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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**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
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| **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  |