

<u>Medium Term Plan for Year 6 Rowan Class</u>	<u>Summer Term: Hola Mexico</u> <u>Focus: History led topic</u>
<u>Memorable Experience</u>	Mexican Day: listen to Mexican Music, learn a Mexican dance, make Mexican Fruit drink
<u>Explicit Knowledge</u>	<p>Children will be able to name the 3 main periods of the Maya Civilisation: Pre-Classic, Classic and Post-Classic. They will create a timeline with key dates and developments from these periods and link to historical periods in British History. They will locate on a map where some of the key Maya cities were and describe features of these cities.</p> <p>Children will be able to describe Maya society and how it was ruled and governed. They will know that:</p> <ul style="list-style-type: none"> -Maya society was formed of a number of city states each with their own ruler -Each city was surrounded by rural settlements -At the top of Maya society was the King and Royal family who were believed to be closely linked to the gods -An educated elite of scribes, priests and nobles formed the ruling class and that they occupied the finest buildings in the city <p>They will be able to explain how Maya society dealt with crime. They will know that:</p> <ul style="list-style-type: none"> -In all Maya cities the laws were the same -If law was broken, judge would hear the case -Punishments varied with the crime: if caught stealing become a captive of your victim, hair cut off, death <p>Children will be able to describe what life was like in Mayan time: jobs, food, religion, entertainment and their writing and number system.</p>
<u>Prior knowledge</u>	<p>This topic will link to and build on the children's knowledge of how different historical periods they have studied were ruled and governed and how crimes were punished.</p> <p>They will be able to compare and contrast their knowledge of Maya society to how British History from Iron Age - Anglo Saxons, Tudors and Victorians were ruled and governed. They will also be able to link this to their knowledge of the Roman Republic and Ancient Greek city states. They will be able to describe similarities and differences between how crimes were punished in Mayan times to previous periods studied.</p> <p>This topic will also link to and build on the children's knowledge of creating timelines. They will link key periods in Maya Civilisation with periods previously studied, e.g, At the beginning of the Classic Maya period the Romans occupied Britain and by the end King Alfred the Great had defeated the Vikings.</p>
<u>Vocabulary</u>	Civilisation, Culture, Heritage, Indigenous, Codices, Pre-classic, Classic, Post-classic, Timeline, Chichen Itza, Cocoa, Pyramid, Hieroglyphics, Stele (stela), monument, Mexico, Calendars
<u>Forward links</u>	The children will build on the history skills developed in this topic in KS3 when they deepen and extend their chronologically secure knowledge and understanding of British, local and world history.

	KNOWLEDGE	SKILLS
<u>History</u>	<p>To know the 3 major periods of the Maya Civilisation and to link with other historical periods studied.</p> <p>To explain what life was like in Mayan times: structure of society, maya writing and number system, jobs, food, religion and entertainment.</p> <p>To know the names of some ancient Maya cities.</p> <p>To name characteristics of these cities.</p> <p>To compare the ways of life in the Maya Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them.</p>	<p>Learn about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. - Create a timeline from dates / details / eras showing knowledge of how to check for accuracy. - Research and find out key dates, characteristics and events of the Maya Civilisation - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Understand how our knowledge of the past is constructed from a range of sources - Construct informed responses that involve thoughtful selection and organisation of relevant historical information
<u>Geography</u>	<p>To know where Mexico is.</p> <p>To describe Mexico's human and physical geography.</p> <p>To name and locate Mexico's major cities, surrounding seas, mountain ranges, deserts.</p> <p>To name and describe places to visit in Mexico.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Explain the climates of South America and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities in South America and draw conclusions as to their similarities and differences.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of South America.</p> <p>Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.</p> <p>Study maps of South America to identify environmental regions.</p>

		<p>Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate man-made features in South America and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p>
<p><u>English</u> <u>We are Reading:</u> Holes by Louis Sachar</p>	<p>To write a non-chronological report on the Ancient Maya/ Day of the Dead / Mexico</p> <p>To write a Maya legend inspired by the legends read</p> <p>To write instructions for the Ancient Maya ball game</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write narratives, describing settings, character and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Link ideas within and across paragraphs using a wider range of cohesive device</p> <p>Use layout devices</p> <p>Use brackets, commas and dashes to add parenthesis</p> <p>Use semi-colon to mark independent clauses</p> <p>Use the range of KS2 punctuation accurately</p> <p>Use subordination and relative clauses</p>
<p><u>ART</u></p>	<p>To design and create a Maya Mask.</p> <p>To create a clay Maya Stellae</p> <p>To create a Mexican pattern using collage techniques</p>	<p>Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials: pencil, paint, textiles, clay</p>

