

Year 5/6

The Historical Association's Scheme of Work for Primary History

Unit: How important is Eweka's story? Exploring Benin's Big Picture of the Past



About this unit

This unit provides children with the opportunity to look at Benin, a non-European society which is very different from their own. The arrival of the Eweka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day.

The children will make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition.

This scheme is supported by the following articles:

- Bracey, P, MacDonald, C, Billins, K, Kaup, K. (2014) Eweka's Story: Benin, Big Picture History and National Curriculum 2014. *Primary History*. Issue 67. pp.24-28.
- Tucknott, P. 2018 Why stop at the Tudors? Enhancing an understanding of the sixteenth century through a comparative study of Benin. *Primary History*. Issue 79, pp32-37.

Key vocabulary: Discovery, Encounter, Oba (King), Big Picture

Unit Structure

This unit is structured around 3 sequential enquiries:

1. What is Africa's Big Picture?
2. If objects could speak what story would they tell?
3. Why was Benin worth visiting in Tudor and Stuart times?
4. Telling a good story: Why is the story of Eweka so important?

How this unit links to the new national curriculum for primary history

A non- European society that provides contrasts with British history – **one** study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Malayan civilization, c AD 900; **Benin (West Africa) c.AD 900-1300.**

Enquiry 1: What is Africa's big picture?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn: how our knowledge of the past is constructed from a range of sources.</p>	<p>Africa today: One picture or many? The purpose of these activities is to relate Benin to a broader African contemporary and historical context.</p> <p>Starter: The teacher shows where Benin is located. The children then thought shower their initial perceptions of Africa.</p> <p>Pair Activities: The children look at a physical map of Africa and suggest how this may challenge their initial perception. After this they look at visual images of Africa or Benin which confirm/ challenge initial perception.</p> <p>Group activity: The children can create a class museum using objects and/or pictures from Africa using the following questions: What can I see? What does it tell me? What do I want to ask? Or, if appropriate undertake a comparable task if your local museum has a display related to Africa.</p>	<p>You can find a map of Benin in one of the following resources:</p> <p>http://www.nationalarchives.gov.uk/pathways/blackhistory/africa-caribbean/docs/africa1600.htm</p> <p>Harman, A. (2014) <i>Benin 900-1897ce</i>. London: Wayland, pp.4-5.</p> <p>Chambers, C. (2014) <i>Great Civilisations. Benin Empire</i>. Franklin Watts, p.4.</p> <p>By using a physical geography map of Africa in a school atlas the children can identify the varied nature of the continent.</p> <p>You can easily find a range of current positive and negative images of Africa on the web. If you want the children to focus on images of Benin, photographs can be found in the following resource pack – Midwinter, C. (1994) <i>Benin. An African Kingdom</i>, World Wide Fund for Nature.</p>	<p>Can the children use a range of sources to find out about Africa's past?</p>

		<p>The following free web based resource pack includes pictures of artefacts from different parts of the world including Africa which you can use for this task:</p> <p>Bracey, P. Martin, D. and Burdett, S. (2011) <i>Representations of Empire. Learning through Objects</i> (Key Stages 2 and 3). Northampton: Northampton Black History Association. Second Edition.</p> <p>www.history.org.uk/primary/resource/10178/representations-of-empire-learning-through-object</p> <p>This activity is particularly effective if you can obtain artefacts from Africa. Northampton Museum, for example, has an Ethnographic loan box for local teachers, which includes artefacts used in the above pack.</p>	
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<p>Children should learn:</p> <p>To have a coherent narrative of Africa's past</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical material</p>	<p>Africa's story: If we had to remember three things what would we choose?</p> <p>Group activity: The children are given packs of cards related to the following times in Africa's past – they sequence the cards and decide what this tells them:</p> <p>Our ancestors in Africa; Ancient Egypt; Great Kingdoms in Africa; Trade across the Sahara Desert; European Voyages of Discovery and Exploration; Europeans and Slavery; The End of Slavery; Europeans and the Scramble for Africa; Africa today.</p> <p>An alternative approach would be for children to research information related to each of the above times in Africa's past and make their own information cards.</p>	<p>Resource 1: Africa's Big Picture of the Past</p> <p>This consists of information cards related to different times in Africa's past.</p> <p>The following textbook also deals with this: Bowden, R. and Wilson, R (2009) <i>African Focus. Ancient Africa</i>, London: Heinemann</p>	<p>Can the children demonstrate that they understand some of the main events in Africa's past?</p> <p>Can the children select information about Africa's past and justify what they consider were its most significant events?</p>
<p>Children should learn:</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical material</p>	<p>Final activity</p> <p>Review: Groups decide which are the three most significant times in Africa's past and justify their choices to the class.</p>		<p>Can the children justify what they consider were Africa's most significant events to their peers?</p>

