about the rainforests which we will aim to film and share with an audience. As part of our work on the repatriation of historical artifacts we will be writing a letter to the Sainsbury Centre outlining why we think the objects should remain in the UK or be returned to their country of origin. We will learn to use persuasive language effectively as well as building a bank of ambitious, topic specific vocabulary. Through guided reading, we will explore a range of different text types to learn more about the Benin Kingdom.

What we're writing:	• A journalistic article • A persuasive letter
What we're reading:	• Children of the Benin Kingdom (by Dinah Orji)







Humanities: History, Geography, Art, Modern Foreign Languages, RE, Music, RSHE.

As **historians**, we will apply our knowledge of the rainforests and study the Benin Kingdom. We will explore the kingdom from its beginnings in the 900's through to its eventual demise in 1897, when it was invaded by Britain and made part of the British Empire. We will be look at primary resources to make inferences about the people of Benin and their beliefs. We will also explore different artefacts held in British Museums and whether they should be returned to their home countries.

As **geographers**, we will use atlases to identify the location of the Benin Kingdom and where this lies within modern boundaries. We will discuss its significance in West Africa considering the influence of physical geographical features.

As **artists,** we will learn about the symbolism of animals in the Kingdom of Benin and make a sculpture inspired by the Benin bronzes.

As **philosophers**, in Religion and Worldview's, we will be exploring the question ' What can we learn about the world from great philosophers?' We will explore the views of different philosophers and how their ideas might influence the way we think.

In **PSHE,** we will learn about building and maintaining positive, healthy relationships. We will learn about different types of families and how some children may become young carers.

As **linguists,** we will be learning the days of the week, months of the year and numbers 1-31, so that we are able to say the date and when our birthdays are.

Humanities Vocabulary	Definition
Deforestation	The action of clearing a wide area of tree by cutting them down (felling).
Logging	The activity of felling tree, as well as cutting and preparing the timber
Cattle ranching	An area of land used to raise livestock (for example, cattle, chickens, and sheep)
Oba	The chief (leader) of a local area in Nigeria.
Kingdom	A country, state or territory ruled by a king or queen.
Fairtrade	An arrangement to help those living and working in developing countries to be paid a fair wage for their hard work.
Repatriation	The return or someone or something to its country of origin.

As musicians, we will learn about rhythm and notation and apply these is a variety of creative ways.

In choir, we will be learning a variety of Christmas songs and will learn to perform these in unison and in two parts.

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Science, Technology, Engineering and mathematics (STEM): Computing, Design Technology, Math, PE, Science.

As **mathematicians**, we will be learning about fractions, specifically finding equivalent fractions, converting and comparing fractions and adding and subtracting fractions. We will continue to work on multiplication, improving our fluency, accuracy and speed of recall. Please continue to work on these at home too!

As **computer scientists,** we will be learning about a range of different filming techniques, including how best to edit and sequence different recorded sequences. We will export the finished video and evaluate the effectiveness of the editing techniques used.

As **sportspeople,** we will be going swimming this half term. We will have instruction so that we are able to feel more confident in the water and to be able to swim 25m.

At school, we will be learning different styles of dance and will be creating, as well as performing, a range of sequences in partners and small groups.

STEM Vocabulary	Definition
Fractions	A numerical quantity that is not a whole number
Equivalent fractions	Fractions that represent the same value , even though they may look different
Numerator	The top number of a fraction, indicating the number of parts out of the whole
Denominator	The bottom number of fraction indicating the total number of equal parts.
Improper fractions	This is when the numerator is greater than the denominator and therefor the fraction is greater than 1 whole.
Pollination	The act of transferring pollen grains from the male anther of a flower to the female stigma.
Stigma	The female reproductive part of the flower
Anther/Stamen	The male reproductive part of the flower.

Optional Activities:

Whilst we don't set any formal homework at Avenue Junior School, we are passionate about reading and therefore ask that your child reads for at least 10 minutes a day. The benefits of this are wide ranging and can be felt across the curriculum. In time, children will have access to school library books, and they have books from the classroom too.

It is lovely to do some additional activities at home linked to our work in school and so below we've given a few suggestions of activities you might like to try:

- Research some different aspects of Benin society and present your findings in a poster, picture or powerpoint.
- Create your own story about life in Benin. Consider what role in society you might have – you could be a nobleman/noblewoman, a religious leader or a slave/worker.
- Conduct some research about the foods from Benin. Are the ingredients used similar to those available to us in the UK? What similarities and differences are there? Could you try to recreate one of these dishes at home?
- The people of ancient Benin worshipped many different gods. Can you create your own god that could fit into this ancient society. It could be a god that makes positive changes to the people of Benin, or one that punishes wrongdoers.

ClassDojo:

We love to see the work children and families have been doing at home.

Please do send us pictures through ClassDojo and we will make sure that these are celebrated in class!

Likewise, if children have any notable achievements or events outside of school (running, swimming medals, football tournaments etc), we love to hear about these too!

ClassDojo