



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 begin the topic by exploring the first civilizations and understanding what they had in common with each other. 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

During this topic, pupils will write a...

Mythical story as they rewrite a Maya myth, inspired by Rainplayer by David Wisniewski.

- Describe settings, characters and atmosphere; integrate dialogue.

SPaG focus: Using brackets, commas and dashes to indicate parenthesis; colons to introduce lists; expanded noun phrases; punctuation to mark boundaries (colon, semi-colon, dash).

Spelling: Words with the /f/ sound spelled 'ph'; words with origins in other countries and languages; words with unstressed vowel sounds; words with 'cial' /shul/ after a vowel.

In **Guided Reading**, pupils will be reading *The Lion Above the Door* by Onjali Q. Rauf, exploring the text through VIPERS (vocabulary, inference, prediction, explanation, retrieval, summaries and sequences).

Science

Evolution and inheritance

In this unit, pupils will be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

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

During this half term, children will be:

- Continuing to develop basic skills on a melodic instrument (tin whistle) and an un-tuned percussion instrument (bodhran)
- Use musical vocabulary when describing and evaluating the features of a piece of music.
- Composing a piece of music from a given stimulus.
- Developing melodies using rhythmic variation, and changes in dynamics, pitch and texture.

Computing

Web page creation

Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Core Subjects

Maths

Area, perimeter and volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it's possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units.

Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

RE

Lent

In this unit of work, children will be given some opportunities to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities; examine the teaching of Jesus about these things and think about why they might be important for Christians today; they will also explore the Church's teachings on the forgiveness of God through the Sacrament of Reconciliation.

Holy Week

In this unit, children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross; they will find out some reasons why Christians have described the death of Jesus as a sacrifice.

Foundation Subjects

P.E.

Indoor PE: Gymnastics

During this unit, children will perform increasingly complex sequences; combine own ideas with others to build sequences; compose and practise actions and relate to music and show a desire to improve competency across a broad range of gymnastics actions.

Outdoor PE: Netball

During this unit, children will choose and implement a range of strategies to attack and defend; perform a wider range of more complex skills and recognise and describe good performances.

Swimming

Children will have a series of swimming lessons after being assessed for their current level of swimming.

Peacemakers

Peaceful Behaviours and Actions

During Peacemaker sessions, children will be discussing:

- International Women's Day
- Safeguarding
- What is conflict?
- Mother's Day.