Mexico and the Mayans Year 5

Essential Knowledge

By the end of this unit children will know...

- Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.
- Describe and understand the similarities and differences between Mexico and the UK.
- Describe and understand the terms HUMAN and PHYSICAL geography.
- Use maps, atlases and globes to name and locate countries and cities of the world.
- Know where to place the Ancient civilization of the Mayans in time.
- Describe the legacy of the Ancient Mayan civilization.

Launch

Visits and experiences:
- Hold a Mexico day in school.
- Children wear colours of Mexican flag.
- Children prepare and taste Mexican food.
- Children to learn a Mexican dance.

Explore

Explore the Mayans
- Who were the Mayans?
- When did they live?
- Where did they live?
- What did they look like?
- Why did they disappear?

Energise

Energising session
- Design and make Mayan inspired masks and hats.
- Have a fashion show of Mayan designs in front of an invited audience.

Celebrate

Come and Share Afternoon
- Invite parents and carers into school for a celebration event (an assembly or exhibition):
- Year 5… present ‘Our learning on Mexico and the Mayans’
### Core Subjects: Links to theme

#### English
- Write a historical diary entry—'day in the life of…'
- Write their own version of a myth or legend.
- Write a newspaper article on Mayan sacrifice.
- Write a travel guide for visiting Mexico.

#### Mathematics
**Money**
- Children solve problems involving budgeting and money linked to holidaying in Mexico.

**Measurement**
- Calculate distances in kilometers.
- Solve problems involving time zones and GMT.

#### Science
- Investigate how materials are used to keep people cool in a hot country.

### Mexico and the Mayans Year 5: Theme Content

#### Personal Development

**Spiritual**
Children will have a sense of enjoyment and fascination in learning about themselves, others and the Ancient Mayan world.

**Moral**
Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues concerning the Ancient Mayans.

**Social**
Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.

**Cultural**
Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about Mexico and the Mayans.

#### Foundation Subjects

**History, Geography and Citizenship**

**History:**
- To research the Ancient civilisation of the Mayans (AD 900).
- To evaluate historical opinions as to why the Mayans ‘disappeared.’

**Geography:**
- Map Skills – Locating cities and countries of the world.
- Map Skills - Identify lines of latitude and longitude.
- Compare the UK and Mexico.

**Citizenship:**
- To learn about the systems and forms of government in Mexico.

**Art and Design and Design Technology**
- Design and make a Mayan inspired mask.
- Prepare and cook Mexican food.

**Music, Languages and Physical Education**
- Compose and perform music to accompany a Mayan ritual.
- Compose and perform their own Mayan dance.

**Computing**
- Use and search the internet effectively and safely.
### Core Subjects:

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<tr>
<th><strong>English</strong></th>
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<tbody>
<tr>
<td>• Distinguish between statements of fact and opinion.</td>
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<tr>
<td>• Retrieve, record and present information from non-fiction.</td>
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<tr>
<td>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</td>
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<tr>
<td>• Use further organisational and presentational devices to structure text and to guide the reader.</td>
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<tr>
<th><strong>Mathematics</strong></th>
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<td>• To solve problems by applying their mathematics to a variety of routine and non-routine problems.</td>
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<tr>
<td>• To break problems into a series of simpler steps.</td>
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<td>• Convert between different units of metric measure (e.g. gram and kilogram).</td>
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<td>• Solve problems involving converting between units of time.</td>
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<td>• 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.</td>
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<td>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</td>
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### Foundation Subjects

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<td>• Study a non-European society that provides a contrast with British history (Mayan civilization AD 900).</td>
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<td>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</td>
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<td>• Understand our knowledge of the past is constructed from a range of sources.</td>
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<td>• Develop a chronologically secure knowledge and understanding of British, local and world history.</td>
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<td>• Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied.</td>
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<tr>
<td>• Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones.</td>
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<td>• Describe and understand key aspects of physical and human geography.</td>
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<td>• To create sketchbooks to record their observations and use them to review and revisit ideas.</td>
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<td>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</td>
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<tr>
<td>• Understand and apply the principles of nutrition and learn how to cook.</td>
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<tr>
<td>• Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</td>
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<td>• Perform, listen to, review and evaluate music across a range of historical periods.</td>
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<td>• Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure).</td>
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<tr>
<td>• Perform dances using a range of movement patterns.</td>
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<td>• Apply and develop a range of skills and link them to make actions and sequences of movement.</td>
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<td>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</td>
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## Mexico and the Mayans Year 5: Assessment Opportunities/Tasks within Theme

### Core Subjects

**English**
- Children will use persuasive language in their—‘Visit Mexico’ poster.
- Children will write a diary entry which contains relevant historical information.
- Children will write a myth which is consistent with the Mayan legends.
- Children will write a newspaper article which contains relevant information about Mayan sacrifice.

**Mathematics**
- Children will identify and obtain necessary information to carry through a task and solve mathematical problems, e.g. recognise information that is important to solving the problem.
- Children will use their knowledge of time zones to work out journey times around the world.

**Science**
- Children will describe the differences between the properties of different materials.
- Children will use their knowledge of thermal conductors to plan an investigation on materials.

### Foundation Subjects

**History, Geography and Citizenship**
- Children will use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, to collect evidence about the past.
- Children give their own reasons why changes may have occurred, backed up by evidence they have researched.
- Children will use the contents and index pages of an atlas to find Mexico and other places quickly.
- Children will use their knowledge of lines of latitude and meridian of longitude to find and locate places.

**Art and Design and Design Technology**
- Children can explore ideas and collect visual and other information to help to develop their work - Mayan mask.
- Children will demonstrate that they work in a safe and hygienic way with food.

**Music, Languages and Physical Education**
- Children will create music, which reflects given intentions and uses notations as a support for performance.
- Children are creative and imaginative in composing their own dances.
- The dance created by children will match the mood of the accompanying music.

**Computing**
- Children will demonstrate that their understand how to search the internet safely.