

# Maya Mission

## History

What we should already know.

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.
- Ask a range of questions about the past (Who? What? When? Why?)
- Understand that a source provides information about the past and that there are different types of sources.

As Historians we will...

- Understand common words and phrases relating to the passing of time.
- Understand timelines can be divided into BC and AD.
- Place periods of history studies onto a given timeline
- Ask focused questions in order to find out specific information about the past.
- Use a number of given source to infer information about the past.
- Select and record relevant information from written sources.

## Vocabulary

Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa, enquiry, infer, relevance. this suggests/implies, continuity, perhaps, maybe, could be., impact, importance, significance, reason, effect, Archaeologist, architecture, Chechen Itza, civilisation, deforestation, deities, demise, drought, economy, erosion, fertile, hierarchy, indigenous, Mayan, merchant, Mesoamerica, polytheists

## Geography

What we should already know...

- Identify seasonal and daily weather patterns in the United Kingdom.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary
- Use a simple atlas

As Geographers we will...

- Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.
- geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region of South America.
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## Vocabulary

satellite image, terrain, political map, physical map, climate map, sea level, Latitude, Longitude, cardinal points

# Maya Mission

## Art

### What we should already know...

- Use sketch books to experiment with artistic ideas of their own in sketchbooks.
- Experiment with different techniques and make sensible choices about what to do next to improve.
- Deliberately choose to use particular materials, media and techniques for a given purpose
- Develop and exercise some care and control over their art work
- Express clear preferences and give some reasons
- Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.
- Talk about the materials, techniques and processes they have used, using an appropriate vocabulary

### As Artists we will...

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work
- Reflect upon what they like and dislike about their own work in order to improve it.
- Develop a range of techniques (e.g. hatching, scribbling, stippling) to create a range of textures.
- Explore how artists use pattern/texture to reflect mood.
- Begin to develop proportion in art work (figure drawing).
- Know about and describe the work of some artists, craftspeople, architects and designers
- Be able to explain how to use some of the tools and techniques they have chosen to work with.

### Vocabulary

Texture: hatching, cross hatching, stippling, dots, smudge, swirls, jagged, herringbone, regular, irregular, silhouette, proportion, mood, Shape, Colour: tints, tones, shades, value

## Science

### What we should already know...

- Observe and describe how seeds and bulbs grow into mature plants
- Find and describe how plants need water, light and a suitable temperature to grow and stay healthy

### As Scientists we will...

- Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)
- Explore the requirements of plants for life and growth vary between species (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat

### Vocabulary

absorb, reproduction, photosynthesis, sunlight, support, anchor, attract, stamen, anther, stigma, filament, style, ovary, petal, sepal, pistil, pollen, pollination, nectar, female, male, fertilisation, wind, seed dispersal, expulsion, transportation, protein, carbohydrates, fats, sugar, vitamins, minerals, fruit, vitamin, vegetable, meat, grain, seeds

### Outcome

Dissecting plants being able to identify and explain each function

Make their own water cycles being able to explain the process clearly .



# Maya Mission

## Design Technology

### What we should already know...

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### As design technologists, we will...

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

## Vocabulary

Appealing, brief, construction, client, purpose, criteria, develop, evaluate, material, modify, research, safety, pulleys, Glue, strengthening, right angle, evaluate, illustrate, critical, analyse

## Outcome

Create their own layered rainforest





# Maya Mission

## Key Drivers

### Be Creative

Children will design create their own Mayan masks

### Be Resilient

Children will build their resilience by editing their designs and giving themselves constructive feedback of how to improve their work

### Be World Wise

Children to learn about the modern day impact of deforestation

## Wow Moments

Children will visit the Amazon Rainforest. solving clues on the way

Children will plant seeds, dissect plants and test flowers

Children will investigate chocolate in science and make and taste Maya Hot Chocolate.

Children will share their learning on Maya Day, taking part in a tribal "dance battle"