

Subjects	Objectives	Key Knowledge/key concepts/key elements	Key Vocabulary (Tier 2 and 3)	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	Year 5/6 <ul style="list-style-type: none"> Report- write an information page for a travel guide about Chichen Itza or design a poster using persuasive language. Non Chronological report about geographical features of South America. Posters written in groups about different aspects of Maya life e.g. clothes, gods, food etc (topic work) Retelling of a Maya creation story using grammar taught. A persuasive text about who should be head god after extensive research. This will be followed by a debate.
History	<p>9. To study a non-European society that provides contrast with British history.</p> <p>Key Question: Who were the Maya and how different were they from the Vikings?</p> <p>Splinter questions:</p> <ol style="list-style-type: none"> 1) When did the Maya exist and for how long did this civilisation last? 2) What religious beliefs did the Maya have? How were these the same/different to the Vikings? 3) What did the Maya achieve (e.g. buildings they built, their number system, calendars etc.)? 4) How did the Maya survive? What were their homes like and what did they eat? 5) How do we know about the Maya civilisation? 6) Did Maya society help or hinder them? 7) Why did the Maya civilisation go in to decline? 	<p>Main events</p> <p>To know the 3 periods of time: Pre-Classic, Classic, Post Classic. To know when the Maya lived compared to Egyptians, Greeks, Romans, Victorians and to know where they belong on a timeline. To know about the different features of Maya cities and be able to appreciate what it would have been like to live there. To know about the Mayan number and writing systems. To know about different types of historical sources /evidence and how valid these are. To know about a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p> <p>Kingdom and rulers To know what the different levels of Mayan society were and how people at these different levels were treated.</p> <p>Conflict and Disaster To know about the different theories about why the Maya civilisation died out e.g. drought, invasion by the Spanish. Crime and punishment</p> <p>Beliefs To know some of the main Maya gods and what they represented and compare to Viking gods. To know the main creation story that the Mayan believed and to compare to the Viking creation story.</p>	<p>Tier 2 words Civilisation Society Kingdom Culture Supreme Worship Symbols</p> <p>Tier 3 words Pre-Classic Classic Post Classic Pok a tok Valid evidence Syllabograms Logograms Sacrifice Rituals Primary/secondary sources Codex/codices</p>	<p>Chronological understanding</p> <p>4) Place current study on time line in relation to other studies</p> <p>Range and depth of historical Knowledge</p> <p>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</p> <p>Interpretations of history</p> <p>4) Confidently use the library and internet for research</p> <p>Historical enquiry</p> <ol style="list-style-type: none"> 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 	<p>Start of topic- complete mind maps about the Maya and ask chd to think about what they know and questions they want to ask. Encourage use of historical vocabulary.</p> <p>Q1 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.</p> <p>Q1Timeline of Maya. Show the chd a timeline from part of Maya times with events which occurred (From 100BC to1500AD) chd to complete an activity ordering times and putting on a timeline. They could begin to ask historical questions about these events and times.</p> <p>Q2 Look at Maya creation story and compare it to the Viking story. Look for similarities and differences. Write own version of the creation story. Use BBC teach video for Viking story and Twinkl PPT for Mayan story.</p> <p>Q3 Look at some of achievements of the Vikings by using achievements PPT then ask what they think the Maya achieved and watch following: https://www.youtube.com/watch?v=Q6eBJjdca14 Show chn the list of some of the achievements of the Maya: Maths and a number system Written language system (glyphs) Huge stone architecture Elevated roads Aqueducts Sophisticated art Developed rubber Harvested cocoa and developed chocolate drinks Give chd a list of Viking achievements and discuss who were more sophisticated/advanced, giving reasons for their choices.</p> <p>Q4 Ask chn what they remember about Viking housing – longhouses made from wood using wattle and daub with thatch roofs. Why didn't they build things out of stone? (Vikings were used to building from wood and using natural materials that they found) Ask chn what they think Maya housing looked like and the materials that they used. Watch the clip to see the types of designs of Maya housing – chn can make notes if necessary, ready to compare to Viking housing https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-maya-houses-and-buildings-look-like/zbjvrj6</p>



