



Dore Primary School

Y6 Learning Journey 1

ConquistaDORES



Geography:

Investigate places – this concept involves understanding the geographical location of places and their physical and human features.

- Identify and describe how the physical features affect the human activity within the Aztec, Mayan and Inca civilisations.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of the homelands of each of the above.
- Name and locate the countries of Mesoamerica and identify their main physical and human characteristics.

Investigate patterns - this concept involves understanding the relationships between the physical features of places and the human activity within them.

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate geographically – this concept involves understanding geographical representations, vocabulary and techniques.

- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

History

Investigate and interpret the past – this concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

Build an overview of world history - this concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Design and Technology

Design, make, evaluate and improve - this concept involves developing the process of design thinking and seeing design as a process.

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Make products through stages of prototypes, making continual refinements.
- Ensure products have a high-quality finish, using art skills where appropriate.

Science

Understand animals and humans - this concept involves becoming familiar with different types of animals, humans and the life processes they share.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Describe the ways in which nutrients and water are transported within animals, including humans.

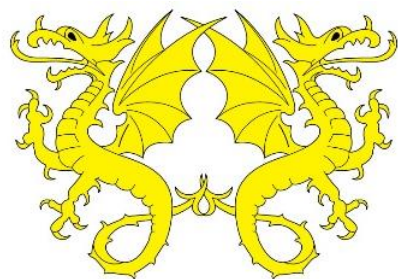
Music

Perform - this concept involves understanding that music is created to be performed.

ENDPOINTS

Substantive knowledge children will know:

Disciplinary knowledge children will know how to / be able to:



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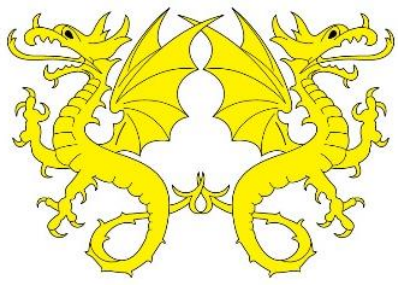
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	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. <p>Compose - this concept involves appreciating that music is created through a process which has a number of techniques.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Thoughtfully select elements for a piece in order to gain a defined effect. <p>Art and Design</p> <p>Master techniques (collage) - this concept involves developing a skill set so that ideas may be communicated.</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. <p>RE</p> <p>To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p> <ul style="list-style-type: none"> • Engagement – to think about their own commitments and how much are they commitment to that sport, club, person etc. • Investigation – to recap on the Five Pillars of Islam, to consider their commitments to prayer, charity, fasting and pilgrimage. • Evaluation - to be able to describe which ways that Muslims show commitment to God. • Expression – to think back to their commitments they have in their own lives
Links to Prior Knowledge:	Physical geography knowledge – comparing and contrasting localities, movement/migration of peoples around the world, continents and countries of the world (Y4 Amazon LJ), tourism; Historical knowledge – continue to build an overview of human history; English – narrative, story-telling, knowledge of myths and archaic language.
Links for Relevance and Currency:	Imperialism, Empire and Colonialism. Slavery as an expression of racism and how the effects of slavery still affect modern-day society.
Immersion Event / Activity:	Face-painting – become an Aztec warrior for a day
Celebration of Learning:	
English Links:	English – myths and legends
Maths Links:	

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Geography	1	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • What is Mesoamerica? • Studying the geography of different cultures and how this affects their development. 	<ul style="list-style-type: none"> • The children will understand the term Mesoamerica • They will learn about the three dominant historical cultures: The Aztecs, Maya and Inca. • They will understand the terms climate, elevation and biome. • They will start to see the differences in geography of the 					



