
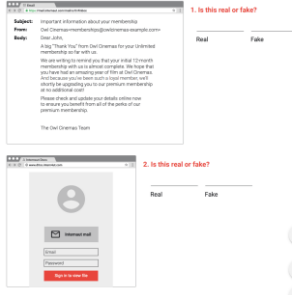




Year 6 Autumn Overview Globetrotters

| | Geography | History | Art | DT | Computing |
|---------------|--|-------------------------|--|--|---|
| Overview | Globetrotters Global study – Japan and Africa (Non-EU) | Kingdom of Benin | Skill: Batik African Mask | Cooking Research, design and make traditional foods. | Enterprise Project = Create a 'takeaway' app, |
| Week 1 | <p>Share a map of the world. Children to identify the 5 continents.</p> <p>Using an atlas complete information gathering exercise.</p> <p>Children to locate all the countries in Europe.</p>  <p>Understand what EU means.</p> <p>EU countries</p> <p>Share link with children and use information to teach children what EU means.</p> | | | <p>What foods do you eat at home?</p> <p>From your prior knowledge what foods do you think they eat in Japan/Africa? (Call on the knowledge of any African children in your class to share experiences from home.)</p> <p>Research foods from Japan/Africa.</p> <p>Japan</p> <ul style="list-style-type: none"> -Sushi - Miso soup - Udon noodles etc <p>Africa</p> | <p>Introduce online safety. What is online safety? What do we need to be safe?</p> <p>Introduce the idea of keeping our information safe.</p> <p>Share the word phishing. What does it mean?</p> <p>Explain that phishing is when someone tries to steal your information like your login or account details by pretending to be someone else.</p> <p>Share examples of phishing to children in small groups.</p>  |

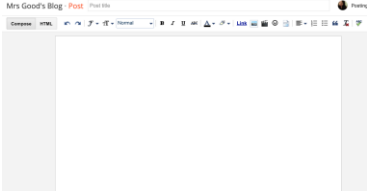


Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|--|--|--|--|
| | <p>Provide children with a list of countries in the EU. (Split between the class)</p> <p>Children to use internet/atlas and knowledge from Year 5 to name and locate continents, latitude, longitude, time zone, Greenwich meridian time. (All of this was covered during Summer Year 5)</p> <p>Children to share information gathered. What do we notice about the information we have gathered? Are there any similarities and differences?</p> <p>Children to draw conclusions based on this information.</p> <p><u>Outcome</u></p> <p>Children to compare different countries in the EU.</p> | | | <p>Jollof rice Koki Couscous Royal Overnight oats etc.</p> <p>Pre prepare a selection of foods for children to taste. (Send out allergy letters 1 week before)</p> <p>Allow children to use all the senses to build a whole picture of their opinions of the food.</p> <p><u>Outcome</u></p> <p>Children to taste and evaluate their opinions of Japanese and African foods.</p> | <p>How can we tell if a website is real or fake? – Give examples for each.</p> <p>Which examples that you provided seemed trustworthy? Why are they trustworthy?</p> <p>Which seemed suspicious? Why?</p> <p><u>Outcome</u></p> <p>Move lesson into a pl+c approach – when is it ok to share our information online.</p> |
|--|--|--|--|--|--|




