

Spring Term Year 6

All subjects are directly linked to the National Curriculum's programmes of study.

Magnificent Mayans

	History\Geography	Science	ART/DT	RE
<p><i>National Curriculum objectives and coverage</i></p> <p>Enrichment Activities</p> <p>Virtual visit to a Mayan city</p> <p>Observation of heart dissection</p>	<p>A non-European society that provides contrasts with British history. Mayan civilization AD 900</p> <p>Geography</p> <p>Subject Endpoints</p> <p>Skills Locate key Ancient Mayan cities on a map. Identify the key physical and human characteristics of the Mayan landscape. Identify the 8 compass points and explain/identify points on a map.</p> <p>Knowledge To be able to explain what natural resources the Mayans used. Explain why the Mayans chose to settle where they did. Describe how the Mayans used the land and how the land is now used today. Describe the Mayan settlements. Explain the type of biome that the Mayans lived in and compare to our own.</p> <p>History</p> <p>Subject Endpoints</p> <p>Skills Place key events, people and changes during the Mayan civilisation. Develop the appropriate use of historical terms. Sympathise with the ideas, beliefs, attitudes and experiences of the Mayan civilisation. To be able to communicate my knowledge and understanding in a variety of ways. To make connections and draw contrasts.</p> <p>Knowledge To be able to answer questions about the Mayans using information gathered. Understand the cultural diversities of the Mayan civilisation. To be able to describe and make links between events during the Mayan period. To know the knowledge from the past about the Mayans can be constructed from a range of sources. Note connections, contrasts and trends over time. To recall, select and organise information. Interpret features of periods and societies in the past. Understand the social, cultural, religious and ethnic diversities of the past.</p>	<p>Animals including humans</p> <p>The human circulatory system</p> <p>Subject Endpoints</p> <p>Skills Working scientifically Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. Draw conclusions based in their data and observations; Use their scientific knowledge and understanding to explain their findings. use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas</p> <p>Knowledge To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies may function. Describe the ways in which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>DT Global Food (Food and Nutrition)</p> <p>Subject Endpoints</p> <p>Skills Select from and use a range of tools and equipment. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge To say where in the world ingredients come from. Explain that diets around the world are based on similar food groups. To be able to cook rice. Demonstrate a range of food skills and techniques. Demonstrate a range of basic and advanced food skills and cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Religions: Hinduism and Islam</p> <p>Subject Endpoints</p> <p>Skills Pupils understand the impact of religion on a believer e.g. Hindus and ahimsa/Muslims and Zakat Pupils consider their own beliefs about how they should live their lives and why Pupils understand the impact humans have on the world around them</p> <p>Knowledge Pupils understand what Muslims and Hindus believe about God and how they should live Pupils create a poster showing the importance of taking care of the Earth</p>