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Benin through political, economic, social, religious and cultural perspectives, making appropriate links with Britain and the world. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts
- A sense of the distinctiveness of a society including its key features
- Historical enquiry
- Historical narrative and sequence and a sense of chronology and duration
- A sense of space and geography
- Cause, consequence and motivation including imagining choices
- Change, continuity, progression and regression
- Comparison and contrast, similarity and difference, variety
- An understanding of the nature and use of evidence
- Constructing accounts including investigation, selection, organisation, effective communication including summarising information.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Benin's history is connected to broader trends and connections with particular reference to Africa and Britain.
- Benin's past is constructed from a range of sources including artefacts.

Younger and/or less able children could demonstrate an understanding of this society by:

- Structured support in carrying out investigations and organising their work
- Acquire some information including the significant features, chronology and changes and vocabulary/terminology
- Beginning to explain why things were as they were
- Show some ability to make comparisons and contrasts within and outside the theme and the ability to make links and connections
- Showing some insight into how evidence was used to produce conclusions
- Have some understanding of the nature and security of representations and interpretations.

Enquiry 2: If objects could speak what story would they tell? The story of Benin's Bronzes

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
	<p>The purpose of these activities is to enable children to build up their knowledge of Benin by relating artefacts to their historical context.</p> <p>Starter: The children thought-shower questions related to pictures of miniature bell and warrior from Benin.</p> <p>Group activity: The children match evidence from British museum object pictures to themes such as power, belief, technology, trade. Children could look at one theme in groups and jig saw findings.</p> <p>Think, pair/share activity: Children look at quotes claiming that that the bronzes were made from people in Europe and use prompt sheets to challenge this.</p> <p>OPTION: You are encouraged to take your class to the African Gallery at the British Museum which has an exhibition area devoted to the Benin bronzes.</p>	<p>Pictures of the artefacts can be found in: Bracey, P. Martin, D. and Burdett, S. (2011) <i>Representations of Empire. Learning through Objects</i> (Key Stages 2 and 3). Northampton: Northampton Black History Association. Second Edition. www.history.org.uk/primary/resource/10178/representations-of-empire-learning-through-object pp.68-69.</p> <p>Pictures of the bronzes can be found in a worksheet produced by the British Museum. This is intended for school visits but the resources could also be adapted for the classroom: Benin Visit resource for teachers. Key Stage 2.</p>	<p>Can the children find out about Benin from its bronzes?</p> <p>Can the children suggest reason why it said that the bronzes were not made by people from Benin?</p>

