

**Topic:** The Mayan

**Durham Lane Primary School: Topic Planning**  
**Term: Summer**

**Class: 5/6**

**Teacher:**

Subjects	Objectives	Skills	Activities/ Tasks
English	To be able to: Plan, draft and write in a variety of genres using relevant skills (see writing progression sheets).	See writing progression skills	<b>Year 5</b> <ul style="list-style-type: none"><li>Report- write an information page for a travel guide about Chichen Itza (Y5)</li><li>Persuasive writing- holiday brochure page about visiting a country in Central or South America This will be a homework activity. (Y5)</li><li>Non Chronological report about geographical features of South America. (Y5)</li><li>Non Chronological report about different aspects of Mayan life e.g gods, food, games etc. (Y5)</li><li>Posters written in groups about different aspects of Maya life e.g. clothes, gods, food etc (Y5)</li><li>Retelling of a Maya creation story/The Hero Twins story, using grammar taught. Plays to be written following same theme. Chd given choice. (Y5)</li></ul>
History	9. To study a non-European society that provides contrast with British history.	<b>Chronological understanding</b> 4) Place current study on time line in relation to other studies <b>Range and depth of historical Knowledge</b> 1.Study different aspects of different people e.g. differences between men and women / rich and poor 4) Find out about beliefs, behaviour and characteristics of people, recognising not everyone shares the same views and feelings 5) Know key dates, characters and events of time studied <b>Interpretations of history</b> 4) Confidently use the library and internet for research <b>Historical enquiry</b> 1) Recognise primary / secondary sources 2) Use evidence and a range of sources to build up a picture of a past event 3) Select relevant sections of information 4) Suggest omissions and the means of finding out 5) Bring knowledge gathered from several sources together in a fluent account 6) Use the library and internet for research with increasing confidence	<ul style="list-style-type: none"><li>Complete KWL grids about the Maya and ask chd to think about questions they want to ask. Encourage use of historical vocabulary.</li><li>Place time the Maya lived including the Pre-Classic period (2000BC- 250AD), the Classic period (250 AD-900AD) and the Post-Classic 900AD- 1500AD) on a time line and compare to other civilisations they have learned about (Egyptians, Greeks, Romans). Give them different civilisations to place on their own timelines.</li><li>Timeline of Maya. Show the chd a timeline from part of Maya times with events which occurred (From 100BC to 1500AD) chd to complete an activity ordering times and putting on a timeline. They could begin to ask historical questions about these events and times.</li><li>Show chd a PowerPoint entitled “Introduction To the Mayan Civilization.” Chd will take notes about what the civilisation was like. Teacher will provide quiz questions at the end for the chd to answer.</li><li>Explore different aspects of Maya life e.g. gods and beliefs, different sections of society, writing/number systems. Look at why people acted as they did and what they believed. Do individual/paired research and work as a group to make large scale posters of different aspects of Mayan life.</li><li>Use knowledge from posters to write their own non-chronological reports about Mayan life.</li><li>Look at different Mayan stories to show chd in more depth what the Maya believed e.g. Creation story, Twin Heroes story and chd will retell in story/play format.</li><li>Using “Exploration and Discovery” PPT (Range of resources for topic file), look at different types of historical sources and discuss how we found out about the Maya and the validity of the sources. Chd will do a group task thinking about the different types of evidence and will then look at the work of the historian, Frederick Catherwood. They will look at some of his sketches and analyse them, drawing out evidence from them.</li><li>Chd will be shown PPT about Chitchen Itza and will look at the sources of evidence there. They will write an information page for a travel guide about Chichen Itza.</li></ul>

**Topic:** The Mayan

**Durham Lane Primary School: Topic Planning**  
**Term: Summer**

**Class: 5/6**

**Teacher:**

Geography	<p>1a. Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>1c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>2. Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>3c. Use maps, atlases, globes and to locate countries and describe features studied.</p>	<p><b>Geographical enquiry</b></p> <p>1) Suggest questions for investigating</p> <p>2) Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>3) Collect and record evidence e.g. temperature and rainfall comparisons</p> <p>5) Analyse evidence and draw conclusions, identifying patterns and explain reasons behind them.</p> <p><b>Using Maps</b></p> <p>2) Select a map for a specific purpose. (E.g. Pick atlas/globe to find where Mexico is in the world, look at ancient maps to find where Mayan people settled)</p> <p>4) Locate places on a world map.</p> <p>5) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Scale/distance</p> <p>2) Find/recognise places on maps of different scales. (E.g. Countries and cities in South America)</p> <p>4) Use maps and plans at a range of scales.</p> <p><b>Map Knowledge</b></p> <p>1) Confidently identify significant places and environments.</p> <p><b>Style of Map</b></p> <p>1) Use index and contents page within atlases.</p> <p>2) Recognise world map as a flattened globe.</p>	<ul style="list-style-type: none"><li>• Complete KWL grids about The Americas, ascertaining what they already know about this area and ask chd to think about questions they want to ask. Encourage use of geographical vocabulary.</li><li>• Locate where the Maya lived (Mexico, Belize- Central America). Explore the countries in North, Central and South America using a range of maps and atlases. Show PowerPoint "Ancient Maya On The Map."</li><li>• Look at a map of central America and place countries on a blank map. Look at surrounding seas and other geographical features around Central America.</li><li>• Chd will use a smaller scale map to locate different places that the Maya settled, using 4 figure grid references.</li><li>• Chd will then look at North and South America and be reminded of main countries there using atlas and maps. They will complete some latitude and longitude work by being given the coordinates and having to find the countries/cities.</li><li>• In pairs/groups, chd will research different countries in South America e.g. population, rivers, capital city, religious beliefs, mountain ranges, land use etc. They will complete a "market place" activity whereby they will trade information about these different countries, exploring the similarities and differences.</li><li>• Chd will complete a short Non-chronological report about the features of South America to showcase their knowledge and will write a persuasive piece of writing about their chosen country.</li></ul>
-----------	---	---	--