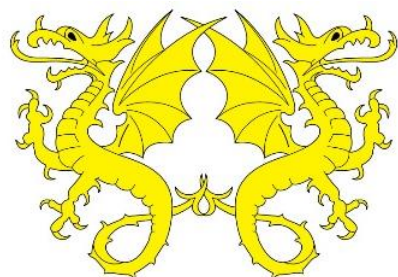
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		<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them</p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Name and locate the countries of North and South America and identify their main physical and human characteristics. 		three cultures and how this affected their development.					
Geography	2	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	<ul style="list-style-type: none"> • What resources does a civilisation need to be successful? • Learning that all civilisations need food, water, defence, space, communication and materials. 	<ul style="list-style-type: none"> • There are benefits and hindrances to every biome. • How technology helps civilisations to overcome the different challenges of their homeland. • The development of farming, and how this affects civilisations 	✓				
Geography	3	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • How the geography of their homeland affected the Aztecs. 	<ul style="list-style-type: none"> • The benefits and hindrances of living in the valley of Mexico in terms of food, water, defence, space, communication and materials. 	✓				
Geography	4	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • How the geography of their homeland affected the Inca. 	<p>The benefits and hindrances of living in the Andes mountains in terms of food, water, defence, space, communication and materials.</p>	✓				



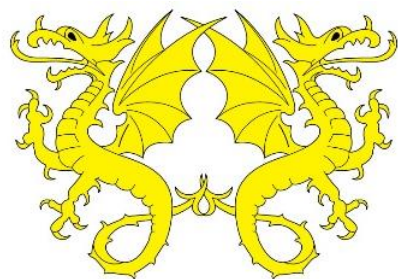
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Geography	5	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> How the geography of their homeland affected the Maya. 	<ul style="list-style-type: none"> The benefits and hindrances of living in the Mesoamerican rainforest in terms of food, water, defence, space, communication and materials. 	✓				
Geography	6	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<ul style="list-style-type: none"> Creating Top Trump Cards 	<ul style="list-style-type: none"> The children will collate their knowledge of the three Mesoamerican civilisations and create top trump cards for each culture (justifying their scoring system using their previous learning). 	✓				
History	1	<p>Change and Continuity</p> <p>To build an overview of world history</p>	<ul style="list-style-type: none"> Internet Research 	<p>By the end of the lesson, the children will have answered the following questions:</p> <ul style="list-style-type: none"> Who were the Aztecs? Where were they from? When did they rule? What did they believe? What was their capital city called? 	✓				
History	2	<p>Change and Continuity</p> <p>To understand chronology</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. <p>Similarity and Difference</p>	<ul style="list-style-type: none"> Studying historical paintings, illustrations and photographs in order to place them accurately on a timeline. 	<ul style="list-style-type: none"> By the end of the lesson, the children will be able to place the Aztec empire on a timeline of wider world history. They will be able to make links with contemporary European cultures (and link their previous learning on the Tudors). They will be able to chronologically order a series of historical sources through deduction and be able to justify their reasons. 	✓				



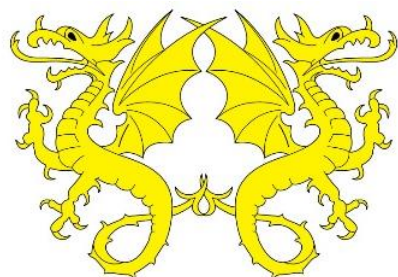
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		<ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. 							
History	3	Change and Continuity To build an overview of world history	<ul style="list-style-type: none"> Aztec Codices (the children will create their own). 	<ul style="list-style-type: none"> The children will have an understanding of how the Aztecs recorded their history. They will understand why we learn about significant events from a culture's past and make links to important events in their own lives. 	✓				
History	4	Sources and Evidence To investigate and interpret the past	<ul style="list-style-type: none"> Compare and contrast the Aztec civilisation with the European conquistadores. 	<ul style="list-style-type: none"> The children will write two paragraphs: one from the perspective of an Aztec, and one from perspective of a Conquistador. The writing will emphasise the differences in beliefs, technology, dress, etc between the two cultures. 					
History	5	Sources and Evidence To investigate and interpret the past	<ul style="list-style-type: none"> A historical investigation: Did the Aztecs really believe that Hernan Cortes was a god? 	<ul style="list-style-type: none"> The children will study historical sources and come to a conclusion, which they will be able to justify with evidence. 					
History	6	Sources and Evidence To investigate and interpret the past	<ul style="list-style-type: none"> A historical investigation: What factor (or factors) caused the collapse of the Aztec Empire? 	<ul style="list-style-type: none"> The children will study historical sources and come to a conclusion, which they will be able to justify with evidence. 					
Design & Technology	1	Chocolate bar design and make	<ul style="list-style-type: none"> Study the similarities and differences between Aztec and European production and consumption of chocolate. Complete a cloze procedure and sorting activity to consolidate knowledge. 						✓
Design & Technology	2		<ul style="list-style-type: none"> Chocolate tasting! Use a star profile to highlight the varying qualities of different types of chocolate. 						✓
Design & Technology	3		<ul style="list-style-type: none"> Design a chocolate bar wrapper / box taking inspiration from contemporary graphic design and Aztec historical and cultural influences. 						✓
Design & Technology	4		<ul style="list-style-type: none"> Design and make chocolate bar 						✓
Design & Technology	5		<ul style="list-style-type: none"> Evaluate design and final product. 						✓



