



Autumn Term 2

Topic Title: The Maya civilization

History	Geography	Art	Design and Technology
Discover where and when the Maya built their magnificent civilisation as you develop a range of skills across the curriculum. Investigate how they lived, their culture and their legacy. Compare their lives to your own as you bring your learning together.	We will discover where in the world the Maya civilisation was located. We will study the climate and recognise the differences between here and the UK.	We will be studying the artist Henri Rousseau and link the jungle pictures he created to where the Maya society lived. We will look at the exaggeration of certain features within his jungle art work. We will use clay to create a version of a Maya pot linked to the jungle art work.	We will make tortilla corn bread and a Maya style hot chocolate drink.

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
Historians and university lecturers	Awareness of other civilizations and societies. Similarities and differences between our culture and that of others from other time periods.	Healthy eating Active treasure hunts

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
Key texts	Maya number system and comparison to our base 10 system.	Stop motion video programming Research Presentation on Maya civilisation	Astrology
Writing opportunities Writing in Mayan style using logograms and syllabograms	Measuring and weighing ingredients for cooking.		
Reading opportunities Research on Gods, temples, food, warfare Mayan Civilization-Clare Hibbert The Great Kapok Tree- Lynne Cherry Rain Player- David Wisniewski Mayan Folktales			

Objectives	Activities
Geography:	
<p>I can locate some countries in Europe and North and South America on a map or atlas.</p> <p>I can relate continent, country, state, city.</p> <p>I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p> <p>I can identify and sequence a range of settlement sizes from a village to a city.</p> <p>I can describe the characteristics of settlements with different functions.</p> <p>I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>I can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>I can explain why some regions are different from others.</p> <p>I can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>I can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>I can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>I can use a map to locate some states of the USA.</p> <p>I can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>I can use four-figure grid references.</p>	<p>Map work to locate where the Maya lived</p>
ICT:	
<p>I can be confident in creating and modifying text and presentation documents for a specific purpose.</p> <p>I can use a keyboard effectively including the use of keyboard shortcuts.</p> <p>I know how to use a spell check.</p> <p>I understand that search results are selected and ranked</p>	<p>Using google for research</p> <p>Using PowerPoint to create a Stop Motion video presentation of Maya facts.</p>
D&T	
<p>I can apply the principles of a healthy diet to make a meal.</p> <p>I can weigh ingredients to an appropriate level of accuracy.</p> <p>I can stir a heated pan.</p>	<p>Investigate, prepare and make typical Maya food and drink (Corn bread tortillas and chilli hot chocolate!)</p>
Art	
<p>I can work with a variety of pen types.</p> <p>I can mix different thicknesses of paint for different purposes e.g. Thin for a colour wash background.</p>	<p>Make a Maya pot</p> <p>Create Jungle artwork in the style of Henry Rousseau using paint and felt tips</p>

<p>I can take responsibility for preparing, organising and clearing away my painting area.</p> <p>I can sculpt clay using a range of tools and techniques.</p> <p>I can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers studied.</p> <p>I can describe how my own work is similar and/or different to the work of well known artists and designers that I have studied.</p>	
<p>History</p>	
<p>I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</p> <p>I can make valid statements about the main similarities, differences and changes occurring within topics.</p> <p>I can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>I can explain why some aspects of historical accounts, themes or periods are significant.</p> <p>I can comment on a range of possible reasons for differences in a number of accounts.</p> <p>I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>I can recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>Where the Maya fit on a global timeline and the societies around at the time.</p> <p>Compare and contrast their civilization to ours (Gods, number systems, writing system, food and farming)</p>