

### In History, we are learning to:

- use evidence to reach conclusions about the lives of the Maya in the past and the present.
- recall and sequence key events from the history of the Ancient Maya.
- compare life of the Ancient Maya to Maya in modern times.
- know and understand why religion was important to the Maya.
- form and investigate my own line of enquiry.

## Year 6 - The curse of the Maya Information Letter

After unlocking and discussing the clues about the lost city of Tikal, the children will learn about the Mayan civilisation and start to compare this to life today. Throughout this project, in History, the children will sequence key events and will make links to different societies they have previously studied. The children will plan and investigate a line of enquiry and will be able to draw conclusions. During the project, in Design Technology, they will be designing a healthy tortilla, similar to those that Mayan people would have made. At the end of the project, the children will be preparing and publishing their historical enquiry and sharing this expert knowledge with children from across the school.

### In Design Technology, we are learning to:

- develop own design criteria highlighting the purpose and audience for the product.
- To generate, discuss and share ideas in pairs and produce a design to communicate ideas.
- To understand and apply the principles of a healthy and varied diet when writing my own recipe.
- Use proportions when cooking and display good hygienic practices.
- To evaluate ideas and products against my own design criteria.

### In English:

- Describing settings, character and atmosphere.
- Integrate dialogue in narratives, to advance the action.
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use paragraphs to organise ideas
- use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

### Project Vocabulary

*Please ensure your child learns these to encourage them to use them correctly in school.*

*Civilisation  
social  
pyramid  
temple  
conclusion  
evidence  
sequence  
Tikal  
Mesoamerica  
timeline  
glyphs  
codex  
culture  
similarities  
differences  
hierarchy  
society  
compare*

### Key information:

Home Learning  
Your child's home learning is due in by  
**Monday 16<sup>th</sup> December.**

Please see the attached Home Learning that has been written and explained to your child. We really value the support you show to your child with their home learning, in order for them to consolidate their independence and thinking skills. The home learning will be shared in the outcome.