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| **History Focus - Threshold Concepts** | **Y6 The Maya Civilisation** | **Art and Design - Threshold Concepts** |
| **History**  **Investigate and interpret the past**   * Use sources of evidence to deduce information about the past. * Seek out and analyse a wide range of evidence in order to justify claims about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Refine lines of enquiry as appropriate.   **Build and overview of world history**   * Describe the social, ethnic, cultural or religious diversity of past society. * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.   **Understand Chronology**   * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). * Use dates and terms accurately in describing events.   **Communicate Historically**   * Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy. * Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. * Use original ways to present information and ideas. | Enquiry Question:  ***Why should we remember the Maya?***  [The Hero Twins: Against The Lords Of Death (A Mayan Myth) (Graphic Myths  and Legends): Amazon.co.uk: Jolley Dan, Witt David: 9781580138925: Books](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.amazon.co.uk%2FHero-Twins-Against-Graphic-Paperback%2Fdp%2F1580138926&psig=AOvVaw3E-aD9obwJjBW4QkLrRsl_&ust=1635531586345000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCJi3-Yzc7fMCFQAAAAAdAAAAABAD)**Class Text** Themes: an exciting adventure story, a Mayan folktale detailing Based on an ancient Mayan Myth, this tale is of two brothers who discover they are destined to compete in a game called Poke a Poke with inhabitants of an underground city.  https://images-na.ssl-images-amazon.com/images/I/51FMDSBOrBL._SX332_BO1,204,203,200_.jpgCollins Primary History - The Maya Pupil Book  **Supporting Texts  The Maya** Packed with information, source materials, questions and activities, allowing children to explore, interpret and develop knowledge of the Mayan Civilisation  **Middle world** Links the Mayan folklore and traditions to a modern-day story focused on a young boy who rescues his parents from the Mayan underworld. **R.E**  Focus: **Theme:** Christmas **Concept:** Incarnation **Key Question:** How significant is it that Mary was Jesus’ mother? **Religion:** Christianity  **PSHE**:  Focus: (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique  **D&T**  Focus: Textiles. Master techniques and design processes. Understand and develop skills using textiles. Making pots in the style of the ancient Maya | **Exploring Art and Religion**  **Develop Ideas**   * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use a range of quality materials to enhance ideas. * Comment on artworks with a fluent grasp of visual language.   **Master Techniques**   * Sketch before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours and tones to enhance the mood. * Develop a personal style of painting, drawing upon ideas from other artists.   **Take inspiration from the greats**  Artist Spotlight El Greco   * Give details including own sketches about the style of some notable artists, artisans and designers. * Show how the work of those studied was influential in both society and to other artists * Create original pieces that show a range of influences and styles |
| **Science – Biology**  **To investigate living things and their habitats**   * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. * Describe the life process of reproduction in some plants and animals. * Describe how living things are classified into broad groups according to common observable characteristics. * Give reasons for classifying plants and animals based on specific characteristics. * Develop scientific enquiry skills * Carry out different forms of scientific enquiry | **Cross Curricular Opportunities**  **English:** speaking and listening; poetry; research skills, note-taking, non-chronological reports.  Extended Writing Process – Informal Letter, diary entry, narrative, character and setting descriptions  Mini Process – (Reading to writing) note taking, summaries, questioning and predictions.  **Maths:** calculations in different types of number systems  **Music:** percussion and wind instrument music in the style of the Maya  **Computing**: Digital literacy – Sketchup  **Geography:** impact of changes to the climate on a society  **P.E:** Striver: Gymnastics and body movements |