

Topic: Magnificent Mayans & Bude**Term: Summer 1****Topic Length: 4 wks**

INTENT	Vision	Together we all discover, learn, grow and succeed									
	Values	W	A	R	M	T	H				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge					
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	<i>To find out about how the writing and Maths in the Mayan era were different to those we have today.</i>									
		Hook: Solving the Mayan code & experiencing a first school residential trip					Celebration - Sharing the learning outcome with children in Year 5.				
	Main Subjects	History					Bude				
	Key Performance Indicators	<ul style="list-style-type: none"> Learn the main periods of the Maya civilization and how its chronologically in comparison to other eras of history. Explain how the Maya civilization ended but Maya people still live in Mesoamerica. Look at examples of Maya writing and at logograms, asking: What can they tell us about Maya culture? Understand syllable glyphs of the Maya people and write/draw words using the glyphs. Gain insight into the Copan stairway and look at the hieroglyphs contained on it. Discuss the significance of the Copan stairway and the meaning of dynasty. Become familiar with the Dresden Code and its importance as evidence of Maya numerals. Work out what historical evidence tells us about the Maya. Assess the usefulness of different sources of evidence. 					<ul style="list-style-type: none"> Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills Attempt new physical outdoor adventurous activity challenges. Interact appropriately as part of group within a range of settings. Develop independence and self-reliance. Learn effective inter-personal skills Understand how it feels to attempt a new challenge and the sense of achievement from having a go and overcoming fears. 				
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Using a range of computing apps to revise Grammar, Punctuation, Spelling and Maths before the SATs in May.
PE	Play competitive games, modified where appropriate [for example, rounders], and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> • Develop the ability to choose where to hit/kick the ball away from fielders • Learn how to run tactically between posts. • Develop the skill of stopping a ball effectively and returning it to the most appropriate post quickly. • Suggest ways in which the team can improve tactics to improve their score or reduce the opposition score.
PSHE	Relationships <ul style="list-style-type: none"> • What is mental health? • My mental health • Love and loss • Power and control • Being online: real or fake



Key Objective Progression

Prior Knowledge	Year 6 – Magnificent Mayans	Future Learning
<p>Year 5 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain (The impact of the outbreak of war on the lives of children).</p> <p>Year 4 Study of the Ancient Greeks & Ancient Romans</p>	<p>History - Learn the main periods of the Maya civilization and how its chronologically in comparison to other eras of history.</p>	<p>KS3 know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>
<p>Year 5 – Examples of pyramids, pharaohs, mummification and defence. What do they indicate that the Egyptians were impressive?</p> <p>Year 5- Egyptian pharaohs line of succession.</p> <p>Year 4 – Roman leaders</p>	<p>History- Look at examples of Maya writing and at logograms, asking: What can they tell us about Maya culture?</p> <p>History - Become familiar with the Dresden Code and its importance as evidence of Maya numerals.</p> <p>History Discuss the significance of the Copan stairway and the meaning of dynasty.</p>	
<p>Year 5- Primary and secondary evidence of Ancient Egypt and World War 2.</p>	<p>History Work out what historical evidence tells us about the Maya. Assess the usefulness of different sources of evidence.</p>	
<p>KS3 -understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		