



## History Curriculum Content

### Milestone Three

### Year 5

#### Autumn

#### Spring

#### Summer

### Unit

### Tudors

### The Kingdom of Benin

### Greeks

### Focus

Person: Henry VIII  
 Event/Time Period: 1485- 1603  
 Impact: The creation of the Church of England  
 NC: The legacy of the Tudor period and how the creation of the Church of England has influenced the present day.

Person: Edo People  
 Event/Time Period: 900CE – Late 1800s  
 Impact: Built the foundations for a great civilisation that became a significant central hub for trade between Southern West Africa and European countries like Portugal  
 NC: A non-European society that provides contrasts with British history.

Person: Homer (The Odyssey)  
 Event/Time Period: **700-480 B.C**  
 Impact: Sport, architecture.  
 NC: A study of Greek life and achievements and their influence on the western world.

### Enquiry Question

How effectively was England ruled by the Tudors?

What was the Kingdom of Benin and why is it important in world history?

How do we know so much about what life was like in Ancient Greece?  
 Would you like to have been an Athenian or a Spartan? Why?  
 What do the Olympic games tell us about Ancient Greek life?  
 How were the roles of men and women different?  
 How has Ancient Greek architecture influences buildings today?

### Learning Experiences/ Hook

A Greek day in school. Games, drama and food tasting.

### Knowledge Categories


### Fingertip Facts

- There were 6 Tudor monarchs listed in order Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I.
- The wars of the roses in 1485 was fought between the Houses of York and the Houses of Lancaster.
- Henry VIII crowned in 1509 was king for 38 years and had 6 wives.
- Henry VIII broke away from the Catholic church for the 1<sup>st</sup> time and created the Church of England in 1534.

- The Kingdom of Benin was in West Africa and was from AD900 – 1300 and the people who lived there were called Edo.
- We know about the Kingdom of Benin today through archaeological evidence and oral histories.
- Two of leaders of the Kingdom of Benin were Oba Ewuare and Oba Ozolua. Obas were very powerful and respected in Benin. People thought they were semi-

- Ancient Greece was made up of city states which were frequently in conflict such as Athens and Sparta. The Athenians invented democracy.
- 776 BC was the 1<sup>st</sup> Olympic Games. - What can the Olympic games tell us about Ancient Greeks?
- The Greeks told some of the most powerful and influential stories. Although the myths and legends varied across the

	<ul style="list-style-type: none"> <li>Tudors lived in a feudal system where the monarch had complete power. The roles of the men and women were very different. The rank you were born into could not be changed.</li> </ul>	<p>divine and could communicate with gods and spirits.</p> <ul style="list-style-type: none"> <li>The Kingdom of Benin had over 40 guilds some of these were, wig maker, metal work, textiles, farmers, acrobats, potters, blacksmiths, ivory carvers.</li> <li>The Kingdom of Benin sold goods like pepper, ivory, cloth, leopard skins, beads, rubber, palm oil and precious stones to European traders. Benin bought metal from the Europeans. Benin also traded slaves.</li> </ul>	<p>city states they featured the same gods/goddesses.</p> <ul style="list-style-type: none"> <li>Artefacts. We know so much about Ancient Greek life due to the detailed imagery on the pottery.</li> <li>The Ancient Greeks had a unique style of architecture that is still copied today in government buildings and major monuments throughout the world. Greek architecture is known for tall columns, intricate detail, symmetry, harmony, and balance.</li> </ul>
<p><b>Disciplinary Knowledge (Being a Historian)</b></p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u></p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>

