

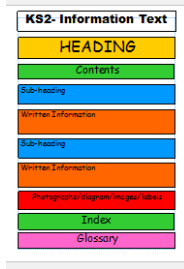


Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	Who were the Mayans and what have we learnt from them?	
Enquiry Driver	History	
Enquiry Enhancer	DT/ART	
Main Enquiry Theme	Mayan civilisation	
National Curriculum Objective	<p><b><u>History</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul> <p><b><u>Design and technology</u></b></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Art and Design</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> <li>Can I explain the impact that the Mayan civilisation had on the world?</li> <li>Can I explain why they were considered an advanced society in relation to that period of time in Europe?</li> <li>Can I place features of historical events and people from past societies and periods in a chronological framework?</li> <li>Can I devise historical questions about the period I am studying?</li> <li>Can I understand how our knowledge from the past is constructed from a range of sources?</li> </ul>	
Key Knowledge and Skills (enhancer)	<p><b><u>Design and Technology (textiles)</u></b></p> <ul style="list-style-type: none"> <li>Can I think and talk about the aesthetic qualities of my work?</li> <li>Can I evaluate the appearance of my work against the original criteria?</li> </ul> <p><i>(Children will explore textiles and learn how to weave)</i></p>	

	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Can I recognise when art is from different cultures?</li> </ul> <p><i>(Children will explore and discuss Mayan art, learning how it was heavily influenced by their religion).</i></p>											
<p><b>Main Text</b></p>	<ul style="list-style-type: none"> <li>Exploring the Maya Empire – Dr Brian Knapp</li> <li>The Corn Grows Ripe - Dorothy Rhoads</li> <li>Rain Player – David Wisniewski</li> <li>Maya Civilisation</li> </ul>											
<p><b>Main Writing Genre</b></p>	<p>Information Text</p>	<p>Children will produce an information book about the Maya civilisation based on all the knowledge they have gained throughout the topic.</p> 										
<p><b>Enquiry Hook (Questioning) [Experiences/experts]</b></p>	<p>Past Productions – Mayan Workshop.</p>											
<p><b>Subsidiary Enquiries</b></p>	<table border="1" data-bbox="470 1422 1348 1736"> <tr> <td><b>LC1</b></td> <td>Who were the Mayans and where did they live?</td> </tr> <tr> <td><b>LC2</b></td> <td>What evidence do we have that the Mayans were an advanced civilization?</td> </tr> <tr> <td><b>LC3</b></td> <td>Why was the sun an important feature in Mayan life?</td> </tr> <tr> <td><b>LC4</b></td> <td>Why was weaving so important in Mayan society?</td> </tr> <tr> <td><b>LC5</b></td> <td>What caused the Mayan Civilization to disappear?</td> </tr> </table>		<b>LC1</b>	Who were the Mayans and where did they live?	<b>LC2</b>	What evidence do we have that the Mayans were an advanced civilization?	<b>LC3</b>	Why was the sun an important feature in Mayan life?	<b>LC4</b>	Why was weaving so important in Mayan society?	<b>LC5</b>	What caused the Mayan Civilization to disappear?
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<p><b>Reflection of Learning (SHARING)</b></p>	<p>The children will partner up with another child in school to share the non-fiction books they have made.</p>											

<b>Potential Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.</li> <li>• Mayan religion was extremely blood thirsty demanding human sacrifices and blood-letting rituals.</li> <li>• The Mayans believed in an after-life and that those who were sacrificed as well as those killed in war and women who died in child birth went to ‘the place of misty sky.’</li> <li>• At the top of Mayan 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, they occupied the finest buildings in the city.</li> <li>• Mayan society was formed of a number of city states each with their own ruler.</li> <li>• Mayan culture was well established by 1000BCE and it lasted until 1697.</li> <li>• The Mayans predicted that the world would end in 2012.</li> <li>• Flat foreheads were fashionable so they would put baby’s heads in a press to squash them.</li> <li>• It was considered beautiful to be cross-eyed so parents would hang balls in-between their children’s eyes to make them look inwards.</li> </ul>
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<b>Knowledge Organiser</b>	<p>The image shows a 'Year 5 Knowledge Organiser' for the topic 'Who were the Mayans and what have we learnt from them?'. It includes a 'Subject Specific Vocabulary' table, a map of the Mayan region, a 'Sticky Knowledge about Scribes and Vikings' section, 'Exciting Books', and 'Learning Challenges'.</p> <table border="1"> <thead> <tr> <th colspan="2">Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td><b>Artefact</b></td> <td>An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.</td> </tr> <tr> <td><b>Calendar</b></td> <td>A printed table showing all the days, weeks and months of the year.</td> </tr> <tr> <td><b>Civilisation</b></td> <td>Human society which is organised.</td> </tr> <tr> <td><b>Dynasty</b></td> <td>A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.</td> </tr> <tr> <td><b>Empire</b></td> <td>A group of countries ruled by a single person, government or country.</td> </tr> <tr> <td><b>Hieroglyphics</b></td> <td>A system of writing using pictures not words.</td> </tr> <tr> <td><b>Kingdom</b></td> <td>A place ruled by a king, queen or important person.</td> </tr> <tr> <td><b>Maize</b></td> <td>Also known as corn, is a cereal grain.</td> </tr> <tr> <td><b>Prediction</b></td> <td>A statement about what you think will happen in the future.</td> </tr> <tr> <td><b>Temple</b></td> <td>A building used for the worship of a god or gods in some religions.</td> </tr> <tr> <td><b>Tomb</b></td> <td>A large stone structure or underground room where someone, especially an important person, is buried.</td> </tr> </tbody> </table>	Subject Specific Vocabulary		<b>Artefact</b>	An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.	<b>Calendar</b>	A printed table showing all the days, weeks and months of the year.	<b>Civilisation</b>	Human society which is organised.	<b>Dynasty</b>	A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.	<b>Empire</b>	A group of countries ruled by a single person, government or country.	<b>Hieroglyphics</b>	A system of writing using pictures not words.	<b>Kingdom</b>	A place ruled by a king, queen or important person.	<b>Maize</b>	Also known as corn, is a cereal grain.	<b>Prediction</b>	A statement about what you think will happen in the future.	<b>Temple</b>	A building used for the worship of a god or gods in some religions.	<b>Tomb</b>	A large stone structure or underground room where someone, especially an important person, is buried.
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**Other curriculum areas which are to be taught discretely:**

