



Coundon Primary School

Together Everyone Achieves More



## Spring Term Year 5 Mexico and the Mayans Year

### Essential Knowledge

By the end of this unit children will know...

- Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.
- Describe and understand the similarities and differences between Mexico and the UK.
- Describe and understand the terms HUMAN and PHYSICAL geography.
- Use maps, atlases and globes to name and locate countries and cities of the world.
- Know where to place the Ancient civilization of the Mayans in time.
- Describe the legacy of the Ancient Mayan civilization.

### Launch

#### Visits and experiences:

Hold a Mexico day in school.

Children wear colours of Mexican flag.

Children prepare and taste Mexican food.

Children to learn a Mexican dance.

### Explore

#### Explore the Mayans

Who were the Mayans?

When did they live?

Where did they live?

What did they look like?

Why did they disappear?

### Energise

#### Energising session

Design and make Mayan inspired masks and hats.

Have a fashion show of Mayan designs in front of an invited audience.

### Celebrate

#### Come and Share Afternoon

Invite parents and carers into school for a celebration event (an assembly or exhibition):

Year 5... present 'Our learning on Mexico and the Mayans'

## Core Subjects:

Links to theme

### English

- Write a historical diary entry— 'day in the life of...'
- Write their own version of a myth or legend.
- Write a newspaper article on Mayan sacrifice.
- Write a travel guide for visiting Mexico.

### Mathematics

#### Money

- Children solve problems involving budgeting and money linked to holidaying in Mexico.

#### Measurement

- Calculate distances in kilometers.
- Solve problems involving time zones and GMT.

## Spring Term Year 5 Mexico and the Mayans: Theme Content

### Personal Development

#### Spiritual

Children will have a sense of enjoyment and fascination in learning about themselves, others and the Ancient Mayan world.

#### Moral

Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues concerning the Ancient Mayans.

#### Social

Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.

#### Cultural

Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about Mexico and the Mayans.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- To research the Ancient civilisation of the Mayans (Ad 900).
- To evaluate historical opinions as to why the Mayans 'disappeared.'

##### Geography:

- Map Skills – Locating cities and countries of the world.
- Map Skills - Identify lines of latitude and longitude.
- Compare the UK and Mexico.

##### Citizenship:

- To learn about the systems and forms of government in Mexico.

#### Art and Design and Design Technology

- Design and make a Mayan inspired mask.
- Prepare and cook Mexican food.

#### Music, Languages and Physical Education

- Compose and perform music to accompany a Mayan ritual.
- Compose and perform their own Mayan dance.

#### Computing

- Use and search the internet effectively and safely.

# Spring Term Year 5 Mexico and the Mayans: Links to National Curriculum Framework

## Core Subjects:

### English

- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Use further organisational and presentational devices to structure text and to guide the reader.

### Mathematics

- To solve problems by applying their mathematics to a variety of routine and non-routine problems.
- To break problems into a series of simpler steps.
- Convert between different units of metric measure (e.g. gram and kilogram).
- Solve problems involving converting between units of time.

## Foundation Subjects

### History, Geography and Citizenship

- Study a non-European society that provides a contrast with British history (Mayan civilization AD 900).
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand our knowledge of the past is constructed from a range of sources.
- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied.
- Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones.
- Describe and understand key aspects of physical and human geography.

### Art and Design and Design Technology

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Understand and apply the principles of nutrition and learn how to cook.
- Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.

### Music, Languages and Physical Education

- Perform, listen to, review and evaluate music across a range of historical periods.
- Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure).
- Perform dances using a range of movement patterns.
- Apply and develop a range of skills and link them to make actions and sequences of movement.

### Computing

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.