

Hola Mexico!



Year Group: 5/6

Cycle A

History <ul style="list-style-type: none">• A non-European society that provides contrast with British history - Mayan civilization c. AD 900	Geography Climate/Environment <ul style="list-style-type: none">• Human and physical geography of Mexico• Maps, atlases and globes• Geographical similarities and differences
Computing <ul style="list-style-type: none">• Handling Data	
Art and Design: <ul style="list-style-type: none">• Drawing and/or painting – Self-portraits (charcoal if drawn)• Artist Knowledge – Frida Kahlo	Climate/Environment <ul style="list-style-type: none">• Impact of climate change on Mexico; temperatures, availability of drinking water and growth of crops

History

National Curriculum: Pupils should be taught about:

- A non-European society that provides contrast with British history

Key Lines of Enquiry: Mayan civilization c. AD 900

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Who the Maya were, where they lived
- What life was like for the ancient Mayans
- What remains of ancient Mayan civilization are still in existence today
- What happened to the ancient Mayans and possible causes for their decline
- Leisure for the Ancient Mayans
- The importance of farming
- Ancient Mayan religion

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Key Vocabulary

Tier 1	Tier 2		Tier 3
	Ancient Civilisation Religion Ruins Remains Leisure	Farming Agriculture Conquest Discrimination Traditions	Maya Mesoamerica

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs", "Primary", and "School" are stacked vertically in a large, light blue, sans-serif font. The word "Firs" is the largest, followed by "Primary" and then "School". A thin yellow horizontal line is positioned below the word "School".			

Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Drawing – Self portraits (charcoal) and/or Painting – Self portraits (to contrast with whichever medium chosen for A Child's War)
- Artist Knowledge – Frida Kahlo

Age Related Subject Skills (Progression Guidance):

Year 5

Artist Knowledge

- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches

Drawing

- Work in a sustained and independent way to create a detailed drawing.
- Develop a key element of their work: line, tone, pattern, texture.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

Painting

- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast and mixed media.

Developing Ideas (Sketch Books)

Year 6

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.

Drawing

- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
- Develop an awareness of composition, scale and proportion in their paintings.

Painting

- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.
- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Understanding which works well in their work and why.

Developing Ideas (Sketch Books)

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.
- Use the sketch book to plan how to join parts of the sculpture.

- Use sketchbooks Plan a sculpture through drawing and other preparatory work.
- Use the sketch book to plan how to join parts of the sculpture.
- Keep notes which consider how a piece of work may be developed further
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Adapt work as and when necessary and explain why.

- Annotate work in sketchbook.

Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Drawing

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

Painting

- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Start to develop a painting from a drawing.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complimentary colours.
- Mix colour, shades and tones with increasing confidence.
- Work in the style of a selected artist (not copying).

Developing Ideas (Sketch Books)

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Forever Firs children working at ARE in Year 6 should already be able to:

- See Year 5 progression statements above.

Key Vocabulary

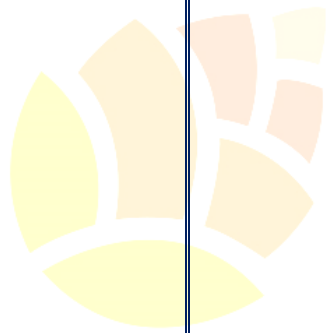
Artist Knowledge	Drawing	Painting	Developing Ideas (Sketch Books)
Like, dislike, describe, similarities, differences, links	pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk	Lightening, darkening, light, dark	Record, sketch book, plan, develop

<p>Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop</p> <p>Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review</p> <p>Approaches, styles, movements</p>	<p>hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation</p> <p>Intricate patterns/marks Media, grade, tone, line, colour Facial expression Third dimension, perspective Technique, texture Reflection, movement</p> <p>Tonal contrast, mixed media Simple perspective, focal point, horizon line Composition, scale, proportion</p>	<p>Primary colours – red, blue, yellow Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture</p> <p>Colour wash, thickened paint, textural effect Complimentary colours Background, colour blocking</p> <p>Atmosphere, light effect, tonal contrast, mixed media</p>	<p>Colour mixing, colour wheel, colour spectrum Texture, pattern</p> <p>Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose</p> <p>Preparatory</p>
--	--	--	--



Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Firs
Primary
School

Geography

National Curriculum: Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Key Lines of Enquiry:

- Children will use atlases/maps/globes to locate North and South America and the border between them, Mexico and the regions within it, including the area in which the ancient Maya used to inhabit
- They will contrast geographical similarities and differences between modern day Mexico and England
- Children will compare aspects of human and physical geography in these two locations

Curriculum Intentions (Key Knowledge to be learned):