	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • change</li> <li>• time period • century</li> <li>• era • decade</li> <li>• chronology • legacy</li> <li>• continuity</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • change</li> <li>• time period • century</li> <li>• era • decade</li> <li>• chronology • legacy</li> <li>• continuity</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • change</li> <li>• time period • century</li> <li>• era • decade</li> <li>• chronology • legacy</li> <li>• continuity</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>
<p><b>Substantive Knowledge</b></p>	<p><b>Main Events</b> 1485-1509: Henry VII's reign 1509-1547: Henry VIII's reign 1534: Henry VIII formed the Church of England 1547-1553: Edward VI's reign 1553-1558: Mary I's reign 1558-1603: Elizabeth I's reign</p>	<p><b>Main Events</b> 900: Ogisos ruled Igodomigodo 1180: The first Oba, Eweka, ruled the kingdom 1471: Portugese ships arrived in West Africa to trade 1897: British soldiers conquered the Kingdom of Benin</p>	<p><b>Artefacts</b> Large amounts of pottery, which have survived thousands of years, are significant historical sources from Ancient Greek times. We can use pottery to date archaeological sites and to ask questions about everyday Greek life. Greek myths and legends, portraying the adventures of gods and heroes, can be found on many of the artefacts from this time. Some of the objects show the redfigure and black-figure</p>

**Beliefs**

A significant legacy of the Tudor dynasty was Henry VIII's decision to break with the Catholic Church in Rome. In 1534 the Pope had refused to allow Henry to remarry. Henry remarried anyway (to the second of his six wives) and named himself the head of the Protestant Church of England. This started the English Reformation, during which the enormous power of the Roman Catholic Church was challenged. The consequences of this were far reaching and divided Catholics and Protestants even further, in Britain and Europe

**Conflict**

The War of the Roses was fought between the House of York and the House of Lancaster. Henry Tudor's victory over Richard III brought these wars to an end. Henry married Elizabeth, the heiress to the house of York, to secure an alliance.

**Society**

As the first monarch of the Tudor dynasty, Henry VII tried to bring peace and control to England. He did so by changing the way government worked, giving himself more control over national affairs and events. Henry VII also took great interest in Greek and Roman culture and looked to these civilisations for inspiration. Although still very much in power, the Tudors, notably Henry VIII, recognised the need to involve Parliament in important decisions, thus helping to develop the system of government we understand today

**Culture and past times**

The Edo people worked closely together to build a community of farmers and craftspeople who could trade successfully. They wanted to make things of value, and so they established specialist guilds where people could learn a craft to a very high level of skill. Craftworkers used lots of different materials including iron, bronze, wood and ivory to make pots, tools, weapons and artworks. The Edo people believed brass had the power to keep evil away and so it became one of the most valued materials, used to create beautiful sculptures, plaques and masks. They are some of the finest artworks ever to be created in Africa and tell the rich history of the Edo people.

**Location**

The Kingdom of Benin was in a place that is now a part of modern day Nigeria. It is not in the same place as the modern African nation of Benin in West Africa.

**Settlement**

The Kingdom of Benin is famous for its large defensive walls, sometimes called the Great Walls of Benin. Work started on the walls in the 800s, and it took another 600 years to complete the 16000km long fortifications. Built to protect the Edo people from invaders, the walls were constructed out of earth and made into ramparts, with large ditches dug for moats. Archaeologists think it might have taken as many as 150 million hours of digging by the Edo people to construct this incredible structure.

pottery techniques. The red-figure technique shows red figures (usually Greek gods or heroes) against a black background. Black-figure pottery is the opposite. Not only do these pieces of pottery tell us about famous gods and heroes, they also provide useful evidence of daily Greek life. Amphoras, for example, were used to store wine and grain, while lekythos were used to store ointments and oils.

**Society**

In the sixth century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of demokratia or 'rule by the people'. It was one of the earliest examples of democracy in history and is one of Ancient Greece's most lasting legacies. Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago. We also have the Ancient Greeks, and people like Pythagoras, Archimedes and Hippocrates, to thank for some of the most significant discoveries in mathematics, science and medicine.

Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government. The Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote.

