

Theme Overview

Year	6	Term	Spring 1
Theme	Ancient Mayans	Big Question	What has an Ancient Civilization given us?
<p>Focus of unit and scope of unit: This unit explores further the geography of North and South American including key aspects and physical and human geography. The children learn about the Ancient Civilisation of the Maya and compare this to other units of history studied throughout KS2 identifying similarities and histories under the theme of continuity and change, and draw conclusions about things we use today. The children explore the Mexican festival of The Day of the Dead and use the artistic influence to design and create their own Day of the Dead Masks.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>The children learn to understand and respect different cultures asking questions. The children work together and learn from each other when independently researching the Mayans.</p>	<p>The children follow their own lines of enquiry for the Mayans and present their information in their own chosen way. They explore patterns and sculptures to design and make their own Modroc Mask</p>	<p>The children use different sources of information across geography and history and analyse these for their reliability of information. The children look critically at the Day of the Dead masks and identify features and patterns common amongst the designs.</p>	<p>The unit promotes spirituality through creating awe and wonder in the world. The children learn about different belief systems with interest and respect. The children work together to produce and share learning respecting each other and using democratic processes to make decisions.</p>
Big Start		Big Finish	
<p>Do not tell the children what they are learning. Place photographs of artefacts, maps snippets of information around the school, (outside if nice weather). The children have to piece the information together to guess -where, when, what Items could be chocolate for example, Day of Dead mask, Mayan Stela, cut out Mexico with no label and atlas next to it etc.....</p>		<p>Day of the Dead Festival - presenting learning to others.</p> <p style="text-align: right;">Year 6 Trip to London</p>	

Year 6	Term: Mayans		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Throughout the key stage the children have found out about national, European places and South America. They have studied different biomes including the arctic and rainforest. They have used maps, atlases to find out about places and now begin to use this knowledge more independently.</p>		<p>Children will extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>They will understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge	Human and Physical Knowledge
	<p>N and S America <i>Know, name and locate at least six countries and cities in North and South America. North America: USA/New York & Chicago, Mexico, Canada/Toronto, Jamaica. South America: Brazil/Brazilia, Argentina/Rio De Janeiro & Buenos Aries, Peru/Lima</i></p>	<p><i>Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features.</i></p>	<p>Know the key features of North America - countries, major cities, population and languages</p> <p>Describe key aspects of physical geography including climate zones and rivers</p> <p>Describe key aspects of human geography including types of settlements and distribution of natural resources</p>
	Mapwork		Fieldwork
	<ul style="list-style-type: none"> • Know how to use scaled sketch maps and symbols for a key to record geographical features and places. • Know how to use an atlas and digital technologies to find places and identify, describe and compare geographical features. • Use 6 figure grid references and OS symbols confidently on a map. 		<p>Analyse data presented in a variety of ways and use to compare, contrast and make connections between places.</p> <ul style="list-style-type: none"> • Know how contour lines are used to represent hills and mountains on OS maps • Construct line graphs to compare present data
Vocabulary	<p>Land mass Equatorial Population Natural resources Comparative data</p>	<p>Contour lines Climate zones Settlements Scaled sketch map</p>	

History

Year 6	Summer Term 2: Ancient Mayans		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously studied other Ancient civilisations such as Stone Age and the Egyptians. They have used a variety of sources to find out about the past and answer historical questions.</p> <p>Children have begun to recognise that people from the past have influenced our lives today and they will build on this looking at how our lives have changed and stayed the same.</p>		<p>Children will build on this learning and study history looking into the development of religion and developing further what features of the civilisation studied have influenced the way we live our lives today.</p>
Knowledge and Skills	Historical Era	Historical Theme	
	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 (HM)</p> <ul style="list-style-type: none"> Know where the Mayan civilization lived. Know that many of the early civilizations gave much to the world. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). 	<p>Continuity and Change</p> <ul style="list-style-type: none"> identify and explain change and continuity within and across periods studied in Key Stage 2. 	
	Chronological Understanding		Historical Enquiry and Interpretation
<ul style="list-style-type: none"> Are able to order, place and describe (briefly) the key periods from the KS2 History Curriculum studied (in Y3, Y4 & Y5) in the correct century on a timeline, for example, The Industrial Revolution, The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age. Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England. 		<ul style="list-style-type: none"> Pupils: use a range of sources to provide evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Independently investigate own lines of enquiry by posing questions to answer. 	
Vocabulary	<p>Classic Period - The golden age of the Maya civilization running from 250 AD to 900 AD.</p> <p>Codex - A type of book written by the Maya that was created by one long sheet of paper that was then folded like an accordion.</p> <p>Continuity</p>	<p>Glyph - A symbol used in writing.</p> <p>Haab' - The Maya solar calendar that was used to measure time and had 365 days</p> <p>Maya</p> <p>Resources</p>	<p>Chichen Itza - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.</p> <p>City-state - An independent government where a large city rules the surrounding area.</p>

Art and Design

Year 6	Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously produced different sculptures using historical and natural influences using dough, clay and wire. They build on this knowledge to use Modroc to make a sculpture of a mask influenced by a religious festival.</p> <p>They have previously looked at an artists use of colour and develop this further to choose colours to influence our emotions.</p>		<p>Children are taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas, to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials, to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <ul style="list-style-type: none"> • Explain why I have used specific tools and techniques to create my art. • Know how to use feedback to make amendments and improvement to my art. 	<p>Knowing and applying techniques</p> <p>Modroc sculpture - Day of the Dead</p> <ul style="list-style-type: none"> • Know how to sculpt using Plaster of Paris or paper mache' • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; 	<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Express feelings and emotions through colour. Study colours used by artists.</p> <p>Express and articulate a message through sculpture.</p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<p>Reflect upon the artists' work and their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... Using the technique of... ensured that the piece was...)</p> <ul style="list-style-type: none"> • Explain the style of my work and how it has been influenced by a famous artist or culture. • Identify different techniques and styles used in the work of others and famous artists. 		<ul style="list-style-type: none"> • Day of the Dead Masks
Vocabulary	<p>Embellish</p> <p>Vibrant</p> <p>Proportion</p>	<p>Layering</p> <p>Form</p> <p>Sculpt</p> <p>texture</p>	

Year 6	Spring Term 2: Healthy Hot Meal		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously used a range of techniques to create a healthy sandwich, a hot snack and a preserve. They have begun to make a product that links to a success criteria and evaluate their produce against this.</p>		<p>As children move to KS3 they will be taking into account cultures in their designs. They will become more proficient in using different ways of heating ingredients to create a healthy meal</p>
Knowledge and Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> Use market research to inform my plans and ideas and create a success criterion. Justify my plans in a convincing way. 	<ul style="list-style-type: none"> Use a range of tools and equipment precisely and with increasing independence. 	<p>Evaluate my product against clear criteria.</p>
	Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms		Famous Designers
<ul style="list-style-type: none"> Use food labels to help choose the most healthy or appropriate ingredients and foods. Use my understanding of healthy eating, hygiene and food safety to make my own menu. Understand some of the ethical issues and social influences on the foods we choose to eat. finely grate hard foods (zesting, parmesan) confidently both claw and bridge grip to cut the same food using a serrated vegetable knife. confidently peel Confidently use a microwave With supervision use a food processor or electric blender to mash, blend puree hard ingredients. Join and combine ingredients appropriately. Use hobs/oven to heat food, developing independence with this as appropriate. 			
Vocabulary	Finely grate Food labels Food processor Market research		