		<p>Available at: https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/benin_visit_resource.aspx</p> <p>A research grid and prompt sheet for this task can be found in: Bracey, P. Martin, D. and Burdett, S. (2008) pp.71 -72.</p>	
<p>Children should address and sometimes devise questions to identify what caused an event</p>	<p>Final activity: Why did the people in the picture take the bronzes?</p> <p>Starter: The children look at a picture of Benin with British soldiers and the bronzes and consider the following questions: What do they show? What does this tell me? What do I need to find out about the people in the picture?</p> <p>Note: The pictures followed the massacre and siege of Benin in 1897 which led to it being conquered by the British.</p> <p>Optional activity: The children can read and imagine the response in Britain to an extract from <i>The Times</i> which reported the massacre.</p>	<p>Pictures of the soldiers with the bronzes are available from Wikimedia Commons or Alamy.</p> <p><i>The Times</i> online Archive has an article recounting how an official British group of people going to the Oba were murdered on their way to Benin. Note: You will need to decide how much of the article is appropriate. Prompt sheet 5 in Bracey, P. Martin, D. and Burdett, S. (2008) p.75 provides a less explicit account.</p>	<p>Can the children address and devise questions from a picture of Benin's conquerors?</p> <p>Can the children explain what caused Benin to lose its Bronzes?</p>

	<p>Main activity: What happened to Benin? The children group cards which explain the causes and results of the massacre and siege of Benin.</p> <p>Review: Why were the bronzes taken? Should we still have them in our museums? Think/Pair/Share of arguments for and against.</p>	<p>Resource 2: What happened to Benin? (attached to main scheme of work web page) This includes context card for the sorting activity.</p> <p>The following textbook also deals with this: Harman, A.(2014) <i>Benin 900-1897ce</i>. London: Wayland, pp.24-5.</p> <p>Note: This debate can raise many issues e.g. the rights of the people of Benin to have the bronzes back on the one hand against opportunities for people to see them. The following newspaper articles provide useful resources to develop an activity related to this: https://www.theguardian.com/culture/2018/nov/25/benin-bronzes-why-western-museums-should-keep-treasures ; https://www.theguardian.com/commentisfree/2018/dec/15/yes-im-a-trustee-of-english-heritage-and-i-want-the-benin-bronzes-returned</p>	
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How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Benin through political, economic, social, religious and cultural perspectives, making appropriate links with Britain and the world. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts
- A sense of the distinctiveness of a society including its key features
- Historical enquiry
- Historical narrative and sequence and a sense of chronology and duration
- A sense of space and geography
- Cause, consequence and motivation including imagining choices
- Change, continuity, progression and regression
- Comparison and contrast, similarity and difference, variety
- An understanding of the nature and use of evidence
- Constructing accounts including investigation, selection, organisation, effective communication including summarising information
- Understand some of the ways in which we find out about the past and identify ways in which it is represented.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Benin's history is connected to broader trends and connections with particular reference to Africa and Britain
- Benin was taken over by Britain in 1897 during the 'Scramble for Africa'
- At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world.

Younger and/or less able children could demonstrate an understanding of this society by:

- Structured support in carrying out investigations and organising their work
- Acquire some information including the significant features, changes and vocabulary/terminology
- Beginning to explain why things were as they were
- Show some ability to make comparisons and contrasts within and outside the theme and the ability to make links and connections
- Showing some insight into how evidence was used to produce conclusions
- Have some understanding of the nature and security of representations and interpretations.

Enquiry 3: Why was Benin worth visiting in Tudor and Stuart times?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	
<p>Children should learn: Understand how our knowledge of Benin is constructed from a range of sources</p> <p>Make clear narratives across a period of study.</p> <p>Answer historical questions related to cause.</p>	<p>The purpose of these activities is to find out what Britain/or Europe thought of Benin when it was at the height of its power.</p> <p>Starter activity: The children look at a picture produced by a Dutchman called Olfert Dapper in 1668. They should consider: What can we see? What does it tell us about Benin? What do we need to find out?</p> <p>Prompt: You can point out that Dapper lived in Holland and never went to Benin but relied on accounts of travellers so that the children can assess the resource.</p> <p>Pair activity: The children look at a painting of Queen Elizabeth on a 'Progress'. They can be asked to find similarities between the two pictures.</p> <p>Group activity: Why did sailors go to Benin? This activity looks at why sailors left Europe to go on Voyages of Discovery and Encounter. Working in groups the children can rank cards in order to explain why sailors visited Benin.</p>	<p>This picture can be found in the following resource: Wiki Visually(n.d) File: Ancient Benin city.JPG. <i>Wiki Visually</i> https://wikivisually.com/wiki/File:Ancient_Benin_city.JPG</p> <p>This painting of Elizabeth I can found in many Tudor Britain textbooks or on the internet at e.g.: https://www.elizabethi.org/contents/travels/</p> <p>Resource 3: Voyages of Discovery and Encounter This resource provides you with cards for the activity.</p>	<p>Can the children understand how our knowledge of Benin is built from a range of sources?</p> <p>Can the children make a comparison between Tudor Britain and Benin?</p> <p>Can the children answer why European sailors went to Benin?</p>