- That Mexico, geographically speaking, is located in North America, however it's history and culture have much in common with many South American countries (e.g. language and religion).
- Mexico has two coasts (Pacific Ocean, Gulf of Mexico and Caribbean Sea) and is bordered by the United States to the north, and Belize and Guatemala to the south
- It is largely mountainous but the north of the country is mostly desert and the south, which is close to the equator, has a tropical climate and is covered by rainforest
- The capital of Mexico is Mexico City
- The United States is Mexico's main trading partner
- Mexico has many natural resources including; gold, silver, copper, lead, natural gas and petroleum – the mineral industry generates a lot of money for the country
- Around 55% of Mexico is used for agriculture and Mexico imports around 45% of the food it consumes
- England is located within Europe and its capital city is London
- England is surrounded by coastline to the east (North Sea), south (English Channel) and west (Irish Sea), while its northern side borders Scotland
- England has a temperate climate, which means it is warm and wet in summer and cool and wet in winter.
- The EU is England's main trade partner and being a member of the EU allowed England to trade freely with 27 other countries in the EU; Brexit (England's exit from the EU) will impact on this and trade deals are still being negotiated.
- England has relatively few mineral resources but has large deposits of non-renewable resources like coal and iron ore. Natural gas and oil are also drilled for in the North Sea. Due to concerns about climate change, and competition from cheaper production of iron ore in other countries, mining and exporting of coal and steel have reduced rapidly since the 1970s. This has had a significant economic impact on industrial areas in the north of England.
- Agriculture uses around 70% of the UK's land, but the UK only produces around 60% of the food it consumes.

Climate/Environment Link:

- Impact of climate change on Mexico including average temperatures, availability of drinking water and growth of crops.

<https://www.climaterealityproject.org/blog/how-climate-change-affecting-mexico>

Age Related Subject Skills (Progression Guidance):

Year 5

Using maps

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

Map knowledge

- Locate the world's countries, focus on North & South America

Year 6

Using maps

- Follow a short route on an OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Map knowledge

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps

<ul style="list-style-type: none"> Identify the position and significance of lines of longitude & latitude <p><u>Making maps</u></p> <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly 	<ul style="list-style-type: none"> Draw plans of increasing complexity Begin to use and recognise atlas symbols
---	---

Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Forever Firs children in Year 6 working at ARE should already be able to:

- See Year 5 progression guidance above

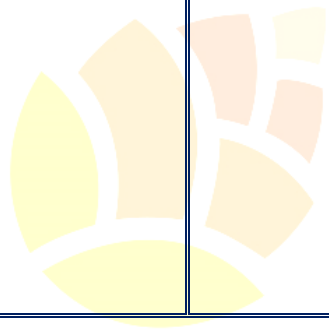
Key Vocabulary

Tier 1	Tier 2	Tier 3	
Map Food Water	Countries Similarities Differences Region Energy Minerals	Europe North and South America Climate zones Biomes Vegetation belts Settlement Land use	Economic activity Trade links Natural resources Digital/computer mapping Human and Physical geography Atlas Globe

— School —

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Firs

Primary
— School —

Computing

National Curriculum:

- select, use and combine a variety of software (including internet services) 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

Computing Strand: Handling Data

Topic Links: To use Excel to create a spreadsheet that reflects the climate of Mexico compared to the UK

Age Related Subject Skills (Progression Guidance - DDAT):

- Modelling:* Pupils learn how to use a spreadsheet to model data
- Working with data:* Pupils learn to search, sort and graph information

Upper Key Stage 2

- | | |
|---|---|
| <ul style="list-style-type: none"> Understand cells in a spreadsheet to enter formulae for the four operations (+-x/) into a spreadsheet to use 'SUM' to calculate the total of a set of numbers in a range of cells | <ul style="list-style-type: none"> To create a table in Excel To create a line graph from a table in Excel To edit the format of a graph in Excel e.g. colour sets To change formats of text and borders in Excel |
|---|---|

Other Key Areas of Learning:

- Create an information table about characteristics of pupils in their class e.g. hair colour, eye colour, home language etc
- Use the table to sort and filter the information collected
- Compare data linked to the topic (e.g. creating a table to compare human and physical aspects of geography in Mexico and England or rising temperatures in Mexico over time).
- Create a bar and/or line graph to represent the data collected as appropriate

Prior Learning

Forever Firs children working at ARE should already be able to:

No prior knowledge of spreadsheets in computing

Maths Prior Learning:

- Pupils learn to create and use a pictogram (KS1)
- Pupils learn to search, sort and graph information (L KS2)

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Colour		Sort	Column	Excel	
Similar		Filter	Row	Spreadsheet	
Different		Data	Border	Tab	
Same		Information	Format	Bar Chart	
More		Compare	Font	Line Graph	
Less		Similar	Table	Software	
Fewer		Different	Collect		
		Menu	Analyse		
		Title	Present		
		Heading	Evaluate		

Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the word "Firs" is written in a large, light blue, sans-serif font. Below "Firs", the word "Primary" is written in a smaller, light blue, sans-serif font. At the bottom, the word "School" is written in a light blue, sans-serif font, flanked by two short horizontal yellow bars.			