



**Theme Overview: Our Changing World**  
**Year A - Spring Term**  
**Years 5/6**

**Key Questions**

Summer 1: Who were the Mayans?  
 Summer 2: How is the world around us changing?



**Curriculum Intent (link with values etc):**

This unit of work will teach the children all about the Ancient Maya civilisation where the children will learn who the Ancient Maya people were and where and when they lived. By the end of this unit, all children will be able to read and write some basic Maya numbers, explaining what syllabograms and logograms are, and some children will explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. This topic will aim to inspire the courageous advocacy of my class. After half term we will have a big push on courageous advocacy, with the intention of getting the children passionate about the changing world around them. A study of Greta Thunberg in Computing will help the children to see the impact that young people can have on the future of the planet. This will link perfectly into the community value and could end in a community project.

**Enrichment and Experiences:**

A community project.

**English – long term overview coverage:**

Stories from a different perspective, information, instructions, diary, narrative, book review, prediction.  
 Getting worse/getting better sentences, De: De sentences.

**Possible texts:**

Middleworld (Jaguar Stones)  
 Song of the Dolphin Boy or Floodland

**Opportunities for Cross Curricular Maths:**

Population changes  
 Speed of coastal erosion, perimeter of UK  
 The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems.

**History NC objectives**

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Geography NC objectives**

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

**Science NC objectives**

- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- using test results to make predictions to set up further comparative and fair tests

### **Computing**

**CQ Threshold concept:** Collect (some Connect coverage too)

#### **NC objectives:**

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### **Art NC objectives**

- to create sketch books to record their observations and use them to review and revisit ideas

#### **DT NC objectives**

- understand and apply the principles of a healthy and varied diet
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**PSHE area of focus (For objectives See PSHE overview)**