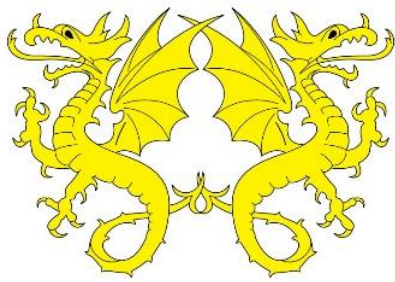
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Art & Design	1	Collage: <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. 	Learn about the use of mosaic by the Aztecs. Explore the different ways of making a mosaic and consider these in relation to the Formal Elements of Art.	Children experiment with different ways of creating a mosaic in their sketchbook.	✓					
Art & Design	2	Collage: <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. 	Create finished piece.	Using their chosen method, children create a mosaic which celebrates and element of Aztec culture.	✓					
Music	1 & 2	Compose <ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. 	Children learn about the history of music in Aztec society. They listen to some examples of Aztec music and appraise them. Children use basic notation and a rhythm grid to compose a piece of percussion music which could accompany a sacrifice. Children perform their music to each other.	Compose Aztec themed music using percussion instruments	✓					
Science	1-3	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 	1-Children label and annotate a diagram of the human circulatory system 2- children learn about the composition of blood and the function of each constitute part. Children produce a pie chart showing the composition of blood and create a cartoon avatar for each blood component linked to its function (e.g. white blood cells as security guards) 3-children learn about coronary heart disease including its role as the most common cause of death across the world. Children learn about the risk factors for CHD and produce a poster promoting good circulatory health.	Children will understand how the circulatory system works. They will be able to name the organs and blood vessels which make up the circulatory system and explain their functions. Children will know the component parts of blood and their functions. Children will know how prevalent CHD is and will understand the risk factors.	✓					
Wellbeing		Does everyone have the same feelings?	Discussion and activities on why we have emotions (evolutionary explanation) Sharing and collating helpful coping strategies.	<ul style="list-style-type: none"> Children identify their own emotional triggers and create a 'bag of tricks' to use when in distress. 	✓					
Wellbeing		Should we be happy all the time?	Clarity of feelings and the vocabulary to use – linked to the zones of regulation. Read and reflect on the story of the Colour Thief.	<ul style="list-style-type: none"> Children understand that everyone feels blue/low sometimes. They understand the difference between depression and feeling sad. They know how to lift their mood when feeling low or dysregulated. 						



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Wellbeing		Why do we argue?	<p>Research fight or flight</p> <p>Discuss emotional triggers</p> <p>Work through scenarios and offer advice on the best way forward</p>	<ul style="list-style-type: none"> The children acquire the language and techniques to regulate their emotions more effectively They understand what an unhealthy relationship looks like. 					
RE		To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	<p>Engagement – to think about their own commitments and how much are they commitment to that sport, club, person etc.</p> <p>Investigation – to recap on the Five Pillars of Islam, to consider their commitments to prayer, charity, fasting and pilgrimage.</p> <p>Evaluation - to be able to describe which ways that Muslims show commitment to God.</p> <p>Expression – to think back to their commitments they have in their own lives</p>	<p>Children can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p>	✓			✓	