					<p>Chn to compare a typically poor Maya house with that of a Viking one, noting the similarities and differences in terms of rooms, materials, shape etc. Ext – chn to say which they would prefer to live in and why, thinking about potential geography of the area</p> <p>Q4 Foods-ask chn what they know about Viking foods to start with (mainly farmers who would eat fruits, vegetables, meat, fish and sometimes luxuries from trading around the world) What do they think the Maya ate and drank? Show Twinkl Maya food ppt. Do they think that geography played a role in what they ate and drank? Watch the video to find out about farming and collection methods: https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt Ask if there was anything surprising in there? Highlight the chocolate – have they come across this with any other civilisation before? Read through the link below to find out some of the foods and about chocolate: https://www.dkfindout.com/uk/history/mayans/what-did-maya-aztecs-and-incas-eat/ Also highlight that chocolate was thought to be used as a form of currency too because of its value. Task- create a menu for a Viking and one for a Maya using food through History information/ebook.</p> <p>Q5 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. Ask chn how they think we know what we know about the Maya. Show chn the website: https://www.mexicolore.co.uk/maya/teachers/resource-maya-farmers-house Look at the first 2 paragraphs and read up to where it says ‘so no ancient ones exist today.’ Ask – if no actual houses exist today, how can we be sure of what they looked like or how they were made? Show this clip https://www.youtube.com/watch?v=SwihfJgRRvs Explain how LiDAR works – lasers are used to detect light from an aircraft and remove the pieces that we do and don’t want; in this case, the rainforest! This has revealed <i>thousands</i> of structures that were previously unknown to historians and archaeologists. Highlight what happened towards the end of the clip with them digging up the potential tomb – this is another way of finding out about them, excavating sites and finding actual remains and artefacts, Chd will be shown PPT about Chitche Itza and will look at the sources of evidence there.</p> <p>Q6 Children will share an ebook about the different aspects of Mayan life, including society and the way it was ruled. Compare this to way the Vikings ruled. They will also see Twinkl PPT Introduction to the Maya and watch video https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4 Ask chn if they can remember Viking social structure – Jarls (King/Leader/Nobles), Karls (freemen, craftsmen, most people), Thralls (slaves.) Highlight that Viking society was fairly free-flowing and that people could move in and out of whichever class depending on their circumstances. Explain that this kind of structure was fairly similar to a lot of European societies at the time, the idea of a leader, upper class, lower class and then slaves.</p>
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Durham Lane Primary School: Topic Planning
Term: Summer

Topic: Mayan

Class: 5/6

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<p>Geography</p>	<p>1a. Locate the world's countries, using maps to focus on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities 3c. Use maps, atlases, globes and to locate countries and describe features studied. Key Question: What is it like to live in North and Central America? Splinter questions: 1) Where did/do the Maya people live and where are these countries on a map? 2) How is Central America the same/different to North America and South America in terms of countries and physical features? 3) What is the climate like in Central America and how is this different to North America and the UK? 4) How can I use grid references to locate places on maps? 5) What are the physical features of Central America and how has the use of land changed/stayed the same since the Ancient Maya civilisation? 6) What are the key human features that the Maya built and how are these now part of the tourism industry in Central America?</p>	<p>Location To know where the Maya lived. To be able to name some of the major cities where the Maya lived. To know and be able to name the main countries in North and Central America. Human Features To know some of the key features /structures that were built in Mayan times. Physical Features To know about land use in Mayan times and to know that corn and chocolate were important foods grown and be able to identify some reasons for this. To know about the main rivers and mountain ranges in Central America Climate To know what the climate is like in Central America and to compare this with the UK. To know how to read temperature and rainfall data and to plot own graphs. Mapping To know how to use 4 figure grid references to locate places on a mayan map. To know the countries of central America and be able to place them on a blank map.</p>	<p>Tier 2 words Population Climate Beliefs Variation</p> <p>Tier 3 words Mesoamerica Peninsular Longitude Latitude Equator Hemispheres Land use Tropics of Cancer and Capricorn Grid references Continent</p>	<p>Geographical enquiry 1) Suggest questions for investigating 2) Investigate places with more emphasis on the larger scale; contrasting and distant places 3) Collect and record evidence e.g. temperature and rainfall comparisons 5) Analyse evidence and draw conclusions, identifying patterns and explain reasons behind them. Using Maps 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) 4) Locate places on a world map. 5) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Scale/distance 2) Find/recognise places on maps of different scales. (E.g. Countries and cities in South America) 4) Use maps and plans at a range of scales. Map Knowledge 1) Confidently identify significant places and environments. Style of Map 1) Use index and contents page within atlases. 2) Recognise world map as a flattened globe.</p>	<ul style="list-style-type: none"> 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. 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." 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. Chd will use a smaller scale map to locate different places that the Maya settled, using 4 figure grid references. 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. In pairs/groups, chd will research different countries in Central 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.
<p>Science</p>	<p>5.16 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>To know how to use levers to lift heavy objects. To know how a pulley works. To know how to draw a range of diagrams to show how different mechanisms work.</p>	<p>Tier 2 words Construct System load Objects Force Direction weight</p> <p>Tier 3 words Lever Pulley Gear Force Mechanism Gravity Fulcrum Fixed pivot Loose pivot</p>	<p>Asking Questions & Planning Enquiries 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 Testing, Measuring & Recording 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</p>	<p>Book: Science through stories: Bernie's Bridge Cover a career in STEM - PSTT: A Scientist Just Like Me. Rafsan Chowdhury – Mechanical Engineer - Video Aerodynamic Engineer/Sports Science Tim — The Great Science Share for Schools</p> <p> Investigate how the Maya constructed their temples using large, heavy boulders and bricks. How did they lift them?</p> <p>Focus Skill:  Asking questions</p> <p> Lifting heavy objects investigation (P131 of Creative approach to teaching science)</p> <ul style="list-style-type: none"> Children lift milk carton filled with sand to an agreed height – working against gravity.

