

Y6 – Sum 1 - Were early civilizations life changing or life threatening?



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 lifethreatening?

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)

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Core Subjects

Religious Education

Easter

- Know the story of the appearance of the Risen Christ to Thomas.
- Identify some of his thoughts and feelings.
- Know that Christians believe in the promise of eternal life and will be able to identify some symbols used in a Baptismal and funeral liturgy.
- Understand that Baptism and a Christian funeral liturgy both recall in a special way the death and Resurrection of Christ and the promise of eternal life.

Pentecost

- Know the two stories from the New Testament about the coming of the Holy Spirit and be able to compare and contrast them.
- Understand why wind, fire and breath are important symbols of the Holy Spirit.
- Have a great appreciation of the importance of the Gifts and Fruits of the Holy Spirit and will be able to demonstrate in many ways their presence and importance in the lives of Christians.

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.

Recap on previous areas of the curriculum through problem solving activities.

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.

Science

Evolution and inheritance

Pupils will be able to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth
- 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.

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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

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

Computing

3D Modelling:

Pupils will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

Music

Pop Art:

Children explore the musical concept of theme and variations and discover how rhythms can be 'translated' onto different instruments, including body percussion, inspired by artwork from the Pop Art era.

Physical Education

Outdoor Athletics

- develop their existing running, jumping and throwing skills.
- run for speed and endurance as well as learning the technique for the standing vertical jump.
- throw the discus (the fling throw), the one-handed pull throw (javelin) and the one-handed push throw (shot-put).

Kwik Cricket

- develop their batting, bowling and fielding skills.

PHSE

Pupils will continue to follow the ten:ten objectives for PSHE including building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.