



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



*What will our historical footprint be?*

**Year 6 Summer 2**

## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Year Group:</b>	<b>What will our historical footprint be?</b>	<b>Term:</b> Summer 2
<b>Context:</b>		
<p>This final topic of Year 6 explores the achievements and a detailed record of key events of the Maya Civilisation. Children will begin this topic by looking at the other ancient civilisations they have studied and placing the Maya Civilisation within this timeline. They will explore the region of South America and investigate its physical features. Children will explore the key historical sites of the Maya Civilisation and identify the legacies still used in the world today. This will then be tied in to revisit the ancient civilisations previously studied and what their legacy is; this will then result in the children exploring what our legacy will be for future generations.</p>		
<b>Prior Learning (Direct Pathway)</b>		
<b>History – Constructing the past</b>		
To understand when the Maya civilisation was prominent and compare that with the dates of other ancient civilisations previously studied.		
<b>History – Significance of people</b>		
Investigate the drawings of Frederick Catherwood and discuss why photos were not taken when the hidden Maya cities were rediscovered. Link to work studied on the Victorian period		
<b>History – Change in and between periods</b>		
Discover what we still use today that was discovered by the Maya. Link to the legacy of the Ancient Egyptians, Year 3; Romans, Year 4 and the Ancient Greeks, Year 5.		
<b>Geography – Map and atlas work</b>		
Locate the Maya civilisation and compare the location with other ancient civilisations previously studied.		
<b>Geography – Human Features</b>		
An in-depth study of Chichen Itza. Compare with the pyramids, the Colosseum and the Parthenon		
<b>Geography – Diversity</b>		
Explore the Day of the Dead celebration and the use of sacrifice to show respect to the gods.		
<b>Geography – Human Processes</b>		
Consider why the Maya cities were lost in the jungles of South America and how the region went from being developed and prosperous to overgrown and unused by humans.		
<b>Geography – Physical Processes</b>		
Explore the cenotes (sinkholes) were formed and investigate why they were sacred to the Maya and essential for life.		
<b>Geography – Location</b>		
Use a range of media, including a virtual tour, to explore the region and its key characteristics.		
<b>Prior Learning (Indirect Pathway)</b>		
Links to RE – Why do some people believe god exists? Explore the gods of other ancient civilisations and identify similarities and differences.		

# Rose Wood Academy: Enquiry Driven Learning Overview

*A historical focus investigating the legacies of ancient civilisations. Revisit learning on the Ancient Greeks, Ancient Egyptians, The Roman Empire and The Vikings, paying particular attention to the legacies still used in modern society. An in-depth study of the Maya Civilisation, culminating in an understanding of the impact of ancient societies on life in modern Britain.*

*A geographical study into the location of ancient societies and the ways in which they were able to influence society in Modern Britain, such as invasion.*

## Enquiry Question

What will our historical footprint be?

## Content on Direct Pathway

Children will initially revisit the ancient civilisations they have already studied. They will then focus on the legacies they left behind for Modern Britain and create a display of the 'footprint' of each civilisation.

The children will then read The Hero Twins to introduce new learning about Mayan beliefs.

Following this, the children will learn about the Maya Civilisation. They will focus on their daily life, Gods worshipped, Chichen Itza and their culture. They will then look at how the Mayans have influenced life in Modern Britain and add their footprint to the class display.

The children could complete the topic by comparing the legacies and attempt to rank each ancient civilisation by their impact on modern society.

*We will use a range of media to research both the Maya Civilisation as well as revisiting previously taught civilisations to compare and contrast between them. Using the information we learn, we will create an information text, which will bring together all the GPS/writing skills learnt over the course of KS2.*

## Enquiry Outcomes

A class display showing the 'footprints' of the legacy left by ancient civilisations. This will end with the children creating their own footprint in history both as a nation and as an individual

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## Knowledge Narrative

The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica (Mexico, Guatemala, Honduras, El Salvador and Belize). This area is often referred to as Central America today. Mayan society was organised into city states. Each city has its own king who had complete control over his subjects. City states would often trade with each other but would also go to war frequently to try and gain power, wealth and glory for their city state.

Mayan society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were:

**1) King, 2) Nobles and Priests, 3) Palace Officials, 4) Craftsmen, 5) Farmers, 6) Labourers, 7) Slaves**

The Maya believed in hundreds of different nature gods who ruled people's lives and decisions. The lives of the Maya revolved around religion; they had many special ceremonies and rituals to honour the gods and ask for blessings. Cities had special temples where people went to worship and offer the gods gifts.

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<b><u>Year Group:</u> Year 6</b>	
<b>Title: What will our historical footprint be?</b>	<b>Key Focus : History</b>
<b>Project Enhancements:</b> Day of the Dead celebration	
<b><u>How can you help?</u></b>  At home, please could you continue to listen to your child read a minimum of three times a week. We would also like you to help your child to learn to tell the time and learn their times tables.  You could also: <ul style="list-style-type: none"><li>• Explore the work of Pablo Picasso</li><li>• Visit an art gallery</li><li>• Research how the Maya made hot chocolate and have a go yourself! Don't forget to send us a picture</li><li>• Research other famous portriat artists</li></ul>	

### **Music**

Charanga – Music and me (a series of units focusing on inspirational women working in music)/leavers' performance

### **Art**

Paintings: Detailed self-portraits inspired by Frida Kahlo looking at depictions of a range of facial expressions

### **Computing**

Coding: The use of arrays in coding, visualise data and coding concepts

## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: What will our historical footprint be?

