

Overall outcome

Children will create a 'mini museum' to share their learning with their class and, virtually, with those at home.

Hook: The children will be taken on a virtual journey through time and space to the ancient land of the Mayas. They will try to identify the purpose of a range of Mayan artefacts, giving justification for their answers. They will use the Mozaik3D app, children will explore the ancient city of Chichen Itza.

Curriculum areas that will be covered in stand-alone units during this topic:

RE- Faith in Action

Science: Living Things and their Habitats

French - 'At School'

Music - Charanga - Unit 1

Y6 Autumn 1: Medium Term Plan



Texts: The Explorer by Kathryn Rundell, The Lost City of Z by Greg Pizzoli

Key Vocabulary: The Amazon, survival, temple, monument, sacrifice, jungle, codices, pyramid, priest, calendar, Chichen Itza, Tikal, North America, artefacts,

Areas of learning (theme/subject)

Literacy, Geography, Art, DT, ICT

Resources

Online resources

See Literacy planning for detailed list.

Significant individuals

Sir Percy Fawcett, Frederick Catherwood, Hiram Bingham

Year 6: Why is exploration important? Part 1

GLOBAL GOALS: Responsible Consumption and Production, Life on Land

Curriculum

What will we learn?

Children will be able to:

Use a full range of design, experimentation, exploration alongside the work of others to develop their own work.

Make specific decisions about using different visual and tactile effects towards an end point.

Analyse and comment on their own and others' ideas, methods and approaches.

Refine their work, often with several adaptations, to move towards an end point.

Begin to understand significance

Make conclusions with evidence as to the most likely version of events

Interpret the past using a range of concepts and ideas

Suggest how human geography can cause changes to environments and the different views that people may hold

Creativity:

*How will we show we understand in multiple ways?
What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

Create timelines to show the heritage of the Mayan people.

Identify the locality of Mayan settlements.

Research the lives of the Mayan people and write recounts reflecting their everyday lives.

Research some of the Mayan settlements and create persuasive leaflets designed to attract visitors

Children will create Mayan portrait artefacts from clay

Children will research the Day of the Dead and will create Day of the Dead masks.

Children will select key information from their learning and create 'mini museums' which will be shared virtually with those at home at the end of Autumn term.

Connections

What are the connections to our curriculum past and present?

Connections to previous learning

Episodes of historical learning, ordering events on timelines.

Link to previous work looking at other historical explorers - for example, The Vikings.

Geographical locations such as the Rainforest.

Connections to Future learning

Study of Ernest Shackleton in Autumn 2

Compassion

What feelings to we wish to evoke?

By researching the lives of Mayan settlers, children will empathise with a way of life which is startlingly different to their own.

By learning about the Day of the Dead, they will understand and respect that different cultures follow different traditions from our own, when marking significant events such as the passing of a loved one.

'The Explorer' will cause children to empathise with the main characters of the novel as they struggle to survive an arduous experience.

They will appreciate that Explorers are not necessarily historical figures but that each and every one of us can be an explorer through our interactions with the world.

Community

What links can we develop 'Near and Far'?

We will connect with families at home to share our learning through our mini museum.