



Impact

By the end of this unit children will...

Know that the fruits of the earth belong to everyone and should be shared fairly. This is the meaning of the principle 'the common good'.

Pupils will reflect on the historical impact of the Maya civilization; how the Maya people lived and the impact they have had on the modern world. During this topic, pupils will explore how the Maya people worked as a community towards and against the common good, and compare this to other early civilizations studied in KS2, to decide what their response is to our big question, "Were early civilizations life-changing or life-threatening?"

Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" *Pope Francis*. As we work through this unit of work, children will learn how the actions of people of the past impacted on their own societies and on the world today. They will explore how we can learn from this and use those actions to empower our actions today.

Building the Kingdom

Big Question

Were early civilizations life-changing or life-threatening?

Further questions to explore:

What brings and keeps people together?

To what and to whom do we belong?

Catholic Social Teaching

Solidarity and The Common Good

Solidarity recognises us all as one global family, working together towards the common good. To making our society, our world a better place to live. "You are not making a gift of your possessions to the poor person. You are handing over to them what is theirs."

Saint Ambrose (340-397 AD)

Were early civilisations life changing or life threatening? Y6: Knowledge and Skills

Core Subjects

English

Throughout the year pupils will:

- Plan and draft their writing, identifying the audience and purpose for writing
- Proof read and edit their work by making changes to grammar, vocabulary and punctuation.

During this topic, pupils will write a...

Set of instructions as they show the steps needed to make a Maya death mask

- Ensure consistent and correct use of tense.

Mythical story as they re-tell the Maya creation story.

- Describe settings, characters and atmosphere; integrate dialogue.

Spelling: Continue to distinguish between homophones and other words which are often confused.

SPaG focus: Using brackets, commas and dashes to indicate parenthesis; colons to introduce lists; bullet points; expanded noun phrases.

Science

Electricity

Pupils will be able to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Foundation Subjects

History and Geography

Pupils will study a non-European society that provides contrasts with British history –Maya civilization c. AD 900.

Historical knowledge

- Choose reliable sources of information to find out about the past; make links between some of the features of past societies (e.g religion, food).
- Describe how some of the things studied from the past affect/influence life today

Organisation and communication

- Present information in an organised and structured way; make accurate use of specific dates; plan and present a self-directed project or research.

Chronological skill

- Understand how some historical events occurred concurrently in different location

Art and Design and Design Technology

Through art and DT, pupils will be designing and creating Maya death masks.

Art: Form

- Make imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings.

D.T: Make

- select and use a wider range of materials and components, including construction materials and textiles

Music

Pupils will improvise and compose music for a range of purposes using the inter-related dimensions of music.

Computing

Making School Leavers Book Create a school leaver's book to include text and images of school life

Were early civilisations life changing or life threatening? Y6: Knowledge and Skills

Core Subjects

Maths

Position and direction.

- Describe positions on the full coordinate grid (All four quadrants.)
- Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axis.

RE

Belonging to the church community.

This unit is designed to develop children's knowledge and understanding of the foundations of the life and the teaching of the Catholic Church being rooted in the teachings of the Apostles. They will learn about the role of the Pope and local Bishop in the life of the universal and local church. They will also explore the life of the local parish community where the faith of God is nourished and celebrated. Children will know:

- That there is a direct link between the teaching of the Apostles, the role of the Pope, Bishop and the local parish.
- That the Church is a universal Church and that the local parish is founded upon the faith of the apostles and the universal Church.

Foundation Subjects

P.E.

Athletics

- Develop flexibility, strength, technique control and balance

Dance

- Perform dances using a range of movement patterns

Peacemakers

Summer 1:

Peaceful Mind and Body

Meditation

VE day anniversary

PE- Peaceful bodies

Mental Health Awareness Week