<p>Children should learn:</p> <p>Address historically valid questions about similarity and difference</p>	<p>How similar was Benin to Britain?</p> <p>Starter: The children discuss what the picture of Queen Elizabeth’s progress suggested about Tudor Britain.</p> <p>Group work: Different groups look at aspects Tudor and/or Stuart life such homes, trade, jobs, towns, countryside, religion in textbooks and/or pictures and share their findings with the whole class. After this they examine pictures of Benin and compare this with life in Britain.</p> <p>Alternative task: Split the class in two and get groups to read extracts from the Dutchman Olfert Dapper’s description of Benin in the 17th century and visually represent what they have read – this could be in the form of a chart or spider diagram for example. After this get the children to find images of life in Tudor and Stuart times in Britain to compare with Benin (this is based on the assumption that Holland and England were similar in Tudor and Stuart times).</p> <p>The children will need to discuss the validity of the source since Dapper did not visit Benin and it was based on traveller accounts which he heard.</p>	<p>A range of typical KS2 school textbooks on Tudor Britain will support this activity. An ideal resource for find out about life in Stuart times (which would have been very similar to Tudor times) is MacDonald, F. (1998) <i>Metropolis. Ancient African Town</i>, London Franklin Watts. This has a range of illustrations (e.g. the market, brass workers clothes and weavers, villages and farms, together with the walls and gates). If you are unable to obtain this book it is possible to plan for a modified version of this task using: BBC (n.d) KS2 What was life like in Benin? BBC Bitesize. Available at: https://www.bbc.com/bitesize/articles/z3s2xnb</p> <p>The following textbook also deals with this: Harman, A.(2014) <i>Benin 900-1897ce. London: Wayland,pp.12-15.</i></p>	<p>Can the children find similarities and differences between living in Tudor and/or Stuart England and Benin?</p>
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	<p>Plenary/review: How similar was Benin to Britain? Groups discuss and one of them leads a class discussion.</p>	<p>Resource 4: A description of Benin. This includes a background information card and two extracts from Olfert Dapper’s description of Benin.</p> <p>The following textbook also deals with this: Harman, A.(2014) <i>Benin 900-1897ce. London: Wayland,pp.14-15.</i></p>	
<p>Children should learn: that our knowledge of the past is constructed from a range of sources</p>	<p>How well were African people in Britain treated?</p> <p>Starter: Children look at a picture of John Blanc and raise questions –what can we see? What does it tell us? What do we need to find out?</p> <p>Group work: Children examine different sources rate how well Black people were treated in this sources on a scale of 1 -5 and repeat this with other sources related to trade, Queen Elizabeth’s attempt to remove them together with the start of the slave trade.</p> <p>Note: The Transatlantic Slave had barely started in the 16th and really became more fully established in the 17th and 18th centuries. Fears of riots due to poor harvests and unemployment at the time of Elizabeth’s proclamation led to laws against vagabonds and the introduction of the Poor Law (1601) at the same time as she passed her proclamation supporting the removal of black people.</p>	<p>You can find a picture of John Blanc and background information about him.</p> <p>It would also be useful to consider Elizabeth’s attempt to remove Black people in 1597, early trade with Africa and the beginning of the slave. Information and resources can be found in the National Archives website which is available at:</p> <p>Note: This site contains original sources and information which you will need to adapt to meet the needs of your class.</p>	<p>Can the children use different sources to find out how Black people were treated in Britain?</p>

