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| **Lesson** | **Learning Intention** | **Success Criteria** | **Homework** |
| 1 | What was life like in Great Benin? | * Identify where Benin and Asante are located * Explore reason why Benin was considered ‘Great’ * Evaluate sources to discover what life was like in Great Benin? | Seneca assignment 1 |
| 2 | How Did Great Benin compare with contemporary Europe? | * Study sources to learn about contemporary Europe. * Use sources to describe the differences between contemporary Europe and Benin. * Explain what impact contact with Europe had on Benin. |  |
| 3 | How did the ‘rulers of the sky’ end up in the British museum? | * Learn about the fall of Great Benin. * Investigate arguments both for and against returning the Benin Bronzes back to modern day Nigeria. * Make a judgment on the debate - should Britain return the Benin Bronzes. | Chronology task – The 5 Great Warrior Obas |
| 4 | Who were the Asante people? | * Learn about the Asante kingdom * Study a historian’s view of the formation of Asante. * Explain how Osei Tutu became the first leader of Asante. |  |
| 5 | How far did the Asante Kingdom collaborate with European slave traders? | * Describe why Asante collaborated with the slave trade. * Explain how Asante’s collaboration changed overtime. * Evaluate historians’ arguments. | Seneca assignment 2 |
| 6 | What can we learn about African Kingdoms from Benin & Asante? | * Complete the unit retrieval test. * Explain what you have learned about Benin. * Write a balanced argument about Asante |  |
| 7 | Academic Review | * Close any gaps in our knowledge on Benin & Asante * Redraft and improve piece of writing on African Kingdoms. | Source analysis practice |

**Year 8 Unit 1: What can we learn about African Kingdoms from Benin & Asante?**