

Curriculum Driver

Year 4/5 Summer 2022

Who were the Maya?

Linked texts: The Hero Twins, The Curse of the Maya

Middleworld, The Rain Player



History

Intent: Children will have an understanding of Ancient Maya civilisation period.

Skills, and Knowledge Components Focus:

- Show some understanding and talk with some clarity about the impact of historical events
- Understand the difference between primary and secondary sources
- Compare a range of historical sources and suggest the validity of them
- Begin to use questions to understand significant events, questions about: change, cause, similarities, differences and significance.
- Carry out a detailed study of a famous person and their historical legacy
- Use specific Maya vocabulary
- Understand the chronologically of the Maya period within world history
- Compare and contrast Ancient Maya civilisation c. AD 900 to British history

Sticky Knowledge:

- I know that ancient Maya civilisation was first recognised from approximately 1500 BC to AD 950 which was through the British Bronze Age to Anglo-Saxons period.
- I know that ancient Maya cities covered areas in Central America called Mesoamerica which included: Mexico, Belize and Guatemala.
- I know that pok a tok was a Ancient Maya ball game sport.
- I know that the Chichen Itza was a sacred Maya temple. With steps all around it leading to a shrine at the top.
- I know that Maize made up 80% of their diet.
- I know that Ancient Maya civilisation created their own number and calendar system.
- I know that the Maya were avid astronomers.
- I know that in 1839 American explorer John Lloyd Stephens and British explorer Frederick Catherwood rediscovered Ancient Maya ruins
- I know the Hero Twins and Lords of the Underworld Maya myth.
- I know that the Maya celebrate the Day of the Dead festival.
- I know that there are still 6 million Maya people alive today.
- I know that the Maya religion had many Gods.

Key Vocabulary:

Pok a tok, Chichen Itza, temple, Maize, Maya civilisation, Mesoamerica, Hero Twins, Underworld, John Lloyd Stephens, Frederick Catherwood, Day of the Dead

Art

Intent: Children will develop their awareness of Maya artwork.

Skills, and Knowledge Components Focus:

- Experiment with working on different surfaces for tree bark codex.
- Use hardwearing materials such as card, cardboard, and wood to create 3D structures for masks.
- Sketch out designs in their sketchbook to build a portfolio of work.
- Continue to use art as a tool for other curriculum areas.

Sticky Knowledge:

- I know that the Ancient Maya wrote in logograms and hieroglyphs in Codices.
- I can create my own tree bark style codex.
- I know that Maya believed that wearing masks linked them to the spirits. often animal themed masks.
- I know that the Maya wore masks to battle and ceremonies.
- I know that the Maya placed masks on those that had died.
- I know that the Maya associated the jaguar with strong kings.
- I know that the most sacred masks were made out of jade.
- I can create my own Maya inspired 3D mask.

Key Vocabulary:

Three-dimensional, masks, logogram, hieroglyphs, codex, bark, surface, jade, portfolio.

Subject Composite:

Design and technology

Intent: Children understand how to maintain a balanced diet and be familiar with foods from Maya culture.

Skills, and Knowledge Components Focus:

- Understand which foods provided a healthy, varied balanced diet.
- Understand which food groups help our bodies function.
- Prepare and cook a variety of dishes using different cooking techniques based on a specific audience.
- Understand why we can only grow certain food in Britain during certain seasons and why we need to import some foods from other countries at different times of the year.
- Investigate, explore and analyse a range of existing food products based on a set criteria.
- Communicate idea through peer presentation, discussion and critique.

Sticky Knowledge:

- I know that a balanced diet means consuming an adequate quantity of each food group needed to keep healthy.
- I know the food groups are fruit and vegetables, carbohydrates, proteins, dairy, fats and oils
- I know what each food group provides for our body
- I can taste test a range of current Maya products.
- I can plan, prepare and cook a Maya dish such as tortillas with guacamole and salsa.
- I can discuss and evaluate my Maya dish with my peers based on my design criteria and taste
- I know which foods were grown in Mesoamerica.
- I know some foods that are grown in Britain in certain seasons.
- I know some common foods that Britain imports.
- I can use cooking equipment safely.

Working Scientifically– Year 4

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Working Scientifically– Year 5

With prompting, plan different types of scientific enquiries to answer questions

With prompting, recognise and control variables where necessary

Select, with prompting, and use appropriate equipment to take readings

Take precise measurements using standard units

Take and process repeat readings

Record data and results

Record data using labelled diagrams, keys, tables and charts

Use line graphs to record data

Science Year 4 – Animals including humans & living things any their habitats

Intent: Children will develop their understanding of how to group creatures. Children will have an awareness of how their digestive system works.

Skills, and Knowledge Components Focus

- Recognise that living things can out seven life processes.
- Recognise that living things can be grouped in a variety of different ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose a danger to living things.
- Describe the simple functions of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Identify how to care for teeth.
- Construct and interpret a variety of food chains, identifying the producers, predators and prey.

Sticky Knowledge

- I know the seven life processes of living things are: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion & Nutrition (MRS GREN)
- I know that changes to the environment can be natural or caused my humans and can have positive or negative effects. Such as natural disasters, deforestation, pollution, and natural reserves.
- I know that classification means to group plants or animals based on their similarities.
- I know there are five vertebrate backbone groups: mammals, fish, birds, reptiles and amphibians.
- I know that invertebrates without a backbone nclude: insects, spiders, molluscs (snails and slugs), and annelids (worms).
- I know the arrows in a food chain show the flow of energy.
- I know the basic food chain stages are: producer, primary consumer (prey), secondary consumer (predator).
- I know that animals can be herbivores, carnivores or omnivores and this effects the design of their teeth.
- I know I can help to prevent tooth decay by: limiting sugary foods and drinks, brushing teeth twice daily with a fluoride toothpaste, and have regular dentist check ups.
- I know the types of teeth are: canines (tear & rip), incisors (bite & cut), premolars (hold & crush), and molars (grind).
- I know that digestion breaks down food so that it can used by the body.

Science Year 5 – Living Things & their habitats; and Animals including Humans

Intent: Children will develop their understanding of the plant and human lifecycles.

Skills, and Knowledge Components Focus:

- Describe the differences in the life cycles of a mammal, an amphibian , an insect, and a bird.
- Describe the life processes of reproduction in some plants and animals.
- Describe the changes as humans develop from birth to old age.

Sticky Knowledge:

- I know which creatures lay eggs and which carry their young in the life cycles of mammals, amphibians, insects and birds,
- I know what metamorphosis means.
- I know that asexual plant reproduction creates an identical plant to the parent plant.
- I know that mammals produce their young through sexual reproduction and gestation.
- I know that pollen is the male reproductive cell in plants that is stored in the sta-men.
- I know that ovules are the female reproductive cells in plants.
- I know that plant to plant fertilisation occurs through wind and insects transpor-tation of pollen.
- I know that in plan reproduction the pollen lands on the stigma and travels down the style to fuse with the ovule.
- I know that during gestation human cells develop into a foetus.
- I know that human gestation is around nine months.
- I know that human offspring develop through the baby and toddler infancy stages; then through childhood, adolescence and adulthood.
- I know that puberty occurs during adolescence.

Key Vocabulary:

asexual reproduction, sexual reproduction, reproduce, fertilise, fertilisation, gestation,