

Maya UKS2 Year A		
Curriculum Area	Learning Objectives	Example Tasks
English	Write mystery story Write presentation in note form	
Geography	<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p> <p>Identify position and importance of latitude, longitude, Equator, northern and Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic/Antarctic and time zones.</p> <p>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and processes which lead to change. They show some understanding of the links between places, people and environments.</p> <p>UK, Europe and North or South America</p> <p>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</p>	<p>Recap during first lesson (refer back to N America/Mountains work)</p> <p>Investigate Central America – see plans</p> <p>World orienteering day</p>

	<p>Use 8 points of a compass</p> <p>Use 6 figure grid references-</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity, trade links, distribution of natural resources including energy, minerals and water.</p>	
History	<p>Links to UKS2 Vikings topic</p> <p>Children should be taught the UKS2 Chronology and Historical Enquiry threads of learning and the following concept related skill(s):</p> <ul style="list-style-type: none"> ● Discern how and why contrasting arguments and interpretations of the past have been constructed ● Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies ● Consider/explain the significance of events, people and developments in their context and in the present. 	<p>Enquiry questions-</p> <p>How was life different in central America compared to Britain?</p> <p>Why did the Maya abandon their cities?</p> <p>How do we know about the Maya?</p> <p>Children handle and discuss a selection of Maya artefacts.</p> <p>Build scale timeline and place significant events.</p>
RE	<p>Explore Mayan ideas about gods and make connections/ identify differences between these and the beliefs of the religions you have already learnt about. Think about how religious beliefs impacted on the daily life of the</p>	<p>Core Question: How did the Ancient Maya make sense of the world?</p> <p>Look at the Maya representation of the world. Create a representation of this in the booklet. Label. How is their</p>

	Mayan people.	understanding affected by what they see around them. Learn the Maya creation story. Explore Mayan ideas about Gods. Learn how their daily life was affected by the calendar.
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