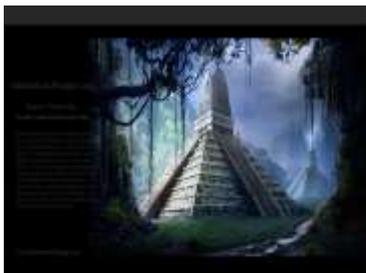


Visual stimulus:



National Curriculum links:

As Historians we will begin to know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of the Mayan empire; characteristic features of a past non-European society which provides a contrast to British History; the achievements of mankind using the Mayan civilisation c AD 900 Within our study we will make connections, identify contrasts, use historical terms and dates and devise and answer historical questions; we will also write thoughtful responses using a growing knowledge which is taken from a wide range of sources on the past. As geographers we will build on our knowledge about diverse places, people, resources and natural and human environments. We will also develop our understanding of geographical similarities and differences through the study of physical geography in South America. As musicians we will be studying and composing music based on Mayan Dances (rituals, celebrations, festivals, stories) focusing on listening, appraising and performing with drums, flutes, bells and tackling some composing using graphic scores and standard notation. In Science we will link our studies of Earth and Space to the beliefs of the Mayans and what they understood. As artists we will study –Catherwood – who focused on drawing magnified images upon images, drawing in detail; we will also draw Mayan patterns and designs; we will also be exploring the process of weaving. They will develop and share their ideas in a sketch book and in finished products. As designers we will investigate the process and construction of buildings, the Mayans Sacred Precinct (temples), make a totem pole, helmet, shield, weapon and a mask, and also have a focus on food – including tasting tortillas, exploring different ingredients to fill tortillas and making own our brand of chocolate. As scientists, the children will use scientific knowledge and skills to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Through D&T knowledge of gears, pulleys, cams, levers and linkages, the children will explain the force of gravity; identify effects of different forces between moving surfaces. They will learn that some mechanisms allow a smaller force to have a greater effect. In Computing, the children will design a program similar to Temple Run to get through a Mayan Civilisation. They will be designing, writing and debugging programs; use sequence selection and repetition in programs, varying the input and output. The children will use logical reasoning to explain how some simple algorithms work and detect and correct errors. They will be understanding computer networks and how they can provide multiple services and the opportunities they offer for communication and collaboration. They will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. The children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information .The children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information .The children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

**The Arts:** As people who are passionate about a broad cultural education we will:

Explore advertising, the business of advertising – processes, designs, marketing, film making and the industry  
Use drama to improvise scenes within Mayan Empire, role play, merchants, salesmen, townspeople.  
Use the Life skills of creative thinking, problem solving and evaluating – advertising.

**Possibilities:** As people who are open to new experiences that will broaden our aspirations we will:

Explore the role of Archaeologists, Botanists, Astronomers and Mathematicians from the Mayan Empire, Weavers and Potters.  
Explore what it is like to design and produce adverts (advertising business) focusing on branding and making own chocolate – advert, packaging and design.

**Environment:** As people concerned with the environment we will:

Consider the effect of tourism on ancient sites – or the effect of the archaeologist's digs and the impact on the surroundings.  
Consider PSHE – moral implications of digging ground to dig into the past.

**Outdoors/Local, National, International**

**links:** As people who are inquisitive learners we will: Explore links with food, food miles, plantations for chocolate bean, how food is transported, manufacturers and producers worldwide.

**Other links (BLP, Life skills, SMSC, PSHE):** We will explore the role of astronomers and mathematicians – how their beliefs and theories have shaped our world today – what does it take to be a 'great thinker'? What life skills? What about resilience? Perseverance? What personal qualities and skills would be needed? We will explore education in past societies and the value they placed on education compared to today. We will explore the social, moral, spiritual and cultural aspects of the Mayan civilisation – do we agree with them? How would we feel if we were involved in the sacrifices? Use Life skills, enquiry – ask questions about why things happen and how they worked? Collect and organise information; gather data and make conclusions; Information processing, researching and gathering; reasoning skills. In PSHE the children will recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. The children will think about the lives of people living in other places and times, and people with different values and customs.