Year 6 Autumn Overview Globetrotters

| | | | | | |
|---|--|--|--|---|---|
| 2 | <p>Children to locate Japan and Africa on globe. .</p> <p>Identify human and physical characteristics.</p> <p>Define and recap each of these terms. *Note – you may have to teach a feature if children do not have secure prior knowledge from year 5.</p> <p>Physical Features Climate zones Biomes Vegetation Mountains</p> <p>Human Features settlements economic activity Distribution of natural resources.</p> <p>Using information given to children (prepared and differentiated for ability) allocate groups of children to allocate different parts</p> | | | <p>Think back to Japanese foods they ate the previous week.</p> <p>Explain to children that over the next two weeks we are going to be making sushi.</p> <p>What are the features of sushi? What ingredients do you think sushi includes? Think back to their tasting session and gather ideas of what sushi includes.</p> <p>What sort of taste pallet does sushi have? Is it spicy? Sweet?</p> <p>Allow children to compete in a MasterChef style activity to predict</p> | <p>What is a blog? What might we use a blog for?</p> <p>Create a mind map of the information that we want children to add into our blog.</p> <p>Once gathered ideas place children into groups to create a blog post about different areas.</p> <p>Example: English Maths Foundation Subjects Extra-Curricular activities</p> <p>Model to children how to create their blog post.</p>  <p>Once children have created posts upload them onto blogger.</p> |
|---|--|--|--|---|---|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|---|---|--|--|--|---|
| | <p>and feedback/present to the rest of the class.</p> <p><u>Outcome</u> Children to find out and present information about Japan and Africa.</p> | | | <p>what ingredients sushi includes.</p> <p>Provide children with a letter from Yo Sushi.</p>  | <p>Share class blog account on school website for parents/community to see.</p> <p><u>Outcome</u> Children to create post for class blog using Blogger.</p> |
| 3 | <p>Recap – What have we already learnt about Japan and Africa?</p> <p>What do we know about each of these countries?</p> <p>Children to mind map prior knowledge they have already gathered.</p> <p>What does compare and contrast mean?</p> <p>Compare and contrast Japan and Africa looking at the similarities and differences between the two.</p> <p>Model how children to refer back to prior knowledge and use it to draw conclusions.</p> <p>Make conclusions about what you find saying why.</p> | | | <p>Explain in the letter that they need to create a new sushi dish to be sold by them.</p> <p>Model to children how we can design a sushi dish, including exploded diagrams and sizes.</p> <p>Once children have successfully designed their sushi, children to write recipe. Introduce children to Sainsbury's online shopping.</p> | <p><u>Enterprise Project 4 week project</u></p> <p><u>WKL:</u></p> <p>On l pads download takeaway food apps.</p> <ul style="list-style-type: none"> - Just eat - Deliveroo - Uber eats. <p>Children to explore apps. If possible model how to use one of these apps to actually order some food, look at the whole process of how it works.</p> <p>What are the features of these apps? How are these apps used? Who are they used by? What is</p> |



Year 6 Autumn Overview Globetrotters

| | | | | | |
|---|--|--|--|--|---|
| | <p>E.g reference land use, statistics etc.</p> <p><i>Japan is a richer country than Africa due to the high level of economic growth they have experienced over the last 10 years.</i></p> <p><u>Outcome</u> Children to produce a written comparison between Japan and Africa.</p> | | | <p>Allow children to add ingredients that they need into the basket. (Developing life long skills).</p> <p>Children, in small groups, to make their own sushi.</p> <p>Children to taste and evaluate.</p> <p><u>Outcome</u> Children to design, make and evaluate sushi.</p> | <p>the design of these apps? Which app do you prefer using?</p> <p>Using skills developed throughout previous years produce a market research questionnaire. (Google forms) Send to staff/parents/children asking them which of these apps they use and why. (Share on school website and on twitter)</p> <p><u>Outcome</u> Children to make conclusions about the type of app they would like to create.</p> |
| 4 | <p>Natural disasters across Japan and Africa.</p> <p>What is a natural disaster? Discuss pupils prior knowledge of Natural Disasters.</p> | | | <p>Think back to African foods they researched lesson 1.</p> <p>Explain to children that over the next two weeks they are going to be making one of these.</p> <p>Show children the following recipe.</p> | <p>WK2</p> <p>Design own app.</p> <p>Recap on the features of the previous week.</p> <p>What do we want our app to include? What did we like last</p> |
| 5 | <p>Define the term natural disaster. What does this refer to?</p> <p><u>Japan</u></p> | | | | |



Year 6 Autumn Overview Globetrotters

| | | | | |
|--|--|--|---|--|
| <p>1923 Great Kanto Earthquake. 1896 Sanriku Earthquake. 2011 Tohoku Earthquake and Tsunami</p> <p><u>Africa</u> 2011 – East Africa drought 2011 – Nabro Volcanic Eruption 2000 – Mozambique flood</p> <p>What type of Natural disasters occur in these areas. (volcanoes, earthquakes, drought etc) Why do these natural disasters occur in these areas? What contributes towards this?</p> <p>What impact did this have on the local environment/people/economy)</p> <p>Children to research using a range of sources to find out information about these disasters.</p> <p><u>Outcome</u></p> | | | <p><u>Overnight oats</u></p> <p>Explain to children that they are going to design and create their own overnight oat dish.</p> <p>With children come up with a criteria for a successful oats dish.</p> <p>Using skills developed whilst making the sushi, children to design their own dish.</p> <p>What ingredients do you need to make you dish? Children to come up with a list of ingredients.</p> <p>Show children a range of nutritional information for</p> | <p>week? What did we find out from our market research?</p> <p>Children to produce paper design for their app.</p> <p>Using a scaffold, children to design their app including the pages they wish to include and the design of the home page</p> <p>Children to annotate their designs considering how their app supported their audience.</p> <p>Wk3&4: Make app.(See Mr Wilkinson for support/website to use)</p> <p>Wk5: Test/ Share/ Evaluation</p> |
|--|--|--|---|--|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|--|--|---|--|
| | Children to produce a written report outlining one of these disasters in detail. | | | <p>dishes.</p> <p>Children to create their own nutritional information for their dish by completing their own research.</p> <p>Children to individually create their own overnight oats.</p> <p>Children to create a label and packaging for their oats by using office word – print and present with their dish.</p> <p>Children to taste and evaluate.</p> <p><u>Outcome</u> Children to design, make and evaluate an African dish. .</p> | |
|--|--|--|--|---|--|




Year 6 Autumn Overview Globetrotters

| | | | | | |
|---|---|--|--|--|--|
| 6 | <p>Whole Afternoon</p> <p>Share children examples of David Attenborough documentaries.</p> <p><u>Documentary</u></p> <p>Recap the knowledge they have gained this half term. What do they now know about Japan and Africa?</p> <p>Children to produce a plan of the documentary they will produce.</p> <ol style="list-style-type: none"> 1. What content will you include? 2. What are you going to say? Children to write a script. 3. How are you going to engage your audience? Children to make a visual plan. <p>Outcome</p> <p>In groups children use Imovie to create their documentary.</p> | | | <p>Food Festival</p> <p>As an outcome for this unit children to invite parents to participate in a food festival.</p> <p>Food festival to take place on playground in a street food style.</p> <p>Split children into two groups – Japan and Africa.</p> <p>Children to create branding, decorations, pricing structure. (link art, maths, English etc)</p> <p>Children to make foods to sell during their food festival.</p> <p><u>Outcome</u></p> | |
|---|---|--|--|--|--|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|-----------|---|--|--|--|--|
| | Children to present their documentaries to the class and class to watch and evaluate. | | | Children to create food and decorations for their food festival. | |
| Half Term | | | | | |
| 7 | | | <p>On children's tables provide a selection of Batik designs.</p>  | | <p><u>Computer Networks</u></p> <p><u>Networking</u></p> <p>1. Children to develop an understanding of what computer networks are.</p> <p><u>Teach</u></p> |

Year 6 Autumn Overview Globetrotters



Share the following steps:

1. Describe it.
2. Relate it.
3. Interpret it.
4. Analyse it.
5. Evaluate it.

QMS – what is a computer? How would you describe what one is?
 Ask the children “how do we communicate?” If I wanted to give something or tell something to Mrs P, how would I do this? Have an open discussion about how we do this. Explain that computers can also communicate to each other. Why might a computer want to communicate with another computer?
 You all have a computer in front of you, but this can talk to other computers in this classroom or around the school. All of these computers are connected and this is called a network. Demonstrate this by opening the network switch on your computer that shows all the computers. But how does this work? These computers have nothing physically connecting them together (if they did, there would be wires running everywhere connecting them all, so how do they do it? They all connect wirelessly and they are connecting to a router in the room (show the whitebox on the ceiling). This connects physically to other parts of the school through copper cables.
 Model this – it is like talking to someone. The computer is talking to the router using radio waves, just like I’m talking to you. The router has copper cables to send that information further. For example, Mrs P writes down what I’m saying and then takes that to another classroom for another teacher to read.
 Some of these computers store lots of information on them – they are called “servers” they know it as the T drive). Do this activity:
 - Teacher is the server
 - A student in the room is a router. Have some string going from the router to the server.
 - Have a child bring an electric current running through the cable.
 - The other children need to explain how they are going to get information from the server. What are they going to do? Look for key vocabulary.
 Bring up a diagram on the board. Ask the children if they can explain this.

Activity:

Label and describe a network.

Plenary:

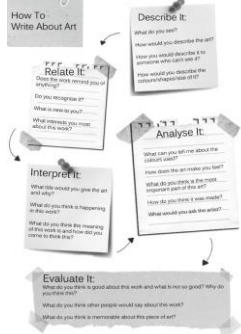

Chd to answer the following questions.

