

NATIONAL CURRICULUM

Geography

Children will use maps, atlases and computer mapping to locate Mexico and countries around it. They will learn about the human and physical geography of Mexico.

Human and Physical Geography

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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

Geographical Skills & Enquiry

- Use maps, atlases, globes and digital/computer mapping.
- Use the eight compass directions to describe locations.
- Follow a route on a simple map.
- Draw a detailed map with symbols and a key.
- Use four figure grid references.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

Art & Design: Painting

Children create their own 'Day of the Dead' skull paintings.

- Use sketch books purposefully to develop and refine ideas and plan for a specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g. in painting they select and use different brushes for different purposes)



History

Children will learn about a non-European society that provides contrasts with British history -Mayan civilization c. AD 900

Historical Knowledge

- Know about significant events from the Mayan period (e.g. establishing cities, farming and deforestation, erosion and droughts)
- Know that Mayan cities had a similar layout to each other and what this looked like (laying their cities out in plaza groups: clusters of buildings around a central plaza)
- Know that Mayan cities were often found near trade routes and good farmland.
- Know Mayans were polytheists, believing in many nature gods or deities.
- Know priests were considered the most important people in the Mayan culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy.

D & T: Food

Children will prepare a traditional Mexican dish.

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



- Know Mayan merchants traded to many goods including salt, cotton, honey and jade.
- Know the Mayan calendar (Tzolkin) consisted of 260 days and 13 months
- Know the demise of the Mayan came about because of a mixture of deforestation, land erosion and drought.

Chronological understanding

- Understand common words and phrases relating to the passing of time.
- Use given timelines to place key events from within the period studied.

Historical enquiry

- Develop and adapt questions based on what they find and what they still need to know.
- Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).
- Use a number of sources to infer information about a specific aspect of the past.
- Understand sources can be sorted into two categories: primary and secondary.

SCHOOL KEY DRIVERS

Language	Possibilities	Diversity
<p>Geography grid, reference, cartographer, globe, North East, North West, South East, South West, observe, measure, record, present, satellite image, terrain, political map, physical map, climate map, topographic map, urban, relief, sea level, latitude, longitude, cardinal points, time zones. Estimate</p> <p>History chronology, 18th/19th/20th century, hypotheses, My conclusion is.., The evidence suggests, on one hand.. Archaeologist, architecture, Chichen Itza, chronology, circa, civilization, climate, continent,</p>	<p>Living abroad Working in a Mexican Restaurant Spanish languages teacher - learning Spanish words</p>	<p>Children could learn Spanish</p> 

<i>deforestation, deities, demise, drought, economy, erosion, fertile, hierarchy, indigenous, Mayan, merchant, Mesoamerica, plaza, polytheists, society, trade.</i>		
---	--	--

<i>Suggested literacy links</i>	<i>Suggested maths links</i>
<i>Children to write instructions how to make a Mexican meal Children to write stories from other cultures</i>	<i>Costings of their Mexican meal</i>