

Big Question: What did the people of the Mayan civilisation believe?

Year: 4	Term: Spring 1	
<p>Introduction: During the pre-learning challenge, introduce the children to the big question for this half term: 'What did the people of the Mayan civilisation believe?' and explain how it fits in with the whole school topic of 'Imagination and Make Believe'. Talk to the children about North, Central and South America, show the children maps and ask them what they already know about this area. Ask the children what they know about the history of this area and briefly talk about the Aztecs, the Incas and the Mayans (what period of history they are from and where they were located). Briefly discuss buildings, food, beliefs, writing and numbers. Watch the video introducing the Mayan civilisation on BBC Class Clips: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt Ask the question: Who were the Maya and how was the way they lived similar and different to the people living in Britain at the same time? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History/Geography
<p><i>Fairy and Traditional Tales</i> Writing and retelling well-known tales, writing alternative versions using the texts: The Poisoned Apple Snow White in New York</p>	<p>Maths: No Problem! Chapter 6 – fractions</p>	<p>Mayan civilisation (c.900) compared with Britain (c.900) The differences in the civilisations- look at different sources of information and their reliability <i>Place and location knowledge of Central America</i></p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work Painting and mixed media: Light and dark</p>	<p>Kapow Scheme of Work Digital world: Mindful moment timer</p>	<p>Jigsaw Scheme of Work Dreams and Goals <i>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</i></p>
Science	RE	Computing
<p>Sound</p>	<p>2022 Newham Agreed Syllabus <i>What is important to the people in my local community?</i> What makes me the person I am?</p>	<p>NCCE Scheme of Work Programming A Repetition in shapes</p>
PE	Music	Spanish
<p>Specialist Teacher Gymnastics Class teacher Rowing Swimming (1 class)</p>	<p>Music and Mythology, featuring The Planets by Gustav Holst.</p>	<p>Spanish cities and monuments Children will learn how to place some well-known Spanish cities on a map and identify their main monuments/buildings.</p>

		The children will also describe their favourite monument or building. They will also learn about the history of some of the cities and monuments.
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Links to the National Curriculum (what must be covered) and assessment descriptors:

English

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet:
 - The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery).
 - The /ʌ/ sound spelt ou (young, touch, double, trouble, country).
 - Words with the /eɪ/ sound spelt ei, eigh, or ey - vein, weigh, eight, neighbour, they, obey.

Comprehension

- Asking questions to improve their understanding of a text.
- Identifying main ideas drawn from more than one paragraph and summarising these.

Writing Transcription

- Spell words that are often misspelt.

Writing Composition

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by organising paragraphs around a theme.
- Proof-read for spelling and punctuation errors.

Vocab, Grammar, Punctuation

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using the present perfect form of verbs in contrast to the past tense.
- Using Standard English forms for verb inflections instead of local spoken forms.

Maths

Chapter 6 – fractions. The children will learn how to recognise equivalent fractions and make equivalent fractions.

Geography/History

Pupils should be taught about a non-European society that provides contrasts with British history –Mayan civilization c. AD 900.

Working towards	Expected	Greater depth
I can identify key facts about the Mayan civilisation and key facts about the Anglo-Saxons.	I can give simple reasons why the Mayan civilisation and Anglo-Saxons were similar and different and place them on a timeline .	I can examine and compare evidence and use this to give reasons why the Mayan civilisation and Anglo-Saxons were similar and different, placing key events on a timeline.

Art and Design

Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.

Lesson 1: Tints and Shades

To investigate different ways of applying paint. To mix tints and shades of a colour.

Lesson 2: Three dimensions

To use tints and shades to give a three-dimensional effect when painting.

Lesson 3: Painting techniques

To explore how paint can create very different effects.

Lesson 4: Composition

To consider proportion and composition when planning a still-life painting.

Lesson 5: Still life

To apply knowledge of colour mixing and painting techniques to create a finished piece.

Pupils who are secure will be able to:

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Working Towards	Expected	Greater Depth
I can describe how to create a shade and a tint of a colour.	I can explain how shades and tints have been used by artists to show light and dark.	I can paint a still life composition using shades and tints to show three dimensions.

Design and Technology

Lesson 1: Analysing timers

To evaluate existing products.

Lesson 2: Designing for the user

To develop design criteria.

Lesson 3: Programming the timer

To program and control a product.

Design

- Writing design criteria for a programmed timer (Micro:bit).
- Exploring different mindfulness strategies.
- Applying the results of my research to further inform my design criteria.
- Developing a prototype case for my mindful moment timer.
- Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.
- Following a list of design requirements.

Make

- Developing a prototype case for my mindful moment timer.
- Creating 3D structures using modelling materials.
- Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.

Evaluate

- Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.
- Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made.
- Documenting and evaluating my project.
- Understanding what a logo is and why they are important in the world of design and business.
- Testing my program for bugs (errors in the code).
- Finding and fixing the bugs (debug) in my code.
- Using an exhibition to gather feedback.
- Gathering feedback from the user to make suggested improvements to a product.

PSHE and Citizenship and Emotional Literacy/Social Skills

I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.

I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.

I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.

I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.

I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.

I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.

Working Towards	Expected	Greater Depth
I know that things I try to do can go wrong and can tell you why it is good to try again. I can overcome disappointment and look ahead to the next time.	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals. I can explain how resilience and a positive attitude contribute to a greater chance of success.

Science

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

RE
Pupils should be taught to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them.

Working towards	Expected	Greater depth
I can demonstrate an awareness of the ways people can influence others. I can name ways that I would like to influence others.	I can identify people who have been able to influence others and I can describe the strategies that they use. I can make links between their faith and their actions.	I can compare real life examples of people influencing others and describe the similarities and differences between them. I can apply what I have learnt about how to influence positively to situations in my everyday life.