Why are networks so important? What would happen if a network “went down”?

Network’s in school or homes are called LAN – Local Area Network. What does local mean?

Can you think of a bigger network? They are called WAN. What does you think WAN stands for?

Year 6 Autumn Overview Globetrotters

| | | | | | |
|---|--|---|---|--|--|
| | | |  <p>Outcome – Chd to choose one of the designs and write a written explanation about it.</p> | | |
| 8 | | <p>Link to Twinkl</p> <p>What do we know about Africa? What does it mean to you?</p> <p>Chd to write prior knowledge on post-it notes and stick onto display as a pre knowledge assessment.</p> <p>Share a selection of images of Africa.</p>  | <p>Over 2 weeks</p> <p>Materials:</p> <p>Materials</p> <ul style="list-style-type: none"> • Pencil and Paper • Muslin • Scissors (fabric scissors, if you have them) • Newspaper • Drop Cloth, Tarp, or Plastic Sheet • Fabric Dyes • Containers with Lids for the Dyes | | <p>Week 2 – Understand how the internet works.</p> |

Year 6 Autumn Overview Globetrotters

| | | | | |
|--|--|---|--|--|
| | | <p>Do any of these images surprise you? What questions do these images raise?</p> <p>Teach - The ancient Kingdom of Benin was in what is now Nigeria. Modern Benin is a country next to Nigeria – don't be confused between the two! Located entirely within what is now Nigeria, the Kingdom of Benin stretched from Lagos in the west to beyond the River Niger in the east, an area that equates to about a fifth of modern-day Nigeria.</p> | <ul style="list-style-type: none"> • Water and Whisk (to mix the dyes) • Beeswax (you can buy specific batik wax) • Crock Pot or Hot Plate and Pot (to melt the wax) • Tjanting Needles • Paintbrushes for Dye • Latex-Free Rubber Gloves (optional) • Large Paintbrush for Hot Wax • Clothes Iron | <p>GMS – what is a network?</p> <p>Hold up an iPad. How does this computer get onto the internet? In partners, generate any words they might know about networks or the internet. Share as a class.</p> <p>The internet is a giant network of computers that allows them to communicate and share information. In your classroom there will be a whitebox on the ceiling – point this out to them as a router. The computer will connect wirelessly to this and then this connects across the school. The school then has a connection to the rest of the world. The router sends this request across the world to get that information back.</p> <p>Every computer has an IP address – this is a unique number for that computer on a network. Let's have a look – IP to check procedure on school laptops 4 numbers, all from 0 to 255. This will be unique for your computer to access the internet.</p> <p>Watch the video – There and back again. While it is on, draw a diagram of a network on your whiteboard. Draw a series of computers, connecting to a router, connecting out of the school and to London. Then across to America – New York and then to Los Angeles. Pause the video when the packet reaches Los Angeles. Talk to the children about some words or information they have just learnt and write this up on the board/start to draw a diagram. Continue watching this and then fill in the way the information gets sent back – lots of different routes to get back to your original computer.</p> <p>MAIN LEARNING POINTS:</p> <ul style="list-style-type: none"> - One data packet sent requesting information - Travels across the world to get this (copper wires and fibre optics) - Information sent back in lots of data packets - They can travel any route to get back - All happens in a couple of seconds <p>This could then be acted out. Have the children on the playground and have a number of different places from around the world. They are all data centres that hold the information on the internet (with IP)</p> <p>Activities: Children to create a written explanation to show how the internet works.</p> <p>Vocabulary: LAN WAN ISP</p> |
|--|--|---|--|--|



Year 6 Autumn Overview Globetrotters



Using information from Twinkl powerpoint – Teach how Benin Kingdom Developed.

Outcome: Using information gathered in lesson share key events and dates of events in Africa's past and then place on a large whole class timeline.

Homework link- Share key vocabulary. Children to research and bring to next lesson.