**Settlement**

The Parthenon, in Athens, is a temple to the goddess Athena and one of the most significant pieces of architecture from ancient times. Built on a hill called the Acropolis between 447 and 432 BCE, the Parthenon was a symbol of the power and wealth of Athens. It has influenced architects,

**Food and Farming**

The Kingdom of Benin traded and exchanged a range of goods with other African kingdoms and Mediterranean traders. The primary produce of Benin was the yam. Other crops grown for trade included palm oil, beans, melons and okra. The arrival of European traders created a demand for spices like peppercorns, ivory from elephants' tusks and slaves who had been captured by the kingdom's armies. Imports included metals which were used as a form of currency or to make artwork, jewellery and tools. The Edo relied on exchanging goods with other traders. The cowrie shell, for example, became highly valued by the Edo and acted as a type of money

**Artefacts**

The 'Benin Bronzes' (made of brass and bronze) are a group of sculptures which include elaborately decorated cast plaques, commemorative heads, animal and human figures, items of royal regalia, and personal ornaments. They were created from at least the 16th century onwards in the West African Kingdom of Benin, by specialist guilds working for the royal court of the Oba (king) in Benin City. The Kingdom also supported guilds working in other materials such as ivory, leather, coral and wood, and the term 'Benin Bronzes' is sometimes used to refer to historic objects produced using these other materials.

designers and artists to this day. The temple was filled with sculptures, statues, carvings and friezes, which tell stories from Greek mythology and of life at that time.

**Culture and pastimes:**

The amphitheatre was a central part of life for the Ancient Greeks. Plays were a vital part of religious festivals, and almost every Greek city had a theatre. Some of the most spectacular could hold nearly 15,000 people. Built on hillsides, these semi-circular open-air theatres were designed to give everyone in the audience a good view. The acoustics were also excellent, and are evidence of the superb engineering and building skills developed by the Ancient Greeks. The theatre of Dionysus (the Greek god of wine, fertility and entertainment) on the slope of the Acropolis in Athens, is the oldest theatre in Greece. The Epidaurus amphitheatre is the largest and most well-preserved

The Ancient Greeks told many stories about their gods, demigods and heroes and used theatre to share their messages with as many people as possible. Each story told of the fantastic trials and challenges these gods or demigods had to face to show they were worthy of the title 'hero'. Greek myths and legends told people how to behave in everyday life, inspiring them to act in a particular way.

**Beliefs**

The Ancient Greeks believed in three generations of gods. The first generation – the sky, the earth, the heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six male. From these gods came the third generation, the Olympians, who took on the appearance of men and women.

			<p>The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities also appear frequently in Greek mythology.</p>
<p><b>Vocabulary</b></p>	<p><b>heir:</b> someone who will inherit a title or property  <b>rebellion:</b> violent action to change a countries political system  <b>parliament:</b> a group of people who make or change laws  <b>military:</b> armed forces of a country  <b>devout:</b> with deep religious beliefs</p>	<p><b>Dynasty</b> - a succession of people from the same family who play a prominent role in business, politics, or another field.  <b>Colonise</b> - settle among and establish control over  <b>Empire</b> - an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.  <b>Trade</b> - the action of buying and selling goods and services.  Guilts - an organisation of people who do the same job or have the same interests  <b>Fortifications-</b> a defensive wall or other reinforcement built to strengthen a place against attack.  <b>Ramparts-</b> a defensive wall of a castle or walled city, having a broad top with a walkway  <b>Archaeologist-</b> People who study people and artifacts from ancient times.</p>	<p><b>architects:</b> people who design buildings friezes: decoration high on a wall  <b>acoustics:</b> the features of a building that affect how sound is heard  <b>engineering:</b> using scientific knowledge to build  <b>democracy:</b> a system of government in which people choose who is in charge by voting in elections  <b>demi-god:</b> less important gods, usually half human, half god.  <b>citizens:</b> people who belong to a place <b>philosophy:</b> study of how people think and live <b>historical sources:</b> things that give information about the past</p>