



Ambition - Community - Equality



ELMS FARM PRIMARY SCHOOL CURRICULUM

<b>Topic: Mexico and the Maya: what has been their impact on Birmingham?</b>	
<b>Year Group: 6</b>	<b>Term: Autumn 1 and 2</b>
<b>Ambition:</b> To learn about places in other continents that they could choose to visit later in life To learn about local jobs linked to the wider world	
<b>Community:</b> To learn about other communities other than their own and notice similarities and differences To learn about how the wider world contributes to the local economy and job possibilities	
<b>Equality:</b> To learn about other cultures and beliefs that may differ from our own	

### Links to Prior Learning

Y5 – Location of North American countries	Y5 – knowledge of ancient communities (Ancient Egypt)	Y4 – study of America	
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### Writing Opportunities Through Topic Lessons

Information text: food and lifestyle in Mexico	<b>Independent hot task - Community - Newspaper report: Day of the Dead</b>	Write a report about the impact the Maya Civilisation had on Birmingham	
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### Key Texts

Holes Louis Sacher	Myths and Legends The Hero Twins	The Chocolate Tree Linda Lowrey	Chocolate Cake Michael Rosen
Rain Player David Wisniewski	Mayan Folk Tales James Sexton		

### Vocabulary

<p><b>Geography</b></p> <p>landscape, rainfall, temperature, sunlight, cities, airports, rivers, mountain range, desert, vegetation, climate, trade, export, economic activity, distribution of natural resources, iron, lead, zinc, gold, silver, copper, minerals, Prime Meridian, time zone, East, West, longitude, latitude, trade links, Prime meridian, time zone, average, 6 figure grid reference, county, river, railway, port, city, town, village, hamlet</p>	<p><b>Computing</b></p> <p>A1 - Spreadsheet, cell reference, data item, formatting cells, formulas</p> <p>A2 - Variables, simulation, 'use-modify-create' model, letters (strings), event</p>	<p><b>Art</b></p> <p>Tehuana, indigenous culture, self-portrait, surrealism, symbolism, symbolic, realism, naïve, folk art, combine, influence, decoration, disguise, ceremony</p>
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**History**  
civilisation, AD, BC, archaeology, trade, pyramids, hieroglyph, maths, calendar

**DT – Food**  
food processor, processed food, fresh foods, avocado, chili con carne, electric hand blender

**Projects**

**Art project:**  
Exploration of Frida Kahlo’s work  
Drawing and Sculpture  
3D ‘Day of the dead’ masks.

**A1 - Computing project:**  
Teach Computing  
Introduction to Spreadsheets

**A2 - Teach Computing**  
Programming A – Variables in Games  
Geography  
Design a game in the context of Mexico

**DT – Food**  
Snack – Quesadilla

**Concrete Knowledge**

**Geography**

- Know what is exported and imported between the UK and Mexico trade links map
- Know the key features of a desert biome
- Know key similarities and differences between the Mexico City and Snowdonia including climate (rainfall and temperature), economy including tourism, land- use and human/physical features
- Know the names of at least 4 North American countries and 4 North American major cities

**History**

- Know about Maya life (Who were the Ancient Maya? What did the Ancient Maya achieve?)
- Know why the Maya empire grew
- Know how the Maya Civilisation influenced trade in the wider world (What is the link between Ancient Maya and Cadbury’s in Birmingham?)
- Know why most of the Mayan civilisation ‘disappeared’ around 900AD

**Art**

- Know which media to use to create maximum impact
- Explain the style of art used and how it has been influenced by a famous artist (Kahlo)
- Understand what a specific artist is trying to achieve in any given situation (Kahlo)

**D&T**

- Know where and how a variety of ingredients are processed (double page spread in Topic books)

**Aut 1 -D&T – Food**

- Know the names of the ingredients and where it comes from (avocado, kidney beans, cumin)
- Know the difference between fresh and processed food
- Know what a food processor is (hand blender)

**Aut 2 D&T Food**

- Know the names of the ingredients and where it comes from (tortilla bread, mushrooms, mozzarella, Cajun)
- Know where quesadilla originates from



## Skill Progression

### Geography

- I can use physical/landscape/digital OS maps to compare the physical/human features of Mexico City and Snowdonia
- I can write the coordinates of a place using the lines of longitude and latitude (Mexico City and other Mexican cities)
- I can locate and label the places that I am studying on a map (world deserts including Chihuahuan Desert and a map of Mexico including Mexico City and other major cities in Mexico)
- I can use research to find out key geographical information about a place that I am studying:
  - climate (rainfall and temperature)
  - economy including tourism
  - land use
  - human/physical features
  - natural materials produced in Mexico (iron, lead, zinc, gold, silver, copper and other minerals)
  - Trade links with the UK
- I can find the Prime Meridian on Digi Map.
- I can use a time zone map on Digi Map to calculate the times in different places
- I can draw graphs (rainfall and temperature) and use them to compare the climate of two places (line graphs)

