



# The curse of the Maya

7 Weeks



## Rationale/Intent:

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, we will be immersing the children in History and we will build on key knowledge and skills from Year 5. The children will sequence key events and will make links to different societies they have previously studied. In addition to this, they will know about key events and be able to compare similarities and differences between topics and ideas. The children will plan and investigate a line of enquiry and will be able to draw conclusions. Throughout this project, the children will be immersed in Design Technology. The children will learn how to develop a design criteria for a healthy tortilla similar to those that Mayan people would have made. They will generate and discuss ideas with others and they will design a recipe, with the principles of a healthy diet. Within this project, the children will be showing the British values of individual liberty and mutual respect when discussing key events and comparing these to today.

## Hook:

Clues to discover the lost city of Tikal.

## Outcome

Mayan restaurant

## English

### Link text; Curse of the Mayans

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using Talk for Writing, to successfully achieve the main writing outcomes for the project.

### Main writing outcomes

Narrative - portal story. Character from the curse of the Mayans is transported to the city of Tikal.

Non fiction

Non chronological report on the city of Tikal.

Explanation text about Mayan games.

### Writing skills to cover

Narratives:

- 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.

Non- chronological reports and explanation texts:

- 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
- use verb tenses consistently and correctly throughout their writing

## Punctuation and Grammar

- relative clauses and pronouns
- Modal verbs to show possibility
- Different word classes in a sentence: verbs, nouns, adverb, adjectives, determiners, subject.
- Singular and plural nouns.

**Weekly free writes:** are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

## History

To use evidence to reach conclusions about the lives of the Maya in the past and the present. (NC - I can talk about why key events took place, including ordering depending on importance and make links between these events and others from another period.) (I can compare different interpretations within a society, independently and discuss how they are represented.)

To recall and sequence key events from the history of the Ancient Maya (NC- I can sequence (using chronology) different societies and peoples within and across KS2, using appropriate labels and dates and I can make links between the timelines of different societies covered in KS2.)

To understand the most important parts of the Mayan society and begin to make links to other societies. (NC - I can provide overviews of the most important features of different societies and events and will be able to make links to other societies.)

To compare life of the Ancient Maya to Maya in modern times. I can confidently explain how a historical aspect (person, place or event) were significant and discuss why some may no longer be important. NC - I can compare similarities and differences between topics and ideas, and make links between them. I will discuss if these were exceptional or commonplace.)

To know and understand why religion was important to the Maya. (NC - I can provide overviews of the most important features of different societies and events and will be able to make links to other societies.)

To form and investigate my own line of enquiry. (NC - I can independently plan and investigate a historical enquiry, making reference to appropriate evidence from different sources and I can draw appropriate conclusions, based on evidence, while discussing their reasons for selecting the enquiry).

2022- 2022 Y6 cohort and 2023- 2024 cohort will also cover the Ancient Egyptians.

## DT

To develop own design criteria highlighting the purpose and audience for the product. (NC - I can 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 (NC - I can generate, discuss and share ideas in pairs and I can produce a design to communicate ideas.)

To understand and apply the principles of a healthy and varied diet when writing my own recipe. (NC - I can understand and apply the principles of a healthy and varied diet and I can write their own recipe justifying their choices.)

Use proportions when cooking and display good hygienic practices. (NC - I can use proportions when cooking (e.g. doubling or halving amounts)

To discuss and understand the impact culture and society has on food choices. (NC - I can discuss and understand the impact culture and society has on food choices)

To evaluate ideas and products against my own design criteria (NC - I can evaluate ideas and products against my own design criteria)

## Science - discrete teaching

- recognise that light appears to travel in straight lines
- 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.

#### Visits and visitors-

#### Cultural capital;

RE - *Mayan Gods and Goddesses*

#### Home Learning-

Research Mayan food and design your own Mayan recipe.