<u>DESIGN AND TECHNOLOGY</u>	<p>To follow recipes to make savoury Mexican dishes</p> <p>To research recipes for Mexican fruit drinks</p> <p>To design and make own fruit drink inspired from research</p> <p>To make Maya Hot Chocolate</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>-Use tools safely and accurately.</p> <p>- Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>-Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
<u>DISCRETE SUBJECTS - not linked to main topic</u>		
<u>Science</u> <u>Electricity</u>	<p>To explain the importance of the major discoveries in electricity</p> <p>To observe and explain the effects of differing volts in a circuit</p> <p>To record circuits using circuit symbols</p> <p>To understand variations in how components function</p> <p>To plan and conduct an investigation exploring variations in how components function</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
<u>ICT / Computing</u>	<p>To use the internet to research and retrieve key facts about Mexico and Ancient Maya</p>	<p>Use search technologies effectively</p> <p>Talk about the way search results are selected and ranked</p> <p>Check the reliability of a website</p> <p>Talk about copyright and acknowledge sources of info that I find on-line</p>
<u>Physical Education:</u> <u>CRICKET</u> <u>ATHLETICS</u>	<p>To develop and use tactics for attacking and defending in the role of batter, bowler and fielder</p>	<p>-Apply with consistency standard cricket rules in a variety of different styles of games</p> <p>-Attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>-Use a range of tactics for attacking and defending in the role of batter, bowler and fielder</p>

	<p>To develop control and coordination with the sprint start, run up for long jump and throwing techniques</p>	<p>-Apply strength and flexibility to throwing, running and jumping</p> <p>-Accurately and confidently judge across a variety of activities</p> <p>-Work in collaboration to demonstrate improvement</p>
<p><u>MUSIC UNIT:</u> <u>Music and Me</u> Listening, and applying knowledge and understanding</p>	<p>To talk about style indicators and musical dimensions of the songs</p> <p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song / music</p> <p>To create musical ideas for others to respond to or copy</p> <p>To be able to keep the internal pulse</p> <p>To perform own composition and describe their contribution</p>	<p>Talk about the music of the featured artists</p> <p>Talk about the artists and discuss why they are on the Inspirational Women's timeline</p> <p>Create and talk about their composition</p> <p>Present their compositions in an interesting and engaging way</p>
<p><u>RHE (Relationships and Health Education)</u> <u>LIFE TO THE FULL PROGRAMME</u> <u>MODULE 3: Created to Live in Community</u></p>	<p><u>(UNIT 1) Religious Understanding</u></p> <p>To explain:</p> <ul style="list-style-type: none"> -That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity -That the Holy Spirit works through us to bring God's love and goodness to others -The principles of Catholic Social Teaching -That God formed them out of love, to know and share His love with other <p><u>(UNIT 2) Living in the Wider World</u></p> <p>To explain:</p> <ul style="list-style-type: none"> -How to apply the principles of Catholic Social Teaching to current issues -Ways in which they can spread God's love in their community 	<p>Engage with discussions</p> <p>Listen to each other</p> <p>Ask questions and respond appropriately</p> <p>Work collaboratively</p>

RE	<p><u>Topic 7: Witnesses (Pentecost)</u></p> <p>To know and understand:</p> <ul style="list-style-type: none"> -The courage to be a witness -Pentecost: The Holy Spirit enables people to witness to the Easter message 	<p>-make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.</p> <p>-compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness.</p> <p>-show how their own and others' decisions about witnessing are informed by beliefs and values.</p> <p>- make links between Scripture and belief in the power of the Holy Spirit.</p> <p>-give reasons for the witness to Jesus Christ by believers.</p> <p>-show how understanding of belief in the power of the Holy Spirit shapes lives.</p> <p>-describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.</p>
	<p><u>Topic 8: Healing (Reconciliation)</u></p> <p>To know and understand:</p> <ul style="list-style-type: none"> • When people become sick and need care • The Sacrament of the Anointing of the Sick 	<p>-make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others.</p> <p>-compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer.</p> <p>-show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.</p> <p>-give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick.</p> <p>-give reasons why Christians care for the sick and the needy.</p> <p>-describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them.</p> <p>-use religious terms to show an understanding of the different liturgies connected to the sacraments offered to the sick and dying.</p> <p>-show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.</p> <p>-engage and respond to questions of the experience of sickness and healing in the light of religious teaching</p>

	<p><u>Topic 9: Common Good</u></p> <p>To know and understand:</p> <ul style="list-style-type: none"> • Justice for the good of all • The work which Christians do for the common good of all 	<p>-make links to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.</p> <p>-compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.</p> <p>-show how their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values.</p> <p>-explain what beliefs and values inspire and influence them and others to act justly and fairly.</p> <p>-make links between Micah, Matthew 25, the Beatitudes and beliefs.</p> <p>-give reasons for certain actions by believers in working for justice and the common good.</p> <p>-describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.</p> <p>-show understanding of how religious belief in justice and the common good of all shapes life.</p> <p>-engage with and respond to big questions around justice and the common good, in the light of religious teaching on the common good of all.</p> <p>-identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise.</p> <p>-demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.</p>
<u>Maths</u>	<p>Volume</p> <p>Ratio and Proportion</p> <p>Geometry - properties of shapes</p> <p>Problem Solving</p> <p>Statistics</p>	