Y6 Summer 2	<b>End point - The aim of this unit is for pupils to:</b> <ul style="list-style-type: none"><li>• To know the location of the Maya Civilisation and compare with other ancient civilisations</li><li>• To locate the countries that were once Meso-America</li><li>• To know why the geographical location of ancient civilisations was so important (e.g. access to water)</li></ul> <b>End of unit assessment task:</b> <ul style="list-style-type: none"><li>• Create a double page spread comparing and contrasting the locations of the different ancient civilisations.</li></ul>
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#### Links:

History: Ancient civilisations already studied (Egyptians, Greeks, Romans, Vikings)

#### Prior Learning:

##### Geography – Map and atlas work

Revisit the location of other ancient civilisations studied.

##### Geography – Human Features

Explore the human features of other ancient civilisations (e.g. pyramids) and compare with Maya architecture.




##### Geography – Diversity

What are the differences between ancient civilisations in Europe, Egypt and America?





##### Geography – Human Processes

Consider why the Ancient Egyptians settled along the river Nile, whereas the Maya did not settle along a river.

#### Key Aspects of the Unit:

	<b>Map and atlas work/Fieldwork and investigation</b>
	<b>Location</b>
	<b>Physical Features:</b> Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

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	<b>Human Features:</b> Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	<b>Physical Processes:</b> Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.
	<b>Human Processes</b> understand the processes that humans have developed across the globe including travel trade and economics.
	<b>Diversity:</b> To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.

### Key Knowledge:

- To know where Meso-America is located on a world map.
- To understand how the latitude, longitude and position in relation to the equator, all contribute to the climate and topography of Central and North America.
- Explore the cenotes (sinkholes) were formed and investigate why they were sacred to the Maya and essential for life.
- Consider why the Maya cities were lost in the jungles of South America and how the region went from being developed and prosperous to overgrown and unused by humans.
- To compare and contrast the different biomes where the ancient civilisations were located.

- What is the biome like?
- Where is this biome found?
- What is its climate?
- Which animals live there?
- Which plants live there?

### Geographical Skills:

#### Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the wider world
- Use/recognise atlas symbols

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- Confidently use a range of themed maps
- Internet map sites

### Vocabulary

biome	A natural area of vegetation and animals
climate	The general weather conditions that are typical
continent	A very large area of land that consists of many countries such as Europe
development	Where people change an environment to meet their needs.
tourist	A person who is visiting a place for pleasure and interest, especially when they are on holiday
sink hole	A cavity in the ground caused by water erosion
well	A hole in the ground to access liquid resources, usually water
rainforest	An area of tall trees with a high amount of rainfall
savannah	A grassy plain in tropical and subtropical regions with few trees
swamp	A type of wetland where trees are common
Tropical	Temperatures are warm or hot throughout the year
Subtropical	To have a climate which is warm and wet and often near tropical regions



## Rose Wood Academy: Enquiry Driven Learning Overview

### Spiritual

The study of the polytheistic beliefs of the Maya civilisation and comparisons with previous learning (Ancient Gods and Goddesses).

How does The Day of the Dead differ from Hallowe'en?

### Social

How does the societal hierarchy differ to that of, not only modern life, but also other ancient civilisations?

### Be kind and REAP the rewards

The Maya, and other ancient civilisations, had pride and .... For their beliefs. How and why do our beliefs differ today?

### Moral

Pok ta Pok – The winning captain was sacrificed to the gods. Do you think this is an appropriate reward, given what you know about Maya beliefs?

How do modern punishments compare to the punishments inflicted by ancient civilisations? Were ancient punishments ethical?

### Cultural

At Chichen Itza, for the summer solstice, a snake's body will appear at the side of the temple and join up with the head at the base. Why do you think that much effort went into creating this image? Link to how quickly buildings are erected in today's society.

## Rose Wood Academy: Enquiry Driven Learning Overview

### British Values through EDC

<b>Democracy</b>	<b>Each settlement had its own ruler and own 'laws'. Was this the best way to ensure democracy?</b>
<b>The Rule of Law</b>	<b>The Maya had strict laws. Crimes such as murder, arson and acts against the gods were punished with death, unless it was determined that the crime was an accident. If you broke a law, you would appear in court where local leaders would serve as a judge. Would your consequence be fair in this case, when you would be known by those making the decisions?</b>
<b>Individual Liberty</b>	<b>In the times of Ancient Maya, when the king appeared in public, he would have servants cover his face so that 'commoners' could not see him nor talk to him directly. When our most recent queen died, the new king personally met the everyday public and shook hands. Should individual kings/queens have the right to act as they choose or should there be an expectation to uphold?</b>
<b>Mutual Respect</b>	<b>Did differing settlements respect the rules of each other in terms of the rules of day to day living as well as for sport?</b>
<b>Tolerance of those of different faith and beliefs</b>	<b>The Ancient Maya would sometimes sacrifice their people as a punishment, and at other times, it would be considered an honour to be sacrificed to the gods. Which belief, if any, do you think is right?</b>