		<p>John Blanc also features in role in the BBC Active (2006) <i>Black Britons DVD Plus</i>, Harlow: Educational Publishers LLP which can be used with or as an alternative to the British Archives materials.</p>	
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How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Benin through political, economic, social, religious and cultural perspectives, making appropriate links with Britain and the world. The knowledge, skills and concepts taught will include:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts
- A sense of the distinctiveness of a society including its key features
- Historical enquiry
- Historical narrative and sequence and a sense of chronology and duration
- A sense of space and geography
- Cause, consequence and motivation including imagining choices.
- Comparison and contrast, similarity and difference, variety
- An understanding of the nature and use of evidence
- Constructing accounts including investigation, selection, organisation, effective communication including summarising
- Understand some of the ways in which we find out about the past and identify ways in which it is represented.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Benin’s history is connected to broader trends and connections with particular reference to Africa and Britain.
- Benin’s power at the height of its power in the 16th and 17th centuries.
- Traders arrived there from Europe during the ‘Voyages of Encounter’ from the 15th and 16th centuries.

Younger and/or less able children could demonstrate an understanding of this society by:

- Structured support in carrying out investigations and organising their work
- Acquire some information including the significant features
- chronology and changes and vocabulary/terminology
- Begin to explain why things were as they were
- Show some ability to make comparisons and contrasts within and outside the theme and the ability to make links and connections
- Showing some insight into how evidence was used to produce conclusions
- Have some understanding of the nature and security of representations and interpretations.

Enquiry 4: How important was Eweka's story?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	
<p>Children should learn:</p> <p>How to address a historical valid question about similarity and difference.</p> <p>Construct informed response to Eweka's story based on thoughtful selection from a range of resources.</p>	<p>The purpose of these activities is to for the children to examine a key event associated with Benin 900-1300 and compare it with what happened in Britain and later periods in Benin's past.</p> <p>Starter: Show a picture of Mappa Mundi and ask the following questions: What did the person think the world was like? Where might Africa be? How likely is it that he knew about Benin? Why do we think this?</p> <p>Pair/feedback to class: What does this tell us about English people's knowledge of Africa?</p> <p>Whole class: The children look at a timeline and pick out two events – the Battle of Hastings in AD 1066 and the coming of Eweka in c.AD 1170.</p> <p>Pair activity: Children match key statement cards to events associated with Norman Conquest to selected pictures of the story on the Bayeux Tapestry and identify the three most important parts of the story (e.g. death of Harold).</p> <p>Whole class: The children are told that the tapestry was produced by the Normans after they defeated the Saxons. The class discuss the implications of this for us when we use it.</p>	<p>Mappa Mundi means, 'cloth of the world'. It was made by a priest called Richard of Holdingham in c. 1300 and taken to Hereford Cathedral. It shows how he saw the world in religious terms as well as the limited knowledge that people in Britain had about Africa. You can find a picture of Mappa Mundi. Available at: https://historywm.com/films/mappa-mundi-a-medieval-vision-of-the-world/</p> <p>Note: There is a recording to support the picture which may need to be adapted for children/ or used for your information.</p> <p>This can be found in: Bracey, P., MacDonald, C., Billins, K., Kaup, K and Knight, M.</p>	<p>Can the children compare Eweka's Benin with Saxon and Norman Britain?</p> <p>Can the children select information to find similarities and differences between Norman Britain and Eweka's Africa?</p>