				<p>Concluding</p> <p>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</p>	<ul style="list-style-type: none"> ○ 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. <p>Focus Skill: </p> <p> Investigate using levers to lift heavy objects.</p> <ul style="list-style-type: none"> ○ P132 of Creative approach to teaching science. ○ Children investigate best place for fulcrum to ensure a heavy load can be lifted easily. ○ 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. <p>Focus Skill: </p>
<p>DT</p>	<ol style="list-style-type: none"> 1) To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 2) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams 3) Investigate and analyse a range of existing products. 4) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 5) Understand how key events and individuals in design and technology have helped shape the world. 6) Apply their understanding of computing to program, monitor and control their products. 	<p>Design, Make and Evaluate:</p> <p>To know how to generate ideas for and design an adventure map (incorporating knowledge learned from Maya project work where appropriate) and considering design criteria.</p> <p>To know how to join materials effectively and measure accurately.</p> <p>To know how to select tools and materials to make a large scale adventure map which follows their design but is adapted/improved with valid reasoning as required.</p> <p>To know how to evaluate the final product considering aesthetics, durability and whether it is usable/fit for purpose.</p> <p>To know how to combine their own evaluation alongside feedback from others who have used the product to explain improvements which could be made next time.</p> <p>Computing a programme:</p> <p>To know how to accurately program instructions to control a floor robot.</p> <p>To know how to programme a floor robot to complete a route and avoid obstacles, monitoring and making adjustments as necessary.</p>	<p>Tier 2 words</p> <p>adventure map obstacle squares grid start finish materials structures design criteria revise adapt aesthetics</p> <p>Tier 3 words</p> <p>input output floor robot BeeBot Pro-Bot programming monitoring</p>	<p>Design</p> <ul style="list-style-type: none"> • use internet, questionnaires and market research for research and to inform design • use research of user's individual needs, wants, requirements for design to ensure product is fit for purpose • create own design criteria and specification • come up with innovative design ideas • produce a logical, realistic plan and explain it to others; be willing to refine. • use annotated sketches, cross-sectional planning and exploded diagrams • clearly explain how parts of design will work, and how they are fit for purpose • model and refine design ideas by making prototypes and using pattern pieces, with increasing independence • use computer-aided designs <p>Make</p> <ul style="list-style-type: none"> • create, follow, and adapt detailed step-by-step plans • explain how product will appeal to an audience • accurately assemble, join and combine components • apply a range of finishing techniques, with increasing accuracy • use techniques that involve a number of steps • begin to be resourceful with practical problems <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate quality of design while designing and making • keep checking design is best it can be. • evaluate ideas and finished product against specification, considering purpose and appearance (stating if fit for purpose Y6 • test and evaluate final product; explain what would improve it and the effect different resources may have had • evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products. 	<p>Technical Knowledge – Computing Control:</p> <ul style="list-style-type: none"> • Chn will be introduced to the idea of input/output in an ICT context. What are input and output devices? - BBC Bitesize • Chn will be shown two different types of floor robots (BeeBots and Pro-Bots) and discuss differences in their input requirements. They will then be given time to 'play' with these, setting each other challenges such as, 'Make the BeeBot go to the bin' and 'Make the Pro-Bot write a letter T' <p>Design:</p> <ul style="list-style-type: none"> • Chn will look at an example of a treasure or adventure map which includes a starting point, obstacles to be avoided and a final destination. This may/may not include a grid or squares. Can the chn program the floor robot to complete the route? • They will then design their own individual adventure map based on a Maya/Central America theme considering natural obstacles/dangers and elements they have learned about in this topic e.g gods,temples etc. (Planning Map Adventure sheets and grids may be used – Twinkl!) • Chn should work in small groups to discuss best elements of each design and incorporate into one map. • Refine and adjust their design after considering how our floor robots move (distance, angles, size of robot etc) and time/materials available. <p>Make:</p> <ul style="list-style-type: none"> • Chn will work in their design groups to produce the map they have designed on a large scale – large enough for floor robots to move around. • They will measure, cut, join, build accurately and work towards a high standard of aesthetics and finishing to be both fit for purpose and appealing. • As they work, discuss problems which arise and offer solutions and make adaptations/changes to their design which they can explain and justify to others. <p>Evaluate/Computing Control:</p> <ul style="list-style-type: none"> • Children will program a floor robot to navigate and complete a safe route through their own completed adventure map. They will discuss what went well and what needs to be improved? • Move around the room and have a go at the adventure maps of others using the floor robot each was designed for. They will make brief notes on each one – perhaps one positive and one negative comment.

