



**Cedar, Cherry, Rowan
AD 900**

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Big Picture			<p style="text-align: center;">The rise and fall of empires</p> <p>In this unit, the children will be studying three non-European civilisations:</p> <ul style="list-style-type: none"> • The Maya • The Islamic Empire <p>The tasks in this unit provide opportunities for the children to compare and contrast the cultures and achievements of these three civilisations, as well as understand the reasons behind their rise and dominance, and their eventual decline. If children have completed the Milepost 3 unit, The Great, the Bold and the Brave! They will be able to make further comparisons with the civilisations of the Ancient Greeks and the Romans.</p>	
Entry Point History 1			NOW PRESS PLAY – The Maya	NPP
Knowledge Harvest History 2		I can place features of historical events and people from past societies and periods in a chronological framework	<p>Timeline of Historical Periods/Cultures –</p> <p>Give the children strips of paper with the different Historical Periods</p> <p>The Egyptians</p> <p>The Romans</p> <p>The Greeks</p> <p>Put them on a timeline</p> <p>Mind map what they know about each period</p>	Strips of paper
History 3	Be able to find out about aspects of the past from a range of sources	I can identify and explain differences, similarities and changes between different periods of History	Display a map of the Maya civilisation during the classic period and compare with a modern day map of Central America. Explain that the ancient Maya lived in a region that today includes Guatemala, Belize, the Yucatán peninsula (Mexico) and the western portions of Honduras and El Salvador.	Maps

			Find out about the site today, and what archaeological evidence has survived	
History 4	Understand the different roles in Mayan society.	I can describe the features of Historical events and way of life from periods I have studied: presenting then to an audience	Create a character profile on each of these people from the past: King Warrior Priest Craftsperson Farmer Young boy or girl Slave	Images iPads
History 5	Create a Maya codex		Create a Maya codex	iPads
History 6	Consider reason why the Maya civilisation declined.	I can identify and explain differences, similarities and changes between different periods of History	Mind map – Why you think Maya civilisation collapsