



Sacred Heart Primary School Curriculum Theme Plan

The Maya. Year 6 Term 3



Rationale: The civilization is unique and pupils genuinely feel they are learning something completely new. It is on the curriculum because it is an interesting society in its own right: not just because it was part of the story of Western European expansion. This encourages pupils to ask interesting questions e.g. why has the Mayan calendar got only 260 days when ours has 365? The central belief epitomised in the God of maize raises interesting creation myths which link to pupils work in RE. Learning about another cultural system, one where there is human sacrifice demands great maturity if pupils are to accord the practice dignity and respect. As such it is a good Y5/6 counter-weight to a study of Egypt in Y3/4. Some of their artistic work is phenomenal. Pupils can make links to work on Ancient Egypt e.g. stepped pyramids. It is an interesting opportunity to raise ethical issues. If the Maya worship the God of Maize how can they reconcile this to genetically modified crops or biofuel in their cars?

Pre-unit task: Using a variety of images of the Maya placed around the classroom; get the children to investigate what they think this tells them about the Mayan people. Children to go round and discuss in pairs/groups what they can learn from each image. This is then jotted down and forms part of a larger classroom discussion to assess children's understanding of the Mayan people and the preconceptions of their society.

Attention Grabber: Providing different types of foods and allowing children to taste these and linking these to the foods that the Mayans ate. Can they guess where these foods come from? Listening to Mayan music or watching Mayan dances and discussing these – how would it feel to be there, what could they be about?

Class story time book: Avoid Being a Mayan Soothsayer

Learning Objectives:

- *place current study on time line in relation to other studies*
- *find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings*
- *compare beliefs and behaviour with another period studied*

- *be aware that different evidence will lead to different conclusions*
- *confident use of the library etc. for research*
- *bring knowledge gathering from several sources together in a fluent account*
- *select aspect of study to make a display*
- *plan and carry out individual investigations*

Curriculum Links: Geography: *identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views.*

Art: *Model and develop work through a combination of pinch, slab, and coil; Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish; Confidently carve a simple form.*

Overview:

Lesson 1: Why do we study the Maya?

Lesson 2: Reasons why the Maya empire grew when so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?

Lesson 3: Everyday life in Mayan civilisation.

Lesson 4: The Mayan number system.

Lesson 5: Mayan writing.

Lesson 6: Mayan Food

Lesson 7: What was life like for the Mayan people 1,000 years ago?

Lesson 8: Religion and Gods

Lesson 9: Mayan civilisation and human sacrifice.

Lesson 10: Exploration and Discovery

Lesson 11: Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?

SMSVC Links

- Ethical discussion about human sacrifice
- Compare and contrast belief systems and the belief in a variety of Gods
- Discussions on the worship of these different Gods and the use of GM crops etc
- Cultural – learning to understand and respect different ways of life
- Eloquent – learning to perform plays in a clear and eloquent way
- Cultural – learning about different parts of the world and understanding different ways of life
- Learned – learning important geographical facts about the world
- Grateful – showing awe and wonder for God’s creation

Resources

Mayan pictures and art work

Opportunities for enrichment:

Mayan Day – bought in

Mayan Feast

Creating models of Aztec calendar

Impact/Assessment

By the end of this unit...

Less able children will be able to...

- Say where the ancient Maya people lived, naming some major features and cities in them.

- Know some of the main Maya gods and what they represented.
- Read and write some basic Maya numbers, explaining what syllabograms and logograms are.
- Know that corn and chocolate were important foods and be able to identify some reasons for this.

Most children will be able to...

- Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.
- Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.
- Research and provide some of their own ideas about the significance of corn and chocolate.
- Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.

More able children will be able to ...

- Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions.
- Explain how the number and writing system works in more detail, be able to use Maya numbers to complete sums and write words using the Mayan syllabary by choosing suitable syllabograms to create their own glyph blocks.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in find out about everyday lives of people in time studied compare with our life today lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offersome reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to

			cartoons, etc.			different conclusions confident use of the library etc. for research
Historical Enquiry	<p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>·select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms· work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>

	Year 3	Year 4	Year 5	Year 6
Geographical language	<p>to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE</p> <p>link words to topic e.g. river/meander/flood/ plain/location/ industry/transport</p>	<p>·to describe route and direction linking N/S/E/W with degrees on the compass</p> <p>·link words to topic/theme e.g. contour/height/ valley</p>	<p>·to describe route and direction, location linking 8 points of compass to degrees on compass</p> <p>link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland</p>	<p>·describe route, direction, location</p> <p>·16 points on compass to degrees on compass</p> <p>·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary</p>
Enquiry (builds on questions from previous years)	<p>ask geographical questions: where is this location? What do you think about it?</p>	<p>ask questions –what is this landscape like? what will it be like in the future?</p>	<p>ask questions: what is this landscape like? how has it changed? what made it change? how is it</p>	<p>ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has</p>

	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling	identify and explain different views of people including themselves	identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject	identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity
	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	communicate in ways appropriate to task and audience	communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
Theme	weather, environment, environmental change, sustainability	e.g. water and the effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability
Fieldwork: where, why? Use fieldwork techniques	use more detailed field sketches and diagrams		field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change
Map work/ atlas work	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates	draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Artists: Moore, African, Native American.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare the style of different styles and approaches: Moore, Aztec.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language</p>

			<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and</p>			<p>appropriate to skill and technique.</p> <p>Discuss and review own</p>
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