Draw a line to match the word with its description.

| | |
|-------------|--|
| Origin | The first Oba of the Kingdom of Benin. He came to power in AD 1180. |
| Edo | The first Oba of the Kingdom of Benin. He called his land Igodomigodo. |
| Igodomigodo | The holy city near the Kingdom of Benin, ruled by the Yoruba people. |
| Ifé | A country located on the West coast of Africa. |
| Nigeria | The name of the group of people who lived within the area of the holy city of Ifé. |
| Benin City | The Yoruba word meaning 'king'. |
| Oba | The last Oba of the Kingdom of Benin. |
| Edo | The name of the group of people who lived within the ancient Kingdom of Benin. |
| Eweka | The Edo word meaning 'King of the Sky'. |
| Yoruba | The modern city located in Nigeria, which used to be called Ifé and Igodomigodo before that. |
| Igodo | The original land of the Kingdom of Benin. |
| Owode | The name that Igodomigodo was changed to when Oba Eweka came to power. |

5. Add second layer of wax.
6. Bend and fold the material to create crackle effect.

Year 6 Autumn Overview Globetrotters

9

Learn about the religious beliefs of the people of ancient Benin.



Share image with chd:



Children to write two adjectives to describe the image.

Split chd into 5 groups:

Week 3: How search engines work.

OMS – how does the internet work? Have a diagram on the board but no labels and see if they can remember some of the key vocabulary.

If we want to find out information on the internet, what websites might we use to find it? Generate a list. Explain to the children that we use search engines to find information. Ask them to rank the top 5 – which is the most popular? How many do you know? Then reveal the answer (explain Baidu is a Chinese one).

Let's say I am looking for information on scratch programming. What could I type into google? Type in scratch into google. Show that the number of results at the top is how many the **algorithm** (code) that google use has found. What do you think the other search engines will find? Ask the children to try this with bing, ask and baidu (www.baidu.com) in Chinese but it does find results). They all find different numbers of results because they are searching in different ways.

Repeat this exercise with different words – chocolate, Chocolate factory, Cocoa beans. Write this up in books and write a short explanation as to why the results are different (use the word **algorithm**).

Why do we need to be careful on search engines? (refer back to the first lesson). We need to ensure our searches are safe and that we type in searches that will give us what we want to see. The more **accurate** the search, the more likely you will get the right result.

Get all the children to search "scratch". Go down the list of results. Are they all scratch programming websites? Why not? Scratch can have different meanings so we need to be more accurate. What could we add to our search? Scratch programming. How many results do we get now? On whiteboards, what else could we search for about scratch?

Activity

Create a list of vocabulary linked to Benin topic.

Chd to try different searches to find relatable results. How many results are about the topic? How many accurate searches have you come up with? Why are these more accurate?

Outcome



Chd to write a guide of how to create accurate searches.




Year 6 Autumn Overview Globetrotters

| | | | | | |
|----|--|---|-----------------------------------|--|--|
| | | <ol style="list-style-type: none"> 1. Ritual and ceremonies 2. Human Sacrifices 3. Reincarnation 4. Animals 5. Heads <p>Each group to use research sheet to find out about their area and then feedback to the rest of the class.</p> <p>Chd to make notes and gather a bank of information about each of the beliefs.</p> | | | |
| 10 | | <p>Learn about the story Eweka.</p> <p>Can you think of one fact you have learnt about the Kingdom of Benin? Don't say it out loud, just spend 1 minute thinking of your fact.</p> <p>Arrange yourselves into a circle. One of you will say your fact. You need to whisper that fact into the ear of the person next to you. They need to whisper what</p> | Share an example of tribal masks. | | <p>Week 4:</p> <p>Recap the previous learning: What have we already learnt about the internet?</p> <p>Gather chdn's ideas about the internet and how it works,</p> <p>Have we ever wondered where web pages live and how we get to view them on our phones, tablets and PCs? Quickly run through this flash animation: (chdn to take notes for later) Link 1</p> |

Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|--|--|--|--|
| | | <p>they heard into the next person's ear, and so on. Does the fact return to the beginning of the circle in the same way as it began? What has changed?</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Is the way in which people record history any different to this? 2. Can you think of ways in which it may be different? 3. How might it be the same? <p>In pairs share story of Eweka.</p> <ol style="list-style-type: none"> 1. In pairs chd to use story to independently create a family tree. <p>Outcome: Chd to present the story of Eweka. Chd could choose:</p> <ol style="list-style-type: none"> 1. A written story. 2. An imovie. |   | | <p>Ensure that they understand that the WWW is only PART of the internet (not the whole thing) Ask them to continue to take notes as we look through the PREZI Link 3 (use the notes page to narrate the screen)</p> <p>Demonstrate the journey by using this website (put in a random webpage and it will trace the journey of the packet data) Link 2</p> <p><u>Outcome</u></p> <p>Chd to create an informative poster using the information gathered in today's session.</p> |
|--|--|--|--|--|--|

Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|---|--|--|--|
| | | <p>3. A roleplay</p> <p>4. A powerpoint presentation.</p> <p>Plenary – Explain that events from history can often have different version of the story. Why might the version of the story change?</p> |  <p>What do these have in common? What are the similarities? What are the differences?</p> <p>Using a selection of examples chd to use designs to design their own mask.</p> <p>Ensure chd keep referring back to original to check their ideas.</p> | | |
|--|--|---|--|--|--|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|----|--|---|---|--|--|
| 11 | | <p>The lost kingdom – How it came to an end!</p> <p>Teach – The Kingdom of Benin has its roots as far back as 2000 years ago when the first Ogiso kings ruled the Edo people. From around AD 900, the kingdom started to develop and boundaries were established around the region. Over time, Benin developed into a thriving civilisation and the kingdom was at its height from around AD 1300 – 1700, this era is known as the 'Golden Age'. Why do you think Benin grew into such a successful kingdom?</p> <p>Some of the most important factors: (in no particular order) The Benin Kingdom had a large, powerful army. Smaller tribes joined together to form a bigger group of people.</p> | <p><u>Over 2 weeks</u></p> <p>Using skills gathered throughout the unit chd to create their own batik masks.</p> <p>(See above for technique)</p> | | <p>Recap the difference between internet and the WWW and recap the liner nature of the internet.</p> <p>Show WIKIPEDIA page.</p> <p>Ask: how can we tell where the hyperlinks are? Gather existing knowledge. Do chdn know where the hyperlink will take us? Ensure that they understand that some link to other pages on THIS website, whilst others link to external sites.</p> <p>Explain that we are going to use hyperlinks in PowerPoint. By doing this we will be able to create a Non-Linear PowerPoint quiz. Share the quiz which I have made, complete as a class, and then again – explaining how it works. Explain that it is Non-</p> |
|----|--|---|---|--|--|



Year 6 Autumn Overview Globetrotters

| | | | | |
|--|--|---|--|---|
| | | <p>The Kingdom traded goods with other countries. Farming of the land produced a multitude of healthy and delicious crops. From around AD 1180, the Edo people were ruled by kings called Obas. A large mound of earth was built around the Kingdom.</p> <p>Share key information about The Benin Punitive Expedition.</p> <p><small>Benin first contact with European visitors was with the Portuguese who arrived in 1482. For many years mutually beneficial relations existed between the two nations, who traded and even fought wars together. The Portuguese were able to help Benin establish itself as a major power in Africa as they supplied guns, which gave the people of Benin a great advantage over the armies and navies of their neighbours. In return the Portuguese took many of the slaves who were captured in the wars to work in its colonies. They also exported gold and ivory, which they had traded. The Portuguese also encouraged the Benin to trade and control the people in their territory, but the people of Benin were reluctant to abandon their traditional beliefs. The capture of a Portuguese (Luis Pires) by the Benin in 1482.</small></p> <p><small>Great Benin, where the King resided, is larger than Lagos, all the streets are straight and as far as the eye can see. The houses are large, especially those of the king, which are very decorated and have four columns. The city is healthy and rich, and it is a well-governed that they in addition and the people live in such security that they have no fear of their houses.</small></p> <p><small>The word 'Benin' itself comes from the Portuguese. It is believed that they struggled to pronounce Uba which was the name given to the administrative centre of the city and is the most famous city in Benin. This also explains why the Benin people are sometimes referred to as Uba.</small></p> <p><small>The first British ship reached Benin in 1553 and they were joined by the Dutch about forty years later. Initially, trading ships to trade the two countries quickly established themselves as major powers in the African slave trade. Trading ships to work in their colonies in Africa and America. Slave ships from Benin were not allowed to be sent into slavery and although the Benin people sent slaves captured in battle, selling slaves was very unpopular.</small></p> <p><small>In the 18th century the British were the dominant power across Africa and they were keen to extend their power further and gain more control. The Benin Obas had seen how the British had taken over other African countries and, understandably, they were keen to ensure that Benin did not fall into the same trap. The British power against Benin started in 1789 and then the people started fighting. In 1803 Sir Richard Bellamy, who was a British naval officer, visited Benin to help with the war of succession and to secure the Obas of Benin with the trade outside his kingdom. In 1802 Captain Henry L. Gledhill, another British naval officer, visited Benin to try and secure the Obas of Benin with the trade outside his kingdom. The meeting was successful and Gledhill described the Obas as being unreasonable. In 1804, after more naval disagreements, the British naval officer Philip Thomas requested permission to visit Benin City and see the Obas. On his way to Benin City, he was met by a group of Benin soldiers who were holding 200 African slaves and, entering the city, Gledhill in Benin City heard about Philip Thomas and was very angry to hear that. They were surprised at the thought of Gledhill not being a Benin man and they were very angry. This encounter is known as 'The Ugho Incident' or 'The Benin Massacre' because so many people had been seen.</small></p> <p><small>The Benin Massacre occurred a full-scale British attack on Benin, which was named the Benin Punitive Expedition. The city of Benin was completely destroyed in the operation, which lasted 18 days in February 1897. Thousands of Benin people were killed, thousands of people were killed and the palace and much of the city were destroyed and burned to the ground. The Benin Expeditionary Force was sent to Benin City to capture the Obas who were held until his death in 1911. The Obas, which were sent, were removed from Benin and many ended up in private collections belonging to British and other European (Globe) Many Benin art treasures are housed today in the British Museum, London.</small></p> <p><small>After the Benin Punitive Expedition the Kingdom of Benin ceased to exist in the same way it had before. It became part of the Niger Coast Protectorate, which was located in what is now modern day Nigeria.</small></p> <p>Using this information children to write an explanation about why The Benin Kingdom ended.</p> | | <p>linear and the order is dictated by hyperlinks. Open up the PPT to prove that the slides are not in the order that we clicked through. (if time allows also show the interactive book – made in the same way.)</p> <p>Demonstrate how to create the first few slides (demonstration version) and how to add hyperlinks to other pages in the file. You could also show how to add sounds and animations too (or save these until the end of the second session)</p> <p><u>Outcome</u> Chd to create a hyperlinked PowerPoint quiz or story book.</p> |
|--|--|---|--|---|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|----|--|---|--|--|---|
| | | <p>Plenary – Refer back to the post-its we collected at the start of the topic.</p> <p>Has our opinion of Benin changed? Why?</p> | | | |
| 12 | | <p>Written outcome – Children to create a factual report about Benin.</p> | | | <p><u>Session 6</u></p> <p>As a starting point for discussion ask: what is WEB 2.0? Has anyone heard this phrase before? Watch the quick</p> |



Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>animation here: Link 1 what do we think now? Share ideas about how the web has changed over the last 10 years.</p> <p><i>Establish that Web 1.0 was a simple interface where people could read web pages and gather info. The introduction of Web 2.0 (made possible by the change from HTML code to XML) meant that people can now interact with web pages and one another. This film makes it really easy to understand: Link 2 (stop at 2 mins as it is meaningless after that point!)</i></p> <p>Ask chdn to go online and find as many web 2.0 tools as possible (within a time limit) ask them to list the name of the site, what it does and how users can interact with it. 2 levels of table (SEN supplied with suggestions to research)</p> <p>Task 2</p> <p>Explain that now (and in the next session too) we will be exploring and publishing our work on a Web 2.0 site. Show the Prezi website. Explain that the site is full of presentations from all around the world. People create them, upload them and then comment on one another's work. There is also the option of allowing others to edit and improve your presentation if you wish (most do). The presentations are used in the real world too, in schools,</p> |
|--|--|--|--|--|---|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>offices and workplaces. Show this prezi quickly (so that chdn can see what can be achieve (ensure that they understand that it is a Web 2.0 version of PPT!)</p> <p>Now click to this link: Link 3get chdn to work through Prezi in ILAB (in pairs) while you whizz through it. It is long and repetitive in places -so go through at the speed that they need!)</p> <p>Chdn to create a Prezi about the Kingdom of Benin topic (theme of their/your choosing).</p> <p>If time allows, let chdn comment on one another's work to enable the collaboration aspect of Web 2.0!</p> |
|--|--|--|--|--|---|



Year 6 Autumn Overview Globetrotters

| | | | | | |
|------------------------------|--|--|--|--|--|
| | | | | | |
| Cross Curricular Links | | | | | |