				<p>Technical knowledge- computing control</p> <ul style="list-style-type: none"> program a computer to monitor changes in environment and control product 	<ul style="list-style-type: none"> As a class, discuss their work. What have they learnt? If we were to make one large class map, what would we be sure to include, check, remember, consider?
<p>Art</p>	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>2) To improve their mastery of art and design techniques, including drawing and painting with a range of materials</p>	<p>Exploring/ Evaluating and developing ideas</p> <p>To be able to question and make thoughtful observations about starting points by using photographs and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>To know how to explore possibilities for how to make a mask, using and combining different styles and techniques they have seen.</p> <p>Drawing</p> <p>To know about perspective, scale and proportion when drawing Mayan gods.</p> <p>Painting</p> <p>To know how to colour mix effectively.</p> <p>Pattern</p> <p>To know how to create abstract patterns when creating Mayan gods.</p> <p>To know how to use colours, shapes and designs used in Mayan times to create masks.</p>	<p>Tier 2 words</p> <p>Mood Texture Layers Pattern Abstract</p> <p>Tier 3 words</p> <p>Polychrome Mosaic Mixed media Dream catchers Yarn Embellish Collage Pastels</p>	<p>Exploring/ Evaluating and developing ideas</p> <p>Develop sketch book</p> <ul style="list-style-type: none"> 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 <p>Drawing</p> <p>Begin to develop an awareness of perspective, composition, scale and proportion</p> <p>Painting</p> <p>Controlling and experimenting particular qualities of tone, shades, hue and mood</p> <ul style="list-style-type: none"> Use colour to express moods and feelings Considering colour for purpose Carry out preliminary studies, test media and materials and mix appropriate colours <p>Pattern</p> <ul style="list-style-type: none"> Use shape to create patterns Organise own patterns Create own abstract pattern 	<p>Children will look at photographs and powerpoints about Mayan art, looking at the pottery, jewellery and masks used by this ancient civilisation. Ancient Maya Art - YouTube</p> <p>The 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. 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 Let's Draw an Ancient Mayan! - YouTube , 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 gods, using different media such as oil pastels, crayons and chalk. 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.</p>