

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: Marvellous Mayans		Term: Summer Term	Year Group: Year 5
British Values/Rights: Respect / Liberty / Mayan Law			
Visits/Visitors: N/A			
Wow Starter: Art Activity - Mayan Masks			
Art: Final outcome: Mayan Mask Knowledge: To be able to create a Mayan mask. Skills: Create imaginative work from a variety of sources. <ul style="list-style-type: none"> • 3D work – describe the different qualities involved in modelling and construction. • Drawing – use a variety of source material for their work . • Drawing – work in a sustained and independent way from observation, experience and imagination. • Drawing – use a sketchbook to develop ideas. 	DT: N/A Final outcome: Knowledge: Skills:	History/Geography: History & Geography Knowledge: To discover facts about the Maya Civilisation. To locate Central America and countries on a map. To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. To explain what the Maya writing system consists of, how words are constructed and what codices are. To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. To identify and use a range of evidence sources to help me understand more about the Maya civilisation. Skills: Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people –differences Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Recall, select and organise historical information Communicate their knowledge and understanding Examine causes and results between men and women, great events and the impact on people	
English links: Reading Comprehension - True and False Comprehension activities based on Mayans Civilisation e-Book English book study: n/a Cross-curricular writing opportunities: n/a Additional texts/reading links: Maya Writing text	Maths links: Mayan Number system	E-Safety: Computing (use of iPads) - Copyright	Other curriculum links: music/computing/PSHE: Computing Knowledge: To understand how to use Adobe Spark to create an information page on Chichen Itza. Skills:

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Subject Area	Skill	Knowledge	Activity (including resources if applicable)		Resources
Art	Create imaginative work from a variety of sources	To be able to create a Mayan mask.	<p>WOW STARTER</p> <p>Show images of a range of Mayan masks. Also show chn images of masks that other children have produced.</p> <p>Chn to create their Mayan masks (2D art) using sugar paper and chalk.</p>	<p>SEN (Lesson 1):</p> <p>Silver: Writing frame and facts grid to help them to complete their guides.</p>	<p>Sugar Paper</p> <p>Chalk</p> <p>Coloured paper</p>
History Geography – Map work	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Communicate their knowledge and understanding</p> <p>Examine causes and results between men and women, great events and the impact on people</p>	<p>Lesson 1</p> <p>To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives.</p> <p>To discover facts about the Maya Civilisation.</p>	<p>Starter: KWL grid</p> <p>PPT – Meeting the Maya</p> <p>Introducing the Maya: In pairs children discuss the following questions: Who were ancient the Maya people? When did they live? Where did they live? How did they live? What do we know about them? They record any facts they already know about the Maya on whiteboards or using the Maya Mind Map Activity Sheet. Feedback to the whole class and discuss children's ideas, addressing any misconceptions. Next children discuss in their pairs what they would like to find out about the Maya. Feedback again to the whole class and compose a class list of questions/areas for future research.</p> <p>Maya People: Read the information about the ancient Maya people on this slide and the information on the following map slide about where and when their civilisation existed.</p> <p>Maya Maps: Read the information on this and Central America. Then, in pairs, children use maps or atlases to first locate central America and then the following countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. Children can mark these on their own Maya Map Activity Sheet.</p> <p>Mesoamerica: Read the information on this and the location of the Maya to pinpoint the exact location of where the Maya lived. On their</p>	<p>GDS (Lesson 1):</p> <p>Platinum: Complete guides themselves selecting and organising their own information.</p>	

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			<p>Maya Map Activity Sheet, the children mark on the outline of where Maya was.</p> <p>Maya Cities: On their Maya Map Activity Sheet the children label the following ancient Maya cities: Coba, Copan, Tikal, Tulum, Xunantunich, Chichen Itza, Uxmal, Palenque, Calakmul</p> <p>Cities Revealed: Show the location of the cities on the Lesson Presentation slide. Children can check their maps and amend where necessary</p> <p>Main Activity: Welcome to the Maya Area: Children complete an information guide Welcome to the Maya Area Activity Sheet about the ancient Maya people and where they lived. Silver: Writing frame and facts grid to help them to complete their guides. Gold: Writing frame to help them to complete their guides. Platinum: Complete guides themselves selecting and organising their own information.</p>		
History R.E	<p>Recall, select and organise historical information</p> <p>Select relevant sections of information</p> <p>Study different aspects of different people - differences</p>	<p><u>Lesson 2</u></p> <p>To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p>	<p>Lesson presentation – Gods and Religion</p> <p>A Central Belief System: Read the information about Maya religious beliefs. Ask children to think of any other religions or civilisations that have similar beliefs. Share and discuss ideas.</p> <p>Religious Rituals: Read the information. The children match up the rituals to their purposes</p> <p>Blood Letting: Read the information on this and the following slides about priests, festivals and the Maya world. Allow time for children to discuss the questions in groups and feedback their responses to the rest of the class.</p> <p>Maya Gods: Read the information about Maya gods and the following six slides. The children take notes about the gods – names and meanings, appearances and other facts or features to help them with their independent task</p> <p>God Fact-Files: Children use their notes to complete a fact-file containing information about some of the Maya gods using the Maya Gods Fact-File Activity Sheet. They could also research additional facts in information books or on the internet.</p> <p>Main activity:</p>	<p>SEN: Silver: Children complete a fact-file about 2 gods, giving the following information: name, what they are the god of and any other features. They then make up their own Maya god and complete a drawing and description for it.</p> <p>GDS: Platinum: Children create an information page about Maya gods and religion. They must provide an introduction to the Maya religion, information about Maya gods and details about 3 gods.</p>	<p>Lesson Presentation</p> <p>Maya Gods Fact-File Activity Sheet</p>

