

Year 6: Mysterious Maya



Essential Learning

By the end of this term, you will have learned...

- About the historical context of the Ancient Mayans
- To create a historically accurate timeline of events
- About geographical features of Ancient Mayan settlements
- To design and use a functional map with grid references
- To write a non-chronological report on aspects of the Mayan civilisation
- About important places and religious ideas from Ancient Maya
- To write myths in the style of Ancient Mayan creation myths
- To create Mayan ceremonial masks
- To understand and rank the achievements of the Ancient Mayan Civilisation
- To consider why the Ancient Mayan Civilisation collapsed
- To use mathematical understanding of 3D shapes to design nets and sew bags

Hook Day

Timeline and Historical Context

Play music in the style of the Maya

Design and make Mayan masks



Block 1

- Geography (physical and human) of Ancient Maya and creating maps to represent the ideal Mayan settlement
- Non-chronological reports based on aspects of mayan life



Block 2

- Learning about important Mayan places and religious ideas
- Writing myths in the style of Ancient Maya creation myths



Block 3

- Considering what caused the collapse of the Ancient Mayan Civilisation
- Designing and sewing Mayan bags
- Exploring the achievements of the Ancient Mayan civilisation and curating an in-class museum exhibit

Year 6: Mysterious Mayans / National Curriculum Links

Science	Geography
<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
Art / DT	History
<ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. 	<ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Mayan civilisation c. AD 900
DT	
<ul style="list-style-type: none"> • to improve their mastery of art and design techniques (sewing) 	<p>Key vocabulary:</p> <p>Science – skeleton, skull, circulatory system, heart, lungs, muscles, small intestine, large intestine, kidney, brains, oesophagus, blood, blood vessels, pumps, oxygen, carbon dioxide, nutrients, water, diet, exercise, drugs, lifestyle</p> <p>Geography – maps, diagrams, orienteering, planning a journey</p>
PSHE	
<ul style="list-style-type: none"> • understand there are different perceptions about what normal means • understand how being different could affect someone's life 	

<ul style="list-style-type: none"> • explain some of the ways in which one person or a group can have power over another • know some of the reasons why people use bullying behaviours • give examples of people with disabilities who lead amazing lives • explain ways in which difference can be a source of conflict and a cause for celebration 	<p>History – timeline, artefact, atlas, society, Maya, Mayan, artefact, Politics Chechen Itza, ruins, Empire, astronomy, civilisation, sacrifice, Mesoamerica, nobles, warrior</p>
<p>Writing genres</p>	<p>Key texts</p>
<p>Non-chronological report Narrative (creating myths)</p>	<p>'The Chocolate Tree' A Mayan Folktale by Linda Lower and Richard Keep The Daily life of a Mayan Family by History for Kids The History Detectives: Mayan Civilisation The Ancient Maya by Jackie Maloy Rain Player by David Wisniewski</p>