Computing
Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Working towards	Expected	Greater depth
I can explain why it is important to be accurate when writing a program.	I can create a program that contains a count-controlled loop.	I can create a program , that contains a count-controlled loop, to produce a given outcome and debug the program to improve the performance.

PE
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Music
Concertos (Haydn)

Spanish
To describe places orally and in writing.

Possible Educational Visits and Visitors

- British Museum: The world in AD 900: exploring Maya, Islamic and West African societies workshop; Lives of the ancient Maya workshop.
- Science Museum – sound workshop

Sequence of Key skills/objectives/context (Key teaching points)
Geography link:

- Place: describe location, climate and terrain.
- Central America, Mexico, Southern Hemisphere; Tropic of Cancer so temperate to tropical weather with wet and dry season 24 to 28 C. Mountainous regions and tropical rainforests. High risk of earthquake and volcanic activity as sat on 3 tectonic plates.

History Link

- Chronological understanding: show factual knowledge on a timeline. Where in time does Ancient Mayan Civilisation sit? Maya calendar started in 3,114 BC in Archaic period up to 900 AD known as Classic Maya period.
- Historical interpretations
 - Explain that the past has been represented and interpreted in different ways. Using information and artefacts what were the Mayans like? What evidence can children find; peaceful, religious, builders, cultured, entertainers, hunters, fighters. Can children give a 'biased' view using evidence?
 - How does Mayan architecture (buildings) compare and contrast to other buildings through history in the UK? Mayan: solid building blocks, flat roof, columns, pyramid, red, statues, carvings. Similarities with Egyptians, Stonehenge, contrasts with wooden/mud huts in Britain at time.
- Historical enquiry: use sources of evidence.
 - How did Mayans tell the time? Identify key words: Maya, Mayan, time, calendar, clock, dates.
 - What was the importance of religion to the Mayans? Identify key words; Maya, Mayan, religion, gods, goddess, sacrifice, worship, prayer, beliefs.
 - How were the roles of boys and girls in Mayan culture different? (Identify key words; Maya, Mayan, boy, girl, male, female, child, children, school, play, job, role.
- Knowledge and understanding of events, people and changes in the past.
 - Explain the reasons for and results of the main events and changes.
 - Why did the Mayan civilization die out? (Drought, over-population, warfare, disease)
- ASSESSMENT FOCUS: Mayan civilisation and how it compares or contrasts with Britain or British History (identify areas of Mayan life e.g. Gods, buildings, warfare, collapse of civilisation. Devise key questions, plan organisation and layout; headings, subheadings, images, text, references etc.).

Key Vocabulary

Archaeological site – somewhere with things left behind from the past including ruined buildings.

Codex – a folded book.

Environment – the natural features and conditions of an area.

Glyph – a picture symbol used as part of a written language; a sound, a word or an idea.

Jade, gold and obsidian – types of natural precious stone/mineral.

Lintel – a large flat piece of stone used to build a doorway or window opening.

Maize – a type of corn grown by farmers for food.

Map – a plan of somewhere, usually as seen from above.

Maya – a group of people who lived in ancient Mesoamerica.

Mesoamerica – the middle section of the American continents.

Temple – a special building for religious worship.

Yaxchilan – an important Maya city.

Additional Information

<https://www.history.org.uk/secondary/categories/873/module/7836/global-learning-programme/7842/the-maya-a-non-european-civilisation>

<https://www.history.org.uk/publications/resource/9010/studying-the-maya>

<https://www.history.org.uk/primary/resource/8154/scheme-of-work-maya>

<https://www.history.com/topics/ancient-americas/maya>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-jobs-in-maya-civilisation/zn4hf4j>

Evidence in the books and on display:

- A map of where the Mayans were located and a description of the terrain and climate.
- The children will have drawn and labelled the city structure of the Mayan civilisation and drawn/written about the gods that the Mayans worshipped.
- A written explanation of how the Mayan civilisation compared to the British civilisation at the same time (900AD).

Outcomes:

- The children can locate the Maya civilization on the map and draw a timeline.
- The children can explain who the Maya are and know how to verify that they existed.
- The children can explain what Palenque tells us about the Mayans.
- The children can compare and contrast e.g. Maya and Anglo Saxons homes.
- The children can describe the game played by the Maya.
- The children can describe Mayan laws and compare and contrast them with laws in Anglo-Saxon Britain.
- The children can evaluate the various theories of the Mayan collapse.
- The children will understand that there is a difference between the Aztecs, the Incas and the Mayans.
- The children will be able to list and describe the achievements of the Mayans.
- The children will be able to list and describe the everyday life of a Mayan and explain how we know.

Helpful Websites

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt>
<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

SMSC

Spiritual	Moral	Social	Cultural
-Understanding that in different times and places, people have had differing beliefs. -Developing an understanding of the people who lived on earth before us and being able to show consideration and empathy for them.	-Looking at the consequences of the actions of explorers and make comparisons with today.	-Comparing the Mayan society with our own.	-Compare British culture with that of the Mayans.

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
Comparing the Mayan society with our own.	Growing respect for the idea that people should be able to live peacefully in the way that they choose.	Compare the explorers attitudes towards the Mayans with the attitudes with have today for people who live differently to us and believe different things.	How do rules around the world and from history compare with the rules we have in Britain?

Links to Rights Respecting Schools

R.E- Article 14 & 30- Respect for our neighbours and their beliefs. (Religion and neighbourhood)
 Article 38 (Protection from war)

Links to Safeguarding

- Ensuring any artefacts are handled with care in history.

Celebrating Heritage

- Understanding the history of the Anglo-Saxons in Britain in history.