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			<p>Silver: Children complete a fact-file about 2 gods, giving the following information: name, what they are the god of and any other features. They then make up their own Maya god and complete a drawing and description for it.</p> <p>Gold: Children complete a fact-file containing information on the name and meaning, appearance and other facts about 4 Maya gods</p> <p>Platinum: Children create an information page about Maya gods and religion. They must provide an introduction to the Maya religion, information about Maya gods and details about 3 gods.</p> <p>Maya Gods and Religion Quiz: Children read and respond in pairs to the 5 quiz questions to see what they have remembered and learnt during the lesson. (You may choose to complete this as an independent activity for assessment purposes). Discuss the answers with the children afterwards and address any misconceptions. Children can then think of their own 3 questions about Maya gods and religion.</p>		
History Maths	Communicate their knowledge and understanding	<p>Lesson 3</p> <p>To look at the Maya number system.</p>	<p>Lesson Presentation – Maya Number System</p> <p>The Maya and Numbers: Read the introduction about the Maya number system.</p> <p>Number Symbols: Read the information on this and the shells, sticks and pebbles slide. In pairs the children look at the Maya numbers and try to work out what the symbols represent and how they think the system works. Reveal the symbol values on the next slide and discuss what the children have found out using the questions given</p> <p>Maya Numbers: Read the Maya numbers on this and the following slides. Discuss and explain how the system works where/when necessary. The children could practise writing some of the numbers.</p> <p>Larger Numbers: In pairs the children have a go at working out what the larger Maya numbers are. Reveal the answers and check for understanding. Address any misconceptions. (This activity can be used to determine which activity sheet the children attempt. Look for children who grasp the concept easily and are comfortable working with the larger numbers to complete the 0-5080 activity sheet.)</p> <p>Main Activity:</p> <p>Silver: Children complete the 0-19 Maya Number System Activity Sheet.</p> <p>Gold: Children complete the 0-399 Maya Number System Activity Sheet.</p> <p>Platinum: Children read Larger Maya Numbers Activity Sheet then complete the 0-5080 Maya Number System Activity Sheet.</p> <p>Maya Calculations: Ask the children to read and solve the calculation shown. Then challenge them to use the numbers from their activity sheets to write 3 addition or subtraction calculations of their own for their</p>	<p>SEN:</p> <p>Silver: Children complete the 0-19 Maya Number System Activity Sheet.</p> <p>GDS:</p> <p>Platinum: Children read Larger Maya Numbers Activity Sheet then complete the 0-5080 Maya Number System Activity Sheet.</p>	<p>Lesson Presentation</p> <p>Maya Number system activity sheet (differentiated)</p>

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			partner to solve. The children can work out each other's calculations and check the answers together.		
History English – Writing English – Reading Comprehension	Communicate their knowledge and understanding	<u>Lesson 4</u> To explain what the Maya writing system consists of, how words are constructed and what codices are.	<p>Lesson Presentation: Maya writing</p> <p>Maya Writing: Ask the children in pairs to discuss what they already know about Maya writing and what they would like to find out. Share ideas as a whole class.</p> <p>Maya Writing Fact Hunt: Display the Maya Writing Fact Cards around the classroom or hall so they can be easily seen, Children work in <i>mixed ability pairs</i> to find and read the information on the fact cards in order to complete the Maya Writing Fact Hunt Activity Sheet. When children have finished establish the correct answers as a whole class and allow children to share their own favourite facts.</p> <p>Codices: Read the introduction and the following slide about the Maya writing system</p> <p>Maya Writing Comprehension: The children complete the differentiated Maya Writing Comprehension Activity Sheet.</p> <p>Maya Hieroglyphs: Read the information about hieroglyphs and ask the children to try and match the logograms to their meanings.</p> <p>Logograms: The children complete the Logograms Activity Sheet drawing some of their favourite logograms and writing their meanings. They can also design and write about their own logogram.</p> <p>Syllabograms: Read the information on this and the following slides about syllabograms and how to use them to write Maya words. In pairs children experiment with combining different syllabograms to write the Maya word for jaguar: b'alam.</p>	SEN: Differentiated Comprehension task.	<p>Maya writing fact cards</p> <p>Maya writing fact hunt activity sheet</p> <p>Logograms activity sheet</p> <p>Maya writing comprehension activity sheet.</p>
				GDS: Differentiated Comprehension task.	
History Geography Computing - iPads	<p>Recall, select and organise historical information</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<u>Lesson 5</u> To consider what we know about Chichen Itza and use the information to create an information page for tourists.	<p>Children to use iPads to research information about Chichen Itza.</p> <p>Children to create a thinking page with information about Chichen Itza – chn to think about how to arrange their thinking page (think about titles for each page)</p> <p>Children to then use information on thinking page to create an ADOBE SPARK PAGE/BOOK CREATOR on Chichen Itza. Show children how to use ADOBE SPARK PAGE/BOOK CREATOR to produce their information page.</p> <p>Children to work in mixed ability pairs when researching information.</p>	SEN: Mixed ability pairs - Research	IPADS Information Books
				GDS: Mixed ability pairs - Research	
History		<u>Lesson 6</u>	Lesson Presentation – Food	SEN:	Lesson Presentation

