

History - a non-European society that provides contrasts with British history – Mayan civilization c. AD 900

**Please See HA scheme of work and Primary History 68 Ancient Maya.

Pupils will learn about the remarkable achievements of the ancient Maya. Through these activities pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, the unit will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life.

Where and when did the Maya live?

Children to learn when and where the Maya lived and the type of environment they lived in
Children to understand the difficulties of sustaining a civilization in a rainforest environment
Children to develop an awareness of how the Maya fitted in to a wider chronological pattern of other civilisations and periods

Pupils will learn about and understand in an empathetic way, a civilisation that is very different to their own. They will develop a knowledge of the life and achievements of the ancient Maya, which is covered under Key Stage 2. Pupils will also gain an understanding of archaeology and the difficulties in interpreting the past with only the material remains at hand.

What was Maya writing like?

Children to learn about the Maya writing system and its uses
Children to learn about the similarities and differences between the Maya writing system and ours
Children to understand what the hieroglyphs tell us of Maya culture and society

Making links – Children to learn how similar, and how different, Mayan and Egyptian writing were

Making links/comparisons-Maya are a Stone Age society –how similar and how different are they to Stone Age Britain?

DT

Aspect: Textiles

Focus: combining different fabric shapes

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

**Spring Term
STARLINGS
(Discrete subjects taught in blocks over the term)**

Science – Living Things and their Habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Notes and Guidance (non-statutory):

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.

Pupils to work scientifically by:

- *observing and comparing* the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times),
- *asking pertinent questions and suggesting reasons for similarities & differences*
- *they might try to* grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- *observe changes* in an animal *over a period of time* (for example, by hatching and rearing chicks), *comparing* how different animals reproduce and grow

Science – Animals including Humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and Guidance (non-statutory):

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils to work scientifically by:

- *researching* the gestation periods other animals and comparing them with humans;
- *by finding out and recording* the length and mass of a baby as it grows.

<p>How did the Maya tell the time? Children to understand and use the Maya Calendar round To write your birthdate in the Maya calendar system Children to understand the Maya Long Count Calendar System</p> <p>Making links/comparisons with prior learning- compare our present way of measuring time with other ways they have encountered in their study of Final activity Make a list of all the different ways of measuring time: eg BC/AD; BCE/CE; and so on. How similar are they, and how different ways to mark the passage of time.</p> <p>What numbers did the Maya use in Maths? Children to learn about Maya trade goods. Children to be able to make calculations using the Maya numerical system Children to be able to explain some of the similarities and differences between the Maya and U.K. mathematical system Children should learn: About the inter-dependent nature of Maya cities.</p> <p>This unit will encourage pupils to think about the inter-dependence of societies, and how they make best use of the resources available to them. Were the Maya any better, or any worse, than other societies they have studied, at maximising their resources to benefit all their citizens?</p> <p>Did the Maya play football like us? Children should become familiar with the Maya and their culture. Children to learn about Maya myth of creation in the Popul Vuh Children should learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present.</p> <p>Children should learn: How diverse the Maya world was</p> <p>How do we know about the Maya? Children should understand what an archaeologist does Children should understand the difficulty of making conclusions about the past using only material remains. Children should learn that there are still lots of discoveries to be made about the Maya</p> <p>Children will review their learning and reach a conclusion about the Maya, and their place in history.</p>	<p><u>Art</u></p> <p>Collage Focus Artist: Kurt Schwitters</p> <ul style="list-style-type: none"> - Add collage to a painted, printed or drawn background. - Use a range of media to create collages. - Use different techniques, colours and textures etc. when designing and making pieces of work. - Use collage as a means of extending work from initial ideas. <p>Ongoing Drawing Skills</p> <ul style="list-style-type: none"> - Work from a variety of sources including observation, photographs and digital images. - Work in a sustained and independent way to create a detailed drawing. - Develop close observation skills using a variety of view finders. - Use a journal to collect and develop ideas. - Identify artists who have worked in a similar way to their own work. 	<p><u>Geography – Global Trade including Fairtrade (economic geography)</u></p> <p>Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork to be developed through:</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to recognise that food bought in our local supermarket comes from different locations all over the world • to discover the multi-stop journeys different products travel before reaching our shops • to discover what products the UK exports, and which countries the UK exports the most to • to understand the positive impact that buying fairtrade products has on communities in other countries. • to understand how the human and physical geography of a country determines its highest-value export
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PSHE, PE, Modern Foreign Languages, RE, Music and Computing are collated separately. Please see individual subject documents on class pages.