

**Curriculum Year 4 Term 3 –The Mayans: How Societies Choose to Fail or Succeed**

	Curriculum	Local/ Context
History	<p><b>A non-European society that provides contrasts with British history - one study chosen from: Mayan civilization c. AD 900</b></p> <p>Famous Mayan leaders: Atuhualpa the sun god as portrayed in the Royal Hunt of the Sun (Peter Shaffer)</p>	<p>The End of the Maya- Jared Diamond Features of Mayan life- beliefs, art, culture Beliefs about volcanoes</p>
Geography	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>Identify the position latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Physical geography, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Location of Mayan Civilization</p> <p>Effect of Deforestation- on resources, food, water cycle</p>
Science	<p><b>Living Things:</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>States of Matter:</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Mayan Diet</p> <p>Types of teeth- effect of diet on teeth Food chains of Mexican habits- effects of deforestation</p> <p>Water cycle- effect of deforestation on evaporation rates.</p>

Design and Technology	<p><b>Food:</b> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Technical Knowledge:</b> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p>	Design and cook Mayan feast- nutritionally balanced meal.
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>Charcoal drawings</p> <p>Quick-print/Lino prints of Mayan Symbols</p> <p>Deciphering Mayan hieroglyphs on screens from actual temples and using clay to create our own versions of the events in our dramatisations of Mayan events.</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Violin and general musicianship lessons delivered by Norfolk Music Service</p> <p>Assembly music</p> <p>Summer Concert</p> <p>Using musical representations of ceremony in the calling up of the sun by the Mayan Sun God on earth</p>
PE	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics- including competitive system</p> <p>Outdoor and adventurous</p>
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>E Safety for internet use.</p> <p>Effective searches</p>

	<p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Cross Curricular: PowerPoint/Keynote, Excel Spreadsheet, Tables, Word documents</p>
Spanish	<p><b>By engaging with other languages, including, where appropriate, those used in their communities, children should:</b> 1. Look at the patterns, structures and origins of languages in order to understand how language works 2. Listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	<p>Spanish lessons – Early Start Spanish</p>
English	<p><b>Reading, Comprehension, Spelling, Handwriting</b> <b>Composition, Vocabulary, grammar and punctuation</b> <b>In writing children should:</b> 1. Learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>Writing in context: Narrative: The Canal, The Meeting Non chronological report Range of persuasive texts Diary</p>
Maths	<p><b>Breadth of learning:</b> During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> <li>• Practical activity, exploration and discussion</li> <li>• Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols</li> <li>• Estimating, drawing and measuring in a range of practical contexts</li> <li>• Drawing inferences from data in practical activities</li> <li>• Exploring and using a variety of resources and materials, including ICT</li> </ul> <p>Activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in context: Timelines Map work- coordinates, distances, conversions Weights and measures: metal weights in silver and gold</p>

<p>British Values and SMSC</p>	<ul style="list-style-type: none"> <li>• Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</li> <li>• Encourage respect for other people.</li> </ul>	<p>Debate and votes on relevant issues. Class elections</p> <p><b>Social:</b> Using drama to explore the life and times in the Mayan period.</p> <p><b>Moral:</b> The morality concerning how to deal with our enemies? Conquistador goals-right or wrong? Catholic Church conversion to Christianity of the local Mayan people-right or wrong?</p> <p><b>Spiritual:</b> The belief systems of the Mayan people and the art works they created to represent their deities.</p> <p><b>Cultural:</b> Current day interest in the Mayan history. How to portray them honestly without disrespect to their culture? Addressing the question: If we take burial artefacts away for analysis-as holders of modern people's rights to understand the past to learn lessons from them, do we have the right to take such actions now? How long over time do we give people their respect and rights?</p>
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