		<p>(2014) Eweka's Story: Benin, Big Picture History and National Curriculum History 2014. <i>Primary History</i> No 67. p.22-26.</p> <p>The Bayeaux Tapestry is available at: http://www.bayeuxtapestry.org.uk/BayeuxContents.htm Select key themes from the story such as 'Long live the King' Scene 1; 'Planning the Invasion' Scene 1.</p> <p>If you require further background information about the Norman Conquest, KS2 textbooks on the Saxons and Vikings sometimes have a chapter related to it. It is also featured in all KS3 books on the Middle Ages.</p>	
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<p>Children should learn:</p> <p>Construct informed response to Eweka's story based on thoughtful selection from a range of resources</p>	<p>Whole class: The children are told that in Benin and many African countries oral histories are passed down by generations of story tellers. The class can discuss the implications of this.</p> <p>Group work: The children read a summary and produce a story board of a traditional account of Eweka's story based on the work Jacob Egarevba, a well known historian in Benin. They use this to produce a mini play or series of freeze frames.</p> <p>Whole class: The children identify similarities and differences with the story of The Battle of Hastings.</p> <p>Group work: The children are presented with a major complaint! They are told that not everybody agrees with the traditional story and have to change their play using new information.</p> <p>Whole class review: The children consider the following questions – What have you found out? Why do you think people think the story is so important that they disagree about it?</p>	<p>There is a picture of a story teller in MacDonald (1998) p. 23 which provides an interesting, but not essential, visual stimulus for this task.</p> <p>Resource 5: Eweka's Story</p> <p>Resource 6: Story Board</p> <p>The following article provides support for this activity:</p> <p>Bracey, P, MacDonald, C, Billins, K, Kaup, K. (2014) Eweka's Story: Benin, Big Picture History and National Curriculum 2014. <i>Primary History</i>. Issue 67. pp.24-28.</p>	<p>Can the children understand how and why there are different versions of Eweka's story?</p>
<p>Children should learn:</p> <p>To address a historical valid question about the significance of different times in Benin's past.</p>	<p>Final activity How important was Eweka's story?</p> <p>Reflect/Share/Discuss: The children reflect on topics which they have undertaken and decide which was the most important story related to Benin's past</p> <ul style="list-style-type: none"> - If objects could speak what story would they tell - Visiting Tudor/Stuart Benin - Eweka's Story <p>Finally, they decide – How important was Eweka's story?</p>	<p>The children should be allowed select one resource from each enquiry to support their case.</p>	<p>Can the children decide how important Eweka's story is in Benin's past?</p>

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Benin through political, economic, social, religious and cultural perspectives, making appropriate links with Britain and the world. This should include the following knowledge skills and concepts:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts
- A sense of the distinctiveness of a society including its key features
- Historical enquiry
- Historical narrative and sequence and a sense of chronology and duration
- A sense of space and geography
- Cause, consequence and motivation including imagining choices
- Change, continuity, progression and regression
- Comparison and contrast, similarity and difference, variety
- An understanding of the nature and use of evidence
- Constructing accounts including investigation, selection, organisation, effective communication including summarising information
- Understand some of the ways in which we find out about the past and identify ways in which it is represented.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Benin's history is connected to broader trends and connections with particular reference to Africa and Britain.
- Benin's power grew of from the time the Eweka came to the throne in the 12th century reaching the height of its power in the 16th and 17th centuries.
- Traders arrived there from Europe during the 'Voyages of Encounter' from the 15th century, coming from Britain in the 16th century.
- Benin was taken over by Britain in 1897 during the 'Scramble for Africa'.
- At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world.
- Benin's past is constructed from written sources were produced by Europeans who went together with archaeological remains, objects and traditional oral stories.

Younger and/or less able children could demonstrate an understanding of this society by:

- Structured support in carrying out investigations and organising their work.
- Acquire some information including the significant features, chronology and changes and vocabulary/terminology.
- Beginning to explain why things were as they were.
- Show some ability to make comparisons and contrasts within and outside the theme and the ability to make links and connections.
- Showing some insight into how evidence was used to produce conclusions.
- Have some understanding of the nature and security of representations and interpretations.