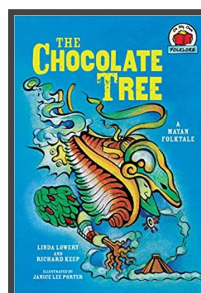


Mysterious Mayans



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Summer 1	Mysterious Mayans	<p>The Chocolate Tree - A Mayan Folktale</p> <p>Rain Player</p> <p>Middleworld</p> <p>Mayan Folktales and Myths</p> <p>The Corn Grows Ripe</p>	<p>History</p> <p><i>Was the Mayan Civilisation really civilised?</i></p>	To safeguard ourselves against harmful drugs.

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
Was the Mayan Civilisation really civilised?	<p>1) Why do we need to know about the Mayan civilisation?</p> <p>2) How did the Mayan civilisation grow so strong when the odds against it were so huge?</p> <p>3) What were the characteristic features of Mayan society at its height and how did it compare with Britain at the same time?</p> <p>4) What was life like for the Mayan people and how can we be so sure?</p> <p>5) If the Mayans were so civilised, then why did they carry out human sacrifices?</p> <p>6) Why did the Mayan Empire decline so quickly?</p>	<p>Study of a non-European society that provides contrasts with British history - the Mayans:</p> <p>To investigate and interpret the past.</p> <p>To understand chronology.</p> <p>To build an overview of world history.</p> <p>To communicate historically.</p>	<p>1. To speculate why the Mayans were such a significant society and are worth studying.</p> <p>2. To explain how the Mayan empire was able to grow despite the difficult terrain.</p> <p>3. To compare, contrast and summarise life in Mayan society with life in Britain at the same time.</p> <p>4. To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of life for Mayan people.</p> <p>5. To make reasoned judgements as to whether or not the Mayans were civilised if they carried out human sacrifices.</p> <p>6. To synthesise our ideas and opinions as to why the Mayan Empire declined so quickly.</p>

English coverage

<u>Text types</u>	<u>Outcome</u>
Fiction - Suspense Story	To write own suspense story set in Mayan times, which involves a perilous situation, e.g. danger of main character being sacrificed.
Non-Fiction - Information: Non-chronological report	To create a non-chronological report about an aspect of life in Mayan times that interests the writer.

Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none">- To be able to set up a simple fair-test.- To be able to record findings in a bar chart.- To be able to identify changes related to scientific ideas.- To be able to use results to draw simple conclusions.- To be able to provide an oral explanation of findings.- To be able to make systematic and careful observations.
Forces and magnets (discrete)	Pupils should be taught to: <ul style="list-style-type: none">- compare how things move on different surfaces.- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.- observe how magnets attract or repel each other and attract some materials and not others.- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.- describe magnets as having 2 poles.- predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Drug, Alcohol and Tobacco education - Tobacco is a drug	To know the definition of a drug and that drugs (including medicines) can be harmful to people. To recognise the effects and risks of smoking tobacco and secondhand smoke. To identify the help available for people to remain smoke free or stop smoking.

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	Textiles: To develop ideas. To master techniques. To master practical skills.	Weaving to create a Mayan bag for a specific purpose.

	To design, make, evaluate and improve.	
RE	To understand the Hindu belief that there is one God with many different aspects.	Hinduism: Hindu Beliefs - How can Brahman be everywhere and in everything? Link to Topic - To understand Mayan beliefs.
Computing	To use a search engine to learn about a new topic. To plan, design and deliver an interesting and engaging presentation. To search for and evaluate online images. To create own original images. To create a video slidcast of a narrated presentation. To develop understanding of how the internet, the web and search engines work.	We are Vloggers - Making and sharing a short screencast presentation To create a presentation linked to an aspect of life in Ancient Mayan times. Digital citizenship - We are netiquette experts: Practising good netiquette.
PE	To orientate using simple map references. To plan a route to include all eight controls. To design representative symbols. To accurately match symbols with features. To set a simple map with symbols. To recognise and identify simple compass bearing.	Orienteering: Children to travel to controls shown on a map of the school grounds to find letters at each control. Children to identify the word that the letters make. Children to design symbols for features in the environment. They are then given word cards and they need to collect the corresponding symbol card. Children to use compass references to complete a given route.
Music		Mayan music. Create tribal music.

Enrichment

Stunning Start - Mayan Day: Children to be transported back in time to Mayan times. No explanation to begin with - Where are they? What is going on? How do the children feel? They take part in a range of activities to immerse themselves in this historical civilisation, e.g. art activities (making jewellery, masks, weapons, patterns, face painting), dance, music, role play Mayan rituals (e.g. human sacrifice), trying food, sport events.

Trip - The Chocolate Museum in London / British Museum
Cadbury's World

Visitors(?) - Mayan workshop / Chocolate making workshop

Endpoint - Children to teach their families about the Mayan civilisation and its great achievements. Children to decide how to lead and present this event.