



Year: 6 Term: Autumn 2

## Key questions

How did the Maya influence Modern Mexico?

Why are the Maya considered an advanced civilisation?

## History

### Mayas

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.

Children will learn about the Maya civilisation and place it chronologically on a timeline; they will use this information to compare with what was happening in Britain at the same time.

The children will conduct a research based on their own questions about Maya civilisation. During this activity, they will make links with previous learning that took place (rainforests, Egyptians and Anglo Saxon civilisations).

### WWI

Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Children will write a non-chronological report about the life during WWI.

## Hola Mayas



Children will make links to the past using stories about Mayans in English. This will spark interest in the country of Mexico, how we know about Maya civilisation and why it is considered an advanced civilisation.

**Wow starters:** Play the Pik-a-Tok game during a PE lesson.

**Outcome:** Children will answer an enquiry question about how modern Mexico is influenced by Mayan culture.

## Science - Light

Recognise that light appears to travel in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Children will use their knowledge about the light to plan and carry out an investigation to help them explain how a size of a shadow can be changed.

## Art

Know how to use a range of e-resources to create art. Explain why different tools have been used to create art understand what a specific artist is trying to achieve in any given situation. Explain the style of art used and how it has been influenced by a famous artist.

Children will use their sketchbooks to collect ideas about famous portrait artists; use inspiration from Day of the Dead and other celebrations as well as inventions of Maya civilisation.

### Discrete subjects

**P.E** – Tag rugby

**Computing**- E safety and spreadsheet

**Reading**- skimming and scanning techniques. Retrieval of information quickly.

**Spelling** – Review of suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly, suffixes beginning with vowel letters to words.

**RE** – Vocation and Loving.

**CST:** : Me, My body, My health

**Maths** – fractions, percentages, formal written method of multiplication and short division.

### English

The children will be inspired by the books we read in class to write their own pieces of the text types listed below:

**Short story** – ending of a story incorporating dialogue.

**Information text** – non-chronological report about Maya's achievements.

**Discussion** – A debate followed by write-up which presents and evaluates the opinions of multiple different viewpoints.