<b>Religious Education</b>	<p><b><u>What is the Qur’an and why is it important to Muslims?</u></b></p> <ul style="list-style-type: none"> <li>• Can I explain the meaning of the word ‘sacred’ and explore why the Qur’an is important to Muslims?</li> <li>• Can I explore some of the characteristics of God as shown in the Qur’an and explain what the ‘Bismillah’ is?</li> <li>• Can I find out ways in which Muslim children learn about the Qur’an?</li> <li>• Can I give examples of some of the ways in which the Qur’an is revered by Muslims?</li> <li>• Can I give examples of how Muslims’ behaviour is influenced by the Qur’an?</li> <li>• Can I give reasons why Muslim parents want their children to learn about their religion?</li> <li>• Can I reflect on what is important in my own life?</li> <li>• Can I reflect on my own ideas about the characteristics of God?</li> <li>• Can I compare other religious texts that influence behaviour and compare the guidance with the Qur’an?</li> <li>• Can I make connections with the hopes that the adults in my life has for me?</li> </ul>
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<b>PSHCE</b>	<p><b><u>Looking after me</u></b></p> <ul style="list-style-type: none"> <li>• Is my relationship unhealthy?</li> <li>• What’s relationship commitment?</li> </ul> <p style="text-align: center;"><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
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<b>Music</b>	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 4 - The Fresh Prince of Bel-Air</b></p>
<b>Physical Education</b>	<p><b><u>Net and Wall</u></b></p> <p><i>E.g. badminton, tennis and volleyball</i></p> <ul style="list-style-type: none"> <li>• Can I use basic skills and techniques in a small sided game and can replicate shots with reasonable accuracy and success?</li> <li>• Can I demonstrate techniques usually applied with coordination and control to gain an advance over an opponent?</li> <li>• Can I start to maintain a conditioned rally with varying degree of success and use basic game strategies?</li> <li>• Can I use a variety of tactics and think of ways to improve performance?</li> <li>• Can I keep to the rules of a net/wall games and suggest how they can be adapted?</li> </ul>
<b>Computing</b>	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Y5 Unit 28 – Programming</b></p>
<b>MFL</b>	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 4 – Clothes, Colours, Fashion Show</b></p>
<b>Science</b>	<p><b><u>Properties and changes of materials</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</i></li> <li>• <i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</i></li> <li>• <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i></li> <li>• <i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i></li> <li>• <i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i></li> <li>• <i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></li> </ul> <ul style="list-style-type: none"> <li>• Can they test and group materials based on scientific evidence? (hardness, solubility, transparency, conductivity, insulation, magnetism)</li> <li>• Can they explain the process of dissolving?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they recover a substance from a solution?</li> <li>• Can they decide how a mixture would best be separated? (filtering, sieving, evaporating)</li> <li>• Can they give reasons for the uses of everyday materials based on scientific evidence?</li> <li>• Can they show what they know about the properties of different materials?</li> <li>• Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gasses)</li> <li>• Can they describe changes using scientific words? (evaporation, condensation)</li> <li>• Can they use the terms 'reversible' and 'irreversible'?</li> </ul>		
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b>
	Mutual respect and tolerance of different religious beliefs.		
	<b>Citizenship (Beever Pledge)</b>	<b>Global Neighbours</b>	<b>Home Learning</b>
	Know where the Mayan civilisation lived and identify this on a map/atlas.	Children to research a Mayan city. What can they find out about it? What was it like? Children to produce a fact-file.	