

Inspiration, drought and destruction! What can we learn from the Maya people?

INTENTIONS:

To improve relationships so that there is a sense of a team and collaboration.

To improve communication and imaginative language, specifically vocabulary and writing.

To improve knowledge of the word through the wonderment of people and places.

Standards:

<p>AS WRITERS</p> <p>Vocabulary Write non-chronological reports. Instructions Recounts Write persuasively. Write arguments. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Maths Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>AS SCIENTISTS</p> <p>LIVING THINGS AND THEIR HABITATS describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.</p> <p>EVOLUTION AND INHERITANCE recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>AS HISTORIANS</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. https://artsandculture.google.com/project/british-museum-s-maya</p> <p>To investigate and interpret the past: Study Alfred. P. Maudslay https://artsandculture.google.com/exhibit/zQJSwXKR4tiSLQ</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Study Tikal: Capital of Maya Civilization <p>To understand the wider world:</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>Through COMPUTING</p> <p>Communicate:</p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications <p>Connect:</p> <ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 		
<p>As ARTISTS</p> <p>Sculpture -Mayan masks / monuments</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Inspiration: Show how the work of those studied was influential in both society and to other artists.</p> <p>Painting: Maya Woman, 1977, Eileen Monaghan Whitaker Sketch (lightly) before painting to combine line and colour; create a colour palette based upon colours observed in the natural or built world; use the qualities of watercolour and acrylic paints to create visually interesting pieces; combine colours, tones and tints to enhance the mood of a piece; use brush techniques and the qualities of paint to create texture.</p>		
<p>As GEOGRAPHERS</p> <p><i>Locational knowledge</i></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		

As MUSICIANS

To compose: Use sound to create abstract effects: create repeated patterns with a range of instruments; create accompaniments for tunes; use drones as accompaniments; choose, order, combine and control sounds to create an effect.

5/6 Create rhythmic patterns with an awareness of timbre and duration; thoughtfully select elements for a piece in order to gain a defined effect. <https://www.youtube.com/watch?v=SUFto2pZsPY>

Through PSHE:

Health and wellbeing

- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Relationships

- that differences and similarities between people arise from a number of
- factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

Living in the wider world:

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to think about the lives of people living in other places, and people with different values and customs

SMSC:

- **Spiritual:** An expressive and/or creative impulse; an awareness and understanding of their own and others' beliefs; An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- **Moral:** A desire to explore their own and others' views; A commitment to personal values in areas which are considered right by some and wrong by others
- **Social:** Understands how societies function and are organised in structures such as the family, the school and local and wider communities; Understands the notion of interdependence in an increasingly complex society.
- **Cultural:** A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures

Continuous provision:

Map of the Americas – name and locate Guatemala, Belize, Northern El Salvador and western Honduras., Caribbean Sea.

List and match cities such as Tikal - Capital of Maya Civilization,

Continuous Provision opportunities:

IMPACT:

Assessment against the INTENTIONS of the standards, including:

Theme key **word assessment** using knowledge organisers

Ongoing assessment, including cognitive challenge

building from describing, labelling,
listing... selecting → to comparing, explaining ...
applying, organising → to justifying, convincing,
arguing and

Tests through **quick quizzes** and **activities** designed to showcase pupil knowledge and understanding.

Extended writing tasks to show the **application** of language and communication skills, including:
composition, transcription and analysis.

This can be through the theme or specific writing activities

