



Marvellous Mayans

Synopsis:

Children carry out an in-depth study of Mayan civilisation, exploring different aspects of social and religious history. In English they use The Chocolate Tree as a stimulus to write their own narrative, interweaving character, setting and plot. In Science, children will learn about properties and changes to material by focusing on food eaten in the Mayan times.

History

Learning Sequence:

Scatter range of images, books, dates, key words relating to Mayans around room – which part of history is this? Collate ideas and recap chronology / timeline

Using the clues, children generate historically-valid questions (eg. Did the Mayans invent chocolate? Why did the Mayans have pyramids?) and suggest how we could find answers

Introduce children to key words relating to topic and ensure understanding of definitions

Decide on which aspect of Mayan civilisation they want to research eg. social, religious etc

Use a wider range of sources to find answers to their questions, ensuring they select and organise key information

Consider how and why there are different representations of history

Draw comparisons with previously-taught eras, looking for similarities and differences

Present findings in a lively, engaging way

Historical Concepts

Explore trends, looking at continuity/change and similarity /difference/significance

Examine different aspects of history eg social, cultural, political and religious

Gain historical perspective by making connections between local, national and international history

Stories & Sources

Understand how knowledge of the past is constructed from a range of sources

Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Historical Vocabulary

Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political

D&T

Learning Sequence:

Children discuss and research typical dishes from N and S America, drawing on their own experiences

Collect images and recipes based on this

'Zoom in' on Mayan civilisation and its links to discovery of cocoa / chocolate – what recipes could we make using chocolate?

Children design own dish using American influence and / or combining chocolate into a savoury dish such as chocolate chimichanga

Decide on list of ingredients and utensils required

Prepare dish using a range of skills eg. cutting, slicing, dicing etc.

Cook dish, paying close attention to health and safety in a kitchen
Sample dish and evaluate, considering improvements and taking on feedback

Food Technology

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Art

Learning Sequence:

Examine images of Mayan art including carvings. Children comment on subject matter and colours - what do they notice?
Critique and discuss using artistic language

Collect examples and try to emulate designs with pencils, capturing the process in sketchbooks

Consider how they create own Mayan art piece using printing
Develop skill of making own printing blocks eg. using string, card etc – how could this emulate the designs they see?

Design and make own Mayan art using printing and painting

Research famous artists from other countries / periods who used printing eg. Katsushika Hokusai from Edo period in Japan

Media & Materials

Capture artistic process in sketch book

In print, make printing blocks eg from coiled string on card to create repeating pattern

Significant Artists

Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation

Communicate ideas and comment on artworks using artistic language

Vocabulary

Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate

Skills

Improve mastery of art/design techniques with wide range of materials

Science

Learning Sequence:

Recap different types of materials and their properties, ensuring that children use correct scientific language

Sort a range of everyday materials according to given properties eg. conductivity, magnetic, transparency etc. explaining and justifying reasons

Recap changes in states of matter, making links to Mayan chocolate (solid to liquid etc.) What can children remember about states of matter from Y4?

Introduce concept of reversible / irreversible changes to states of matter. Children explore which processes can be reversed and which cannot eg. bread into toast; water into ice / steam

Lead into solutions – what do children already know? What links can they make to solids / liquids / gases?

Set a range of challenges to children with regard to dissolving and separating solutions eg. Which substances dissolve in water? How can we remove salt from sea water?

Children select the best type of scientific enquiry and suggest type of test to carry out

Decide what equipment they need and what to observe and record

Encourage children to be autonomous when carrying out tests

Discuss findings and make links to wider world

Make Observations

Independently decide which observations to make

Perform Tests

Recognise and control variables where necessary

Ask Questions

Use science experiences to plan different types of enquiry

Gather Data

	<p>Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs</p> <p>Report and present findings from enquiries, examining causal relationships and reliability of results</p>
Analyse Data	<p>Use test results to make predictions to set up further tests (comparative/fair)</p> <p>Identify scientific evidence that has been used to support/refute arguments</p>
Use Equipment	<p>Take measurements using a range of scientific equipment with accuracy and precision</p>
Writing	
<p>Learning Sequence: Writing a narrative story based on a folk tale. Non-chronological report about the Mayan's. Explanation text about properties and changes focussing on Mayan food.</p>	
Language & Vocabulary	<p>Integrate dialogue to advance action and convey character</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p>
Plan, Draft, Edit & Evaluate	<p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>
Grammar & Punctuation	<p>Build cohesion within a paragraph</p> <p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Use expanded noun phrases for accuracy</p>
Text Structure & Features	<p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>
Transcription	<p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p>

