

**St Anne's CEVA
Primary School**



**Year Groups 3/4
Terms 5/6
Curriculum A**

Learning Theme Big Question:

What lies in a Hidden World?

Other questions worth asking:

- Where is South America?
- Who were the Mayans?
- How do we know about them?
- How did they live?
- What is South America like now? Climate, the people, land use.
- What is the same and different between UK and South America?
- What is The Amazon Rainforest and River like?

What will be your real life project?

What matters to children? (Children's questions about the big question)

- What were the Mayan people like?
- Did they work?
- Did children go to school?
- Did they live in the jungle?
- What did they wear?
- What did they eat?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Geography

- GL1 Locate the world's countries
- GL2 Use maps to focus on Europe (locate Russia), North and South America
- GL2a-Their environmental regions
- GL2b -Their key physical and human characteristics
- GP1 understand geographical similarities and differences through the study of human and physical geography
- GHP1 Describe and understand key aspects of physical geography
- GHP1a Climate zones, rivers and the water cycle
- GHP1c Biomes and vegetation belts
- GSF1 use maps, atlases and globes to locate countries and describe features studied
- GSF3 To build their knowledge of the United Kingdom and the wider world use:
- GSF3a- the eight points of a compass,
- GSF3b- four and six-figure grid references,
- GSF3c symbols and key (including the use of Ordnance Survey maps)

History

- HS1 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- HS2 note connections, contrasts and trends over time, develop appropriate use of historical terms

What do we want the children to know? (Knowledge)

Links to other subject NC PoS:

- HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance
- HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information
- HS5 understand how our knowledge of the past is constructed from a range of sources
- HC9 a non-European society that provides contrasts with British history – Mayan civilization c. AD900

Design and Technology

- DT5 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic

RE

- Unit 4 - What does it mean to belong to a religion? Hinduism and Sikhism

Computing

- Become a Games Designer

Cultural

- British values: democracy, the rule of law

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

- Discuss and debate
- Respect and show
- Compassion to others
- Enquiry
- Reasoning



What do we want them to be like? (Values, dispositions and attitudes)

- Inquisitive
- Diverse
- Sensitive

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

- Exhibition
- Tribal Day

What are the big ideas? (Concepts and values)

Sustainability (deforestation) balance
Comparing cultures
Mayans – what can we learn from ancient societies?
Fair Trade

Where can we visit? Who can visit us? (Real life experiences)

The Eden Project – send resource packs
The Zoo (Rainforest experience)
Music Service – tribal music
Tree surgeon
The Council (the three Rs)

What books/films can we use? (High quality literature)

The Journey to the River Sea (Eva Ibbotson)
David Attenborough – Planet Earth
Where the River meets the Sea
George Saves the World
Gregory Cool
Steve Irwin
The Jungle Book
The Green Ship
Hot Like Fire
Into the Forest
Pebble in my pocket
Tales of wisdom and wonder

What can we make?

Jewellery/textiles linked to tribes and Mayan
Masks
Weaving
Design a home of the future – sustainable home
Spring watch/Autumn watch project
Henry Rousseau
Planting (orchids, fly traps) – temperature & measure
Jungle survival food – measure & weight
Encyclopaedia – explanation text
I'm a celebrity. - blindfolded, assault course, feeling hands

What can we use? (High quality resources)

Websites such as <http://mayas.mrdonn.org/>
Scrapstore for materials
DVDs

What big words will we use? (High level vocabulary)

Sustainability
Terrestrial
Marine
Preservation
Globalisation
Endangered
Latitude/longitude/equator/tropics (see G3)
Biomes
Vegetation belts

What can we collect? (Tactile display to aid learning)

Seeds
Pictures of interesting plants/animals
Things that originate in the Amazon
Recycled goods

What can our role –play area be? (Outdoor imaginative play)

A rainforest
A lost city
An eco café

What did the children think? (Review)

What do they need next/more of? (Extend during next learning theme)

What will I do next time to make this learning theme even better? (Develop)