

**West Earlham Junior School Termly Planning  
Year 4 – Summer Term**

**STAGE 1 – PLANNING THE INQUIRY**

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<ul style="list-style-type: none"> <li>• See Curriculum Map</li> </ul>
2	Consider the aspects of the study that will interest you and the children.	Sacrifice, cannibalism, gold, beliefs – sun god, the sun, migration, deforestation, rivers, volcanoes, earthquakes, survival, food, threats, exploring, water cycle, links with Aztecs, European travellers, Spain (horses), Christianity, jungle animals
3	<u>Devise the Inquiry question(s)</u>	<ul style="list-style-type: none"> <li>➤ <b>To what lengths would you be prepared to go to learn (or discover) something new?</b></li> <li>➤ Where are the Mayans now?</li> <li>➤ Is it ever right to eat/kill another human? Animals?</li> <li>➤ IN THE EVENT OF EXTREMES what might we consider in order to survive?</li> <li>➤ What is worthy of our worship?</li> <li>➤ IS IT POSSIBLE TO BELIEVE IN SOMETHING WE CANNOT SEE?</li> <li>➤ How can we avoid conflicts happening when two societies/civilisations mix? Is there any evidence that the Spanish considered this in any way?</li> <li>➤ WHAT MOTIVATES PEOPLE TO MOVE AWAY FROM THEIR HOMES? Why do people migrate?</li> <li>➤ What would you need to survive?</li> <li>➤ What does it mean to survive?</li> <li>➤ What options do we have if we use the Mayan site? Perhaps the ancient voices from the past would have a view if they were able to be heard?</li> </ul>
4	What lines of investigation can be planned for to support inquiry questions?	<p>Eating habits</p> <p>Teeth records</p> <p>Survival techniques</p> <p>Objects of worship</p> <p>Mayan culture</p> <p>Travel methods</p> <p>Mayan mathematics</p> <p>Symbolic writing</p>

**STAGE 2 – CONTEXTS FOR LEARNING**

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5	<p>Invent the scenario:          In a nutshell-the children are leading an expedition through the jungle to guide archaeologists and scientists to an ancient Mayan site.</p>	<p><i>In the British Museum a note-book from a Spanish priest has been rediscovered. In it, the priest (Father Tomaso) describes a building of great significance to the Mayan people with a series of diagrams. A team of archaeologists have deciphered the diagrams and have a pretty good idea of its location from the notes provided by Fr Tomaso. The team of research scientists, lead by Dr Maria Gavril, want to excavate the building and the surrounding area in order to discover more about the reasons for the fall of the Mayan civilization. They do however need very skilled guides to travel with the research team who can deal with the range of duties and activities along the way.</i></p>
b	<p>Exploration of points of view:</p>	<p>Jungle guides – respect for the jungle and the environment, awareness of Mayan culture/traditions          Scientists – want to find out what happened to the Mayans,          Local government – wants to raise money to help local businesses/economy          Investor – wants to become rich          Native Mayans – don't want exposure – want to be left alone</p>
c	<p>Decide on actual events/key moments:          Scientist make contact with a commission to jungle guides for help          Preparation – research – what do we need to take? How will we get there?          Expedition begins          Reach Mayan site</p>	<p><i>The discovery of the note book in a pile of documents.          The construction of the commission by the scientists.          The consideration of the commission and the implications to the Guides.          Meeting with the scientists and Guides to decide any further questions needing considering.          Possible tensions to be introduced:</i></p> <ol style="list-style-type: none"> <li>1. <i>The ancient voices of the Mayan elders</i></li> <li>2. <i>Local Mayan people concerned with the global interest the search, if successful, might have on the local economy.</i></li> <li>3. <i>Getting sponsorship from Land Rover or Toyota for 4x4 vehicles.</i></li> <li>4. <i>Accommodation during the expedition (Tents)-sharing male female, toilet arrangements, use of chemicals to neutralise sewage and human waste.</i></li> <li>5. <i>Reporting of findings-who holds the rights? Mayans, Scientists, Guides?</i></li> <li>6. <i>Removal of any artefacts from the site.....use of helicopters, animal habitat disturbance considerations.</i></li> </ol>

d	Outcomes based on FICTION:	Diary/journal Create a map Jungle menu Newspaper report Letter back to British Embassy in Mexico Animal fact file / scientific journal Descriptive writing for new plant / animal Science investigations Instructions Mayan tales and mythology Poetry
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**STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS**

6	Create a list of possible activities centred on the context(s) bearing in mind the inquiry question(s):	<ol style="list-style-type: none"> <li>1. Survival skills – making shelters / tools D&amp;T</li> <li>2. Scientific investigations – water cycle, evaporation, insulation, water purification, miles per gallon, air pressure for tyres, fuel consumption and carrying fuel, pests and diseases in the jungle environment, antidotes and inoculations. Research into animal species and habitat conservation issues.</li> <li>3. Electricity – torches, battery life, renewable batteries, how they work, is it possible to recycle batteries, damage to environment if left to corrode.</li> <li>4. Creating positional documents regarding any debates between ‘investor’, Global Press, local government, native Mayan, scientist team, ancient Mayan voices represented through stone carvings.</li> <li>5. Location maps and ‘scale’ as well as close ups and distance views. Use Google Maps to illustrate the whereabouts of the ancient Maya and Aztecs for comparisons.</li> <li>6. Handle and Investigate replicas/original Mayan artefacts.</li> <li>7. Visit museums or collections of Mayan arts and artefacts.</li> <li>8. Charcoal drawings/sketches of symbols from depictions of times past constructed through dramatic representations.</li> <li>9. Trip – experiencing survival skills at somewhere like Sheringham Park</li> </ol>
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7	How do these integrate with any aspects of statutory curricula?	See separate document
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**STAGE 4 – PLANNING THE START**

9	Invent the first sequence of steps-in to introduce the children to the inquiry	Who? What? When? Where? Why?  Client – us as a Scientist asking for help to guide us through the jungle  Children - as jungle guides  Children given an aerial photo of a possible site – what could it be? Where could it be?
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Topic:

Session and Approximate Length:

Learning Intentions (main intentions in brief):

Resources/Preparation:

Session Outline: