



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 use clay to create a version of a Maya pot/sculpture.	We will design and make a clay Maya sculpture.

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.	Active treasure hunts (search for artefacts).

Core links through the curriculum.

Basic Skills		Real World Applications	
English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts</p>	<p>Maya number system of based 20 and comparison to our base 10 system.</p>	<p>Presentation on Maya civilisation</p> <p>Now Press Play - Maya interactive story.</p>	<p>States of matter (changes - clay)</p>
<p>Writing opportunities</p> <p>Writing in Mayan style using logograms and syllabograms</p>			
<p>Reading opportunities</p> <p>Research on Gods, temples, food, warfare.</p> <p>Mayan Civilization-Clare Hibbert</p> <p>The Great Kapok Tree-Lynne Cherry</p> <p>Mayan Folktales</p>			

Objectives	Activities
Geography:	
<p>I can use a map or atlas to locate some countries and cities in North America.</p>	<p>Map work to locate where the Maya lived</p>
Computing	
<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>Using google for research Using PowerPoint</p>
Art	
<p>I can with growing confidence select from a range of tools and equipment for a purpose.</p> <p>I can with growing confidence, carefully select from a range of tools and equipment, explaining their choices.</p> <p>I can select an appropriate material or component for an intended purpose.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can with support cut, shape and score materials with some degree of accuracy.</p> <p>I can cut, shape and score materials with some degree of accuracy.</p> <p>I can say what materials/ingredients products are made from.</p> <p>I can explore what materials/ingredients products are made from and suggest reasons for this.</p> <p>I can make changes to my design criteria considering the views of others to improve my product.</p> <p>I can consider my design criteria as I make progress and am willing to alter my plans, sometimes considering the views of others if this helps me to improve my product.</p> <p>I can explain where my product meets my original design criteria.</p> <p>I can evaluate my product against my original design criteria.</p> <p>I can assemble, join and combine material and components.</p> <p>I can assemble, join and combine material and components with some degree of accuracy.</p> <p>I can use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint.</p> <p>I can use different materials to draw, e.g. pastels, chalk, felt tips.</p>	<p>Make Maya sculpture Drawings of Maya gods and used pastels/watercolours.</p>
History	
<p>I can use a range of sources to find out about the past;</p>	<p>Where the Maya fit on a global timeline and the societies around at the time.</p>

I can gather more detail from sources such as maps to build up a clearer picture of the past;

I can regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.

I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

I can find out about the everyday lives of people in time studied compared with our life today;

I can explain how people and events in the past have influenced life today;
identify key features, aspects and events of the time studied;

I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;

I can present, communicate and organise ideas about the past using models, drama and role play.

I can start to present ideas based on their own research about a studied period.

Compare and contrast their civilization to ours (Gods, number systems, writing system, food and farming)

Now Press Play drama activity

Time lines