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DT (Food tech)	<p>Use evidence to build up a picture of a past event</p> <p>Make comparisons between different times in the past</p>	<p>To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p>	<p>Maya Food Anagrams: Introduce the topic to the children and ask them to work in groups to work out the anagrams for some Maya foods using the Maya Food Anagrams Activity Sheet. Feedback and discuss how/why they might have been eaten. Read the list of other Maya foods on the next slides about other foods. Ask children to create a Maya food inventory detailing the name of the foods, a picture and where possible (or through additional research) how the Maya people would have prepared and eaten it.</p> <p>Maize: Read the information about the significance of maize to the Maya people.</p> <p>Marvellous Maize! Children work in pairs to discuss the questions and think of all the reasons they can why maize was so important to the Maya people. Ask the children to feedback their ideas to the rest of the table and then to the class. Have children managed to recall all the relevant information?</p> <p>Chocoholics! Read the information about the significance of chocolate to the Maya people.</p> <p>Cool Cacao: Children work in pairs to discuss the questions and think of all the reasons they can about why chocolate was so important to the Maya people. The children feedback their ideas to the rest of the table and then to the class. Have children managed to recall all the relevant information?</p> <p>Corn Vs Chocolate: Use the differentiated Corn Vs Chocolate Activity Sheet. The children research the significance of these foods in more detail and decide which they think is more important. The activity concludes with a class debate. (The children could also be given the opportunity to make corn tortillas or hot chocolate using the traditional recipes provided and have a tasting session as part of the decision making process).</p> <p>Silver: Sort prepared statements and then use them to decide which food they think is most important.</p> <p>Gold: Research 5 reasons why corn is significant and 5 reasons why chocolate is significant. Use these to decide which they think is the most significant.</p> <p>Platinum: Research the significance of chocolate and corn and write a passage to describe the significance of one of the foods.</p>	<p>Sort prepared statements and then use them to decide which food they think is most important.</p>	<p>Maya Food Anagrams activity sheet</p> <p>Corn Vs Chocolate activity sheet</p>
				<p>GDS:</p> <p>Research the significance of chocolate and corn and write a passage to describe the significance of one of the foods.</p>	
History		<u>Lesson 7</u>	Lesson Presentation – Exploration and Discovery	SEN:	Copan Display Photopack

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	Study different aspects of different people - differences	To identify and use a range of evidence sources to help me understand more about the Maya civilisation.	<p>Understanding History: In pairs children discuss the following questions: How do we know about the history of our world? Who finds out? Where does the information come from? How accurate do you think our interpretation of the past is? How do we know about the Ancient Maya? As a whole class share and discuss responses. Address any misconceptions.</p> <p>Using Sources of Evidence: Read the information then children work in groups using the Using Sources of Evidence Activity Sheet to record as many different sources of evidence they can that could help us to understand more about the Maya.</p> <p>Parts of the Puzzle: Feedback children's ideas, looking at the examples of evidence on the next slide and helping children to identify primary and secondary sources</p> <p>Historical Picture Study: Give each child one of the 5 drawings Catherwood made in Copan from the Copan Display Photopack. Children answer the questions on the Historical Picture Study Activity Sheet then they carefully copy the drawing.</p> <p>Silver: Give children the drawing of the idol at Copan as they will already know some details about it from the Lesson Presentation. Children answer 5 questions about their picture</p> <p>Gold: Children answer 5 key questions about their picture</p> <p>Platinum: Children answer the 5 key questions about their picture plus 3 additional challenging questions</p> <p>More Maya Cities: Read the information about the exploration and discovery of other Maya cities. (You may wish to set your class the additional challenge of finding out about one of these cities.)</p>	Silver: Give children the drawing of the idol at Copan as they will already know some details about it from the Lesson Presentation. Children answer 5 questions about their picture	<p>Using sources of Evidence Activity Sheet</p> <p>Historical Picture Study Activity Sheet</p>
	Begin to identify primary and secondary sources			GDS:	
	Use evidence to build up a picture of a past event			Platinum: Children answer the 5 key questions about their picture plus 3 additional challenging questions	
	Select relevant sections of information				
	Examine causes and results between men and women, great events and the impact on people			SEN:	
				GDS:	