### D&T

Understand and know where and how a variety of ingredients are processed (double page spread in Topic)

#### Aut 1 D&T – Food

- I can use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food
- I can brown meat

#### Aut 2 D&T – Food

- I can confidently cut harder foods from a whole using both the bridge hold and the claw grip

### Art

#### Artistic Elements: Line, Form and Colour

- I can comment on the features of Kahlo's work and compare it to other cultural art
- I can sketch a design and recreate it ('Day of the dead' Mexican inspired face mask)
- I can combine line, shape and colour effectively
- I can use a base shape to make a mask using mod roc

### History

- I can recognise primary and secondary sources and use them to find out about The Mayans
- I can bring together information from sources into a fluent account



**A1- Computing**

- I can create a data set in a spreadsheet
  - I can build a data set in a spreadsheet
  - I can explain that formulas can be used to produce calculated data
  - I can apply formulas to data
  - I can create a spreadsheet to plan an event
- I can choose suitable ways to present data

**A2 – Computing**

- I can identify examples of information that is variable.
- I can make use of an event in a program to set a variable.
- I can recognise that the value of a variable can be used by a program.

**Science, Music, R.E., PSHE and P.E. units**

**Science**

A1 - Animals, including humans  
A2 – Evolution and inheritance

**Music**

Music services

**R.E.**

A1 - Living by Rules  
Being Fair and Just  
A2 - Creating Unity and Harmony  
Creating Inclusion, Identity and Belonging

**PSHE**

A1 - Keeping myself safe  
A2 – Me and My Relationships

**P.E.**

A1 Coach: Team invasion games (tag rugby)  
CT: Basketball/swimming  
A2 – coach: Dance  
CT: Hockey/swimming

**E-safety**

A1 Self-Image and Identity  
Online relationships

**E-safety**

A2  
Online reputation

**French**

A1 review phonetics lessons 1-3 & The Date  
A2 Do you have a pet?

**Maths in Context**

Line graphs of rainfall and temperature

Mayan number system

Cooking: Measure with weighing scales/measuring jugs and scale the recipe for 2/4 people



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### Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

### Cultural and Artistic Icons

Frida Kahlo	Dis de Los Muertos	John Cadbury	Mariachi music
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### Health Education, Money Management, Environmental Education

Discuss the environmental impact of trade – why should we buy locally? Why do we trade with other countries?	Discussion about the impact of drugs, diet, exercise and lifestyle on the body	Discuss the role of Birmingham in exporting goods and the importance of fair trade to the communities (link to Y4 Rainforests)	Cooking skills: making quesadillas
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**Rights Respecting**

**Article 10: Every child has the right to visit both parents if they live apart in different countries**

**Wider Links  
Article 12: You have the right to give your opinion**

**Wider Links  
Article 14: You have the right to choose your own religion and beliefs**

**Wider Links  
Article 30: You have the right to practice your own culture**

**Enrichment Experiences and Community Involvement**

**History – Maya workshop delivered by Dr Diane Davies**

**Cadbury's: discuss the Cadbury's factory. Invite a Cadbury's worker into school to discuss their role**





## Supporting Texts

Countries Around the World Mexico, Ali Brownlie Bojang

Long- Distance Lunch, Anita Ganeri

The Story of Chocolate, Katie Daynes

The Ancient Maya, Jackie Maloy

Mayan Civilisation, Izzi Howell

Desert Wildlife, Mike Linley

Mayan Civilisation, Clare Hibbert

A passion for Chocolate, Cadbury

Mexico the Land of the People, Cath Senker

Chocolate from Bean to Bar, Anita Ganeri

Aztec & Maya, Fiona Macdonald

A Chocolate Bar, Sarah Ridley

The Life of George Cadbury, Leonie Bennett

Explore Fairtrade, Jillian Powell

Journey of a Bar of chocolate, John Malam

Chocolate, Liz Gogerly

Chocolate, Jillian Powell

Exploring the Maya empire, Dr Brian Knapp

The Story of Chocolate, John Eden

The Aztecs, Jillian Powell

Chocolate, Diana Noonan

Chocolate, Saviour Pirotta