**Topic:** The Mayan

**Durham Lane Primary School: Topic Planning**  
**Term: Summer**

**Class: 5/6**

**Teacher:**

Science	5.16 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	<b>Asking Questions &amp; Planning Enquiries</b> 1) Use their science experiences to explore ideas and raise different kinds of questions 2)Talk about how scientific ideas have developed over time 3) Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions <b>Testing, Measuring &amp; Recording</b> 3) Make their own decisions about what observations to make, what measurements to use and how long to make them for 4) Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. 5) Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <b>Concluding</b> 1) Look for different causal relationships in their data and identify evidence that refutes or supports their ideas 3) Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results	<ul style="list-style-type: none"><li>Investigate how the Maya constructed their temples using large, heavy boulders and bricks. How did they lift them?<ul style="list-style-type: none"><li>Lifting heavy objects investigation (P131 of Creative approach to teaching science)</li><li>Children lift mill carton filled with sand to an agreed height – working against gravity.</li><li>Introduce a rope and pulley (tree branch) and ask children to do the same. They are pulling down so working with gravity so easier to lift.</li></ul></li><li>Investigate using levers to lift heavy objects.<ul style="list-style-type: none"><li>P132 of Creative approach to teaching science.</li><li>Children investigate best place for fulcrum to ensure a heavy load can be lifted easily.</li><li>Use 30cm ruler, 500g weight and pencil to make fulcrum. Push down on one end of ruler with a push meter to investigate force needed to lift object at different fulcrums.</li></ul></li></ul>
Art	<ol style="list-style-type: none"><li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li><li>To improve their mastery of art and design techniques, including drawing and painting with a range of materials</li><li>Learn about great artists in history</li></ol>	<b>Exploring/ Evaluating and developing ideas</b> Develop sketch book - Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks - Improve quality of sketchbook with mixed media work and annotations - Develop artistic/ visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques - Think critically about their art and design work <b>Drawing</b> Begin to develop an awareness of perspective, composition, scale and proportion <b>Painting</b> Controlling and experimenting particular qualities of tone, shades, hue and mood - Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces - Use colour to express moods and feelings - Explore the texture of paint – very wet and thin or thick and heavy – add PVA to the paint Considering colour for purpose - Carry out preliminary studies, test media and materials and mix appropriate colours Choose appropriate paint, paper and implements to adapt and extend their work <b>Textiles (Texture and collage)</b> Investigate ways of changing fabrics – sewing, cutting, tearing, knotting, etc	<p>Children will look at photographs and powerpoints about Mayan art, looking at the pottery, jewellery and masks used by this ancient civilisation. Using YouTube video by Liam Jenner called Mayan masks KS2 -looking at masks, children will look at sketching and use of colours that the Mayan used as well as looking at different types of masks which were used. They will then sketch a design of a mask as well as then choosing colours and textures of paints appropriate to the task. These paints will also reflect the mood that the mask was supposed to create. Children will also add paper, card etc. to their designs to layer up their masks like mosaics. They will add noses etc. and experiment with adding different textures.</p> <p>Using YouTube video called Lets draw an ancient Mayan, children will learn about polychrome colours and will see the different types of art that the Mayan used. They will draw and colour their own Mayan, using different media such as oil pastels, crayons and chalk.</p> <p>Children will make dream catchers by weaving wool around a circular structure. They will be shown different ways to make a dream catcher as well as learning why dream catchers were used and which colours would have been used and they will then use a range of textiles and ways of joining yarn/wool to create their catchers. This may involve tearing, cutting, knotting and sewing buttons etc. onto pieces of material for the hanging parts of their catchers.</p>

		<div>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, painting, printing on top of textual work, sticking, cutting, paint, weaving, etc</div> <div><b>Pattern</b></div> <div>Use shape to create patterns</div> <div>Look at various artists creation of pattern and discuss effect</div> <div>Organise own patterns</div> <div>Create own abstract pattern</div> <div>Discuss own and artists work, drawing comparisons and reflecting on their own creations</div>	<div>Children will look at designs of patterned Mayan gods and will create their own gods, using similar patterns and colours so that they create abstract patterns.</div>
DT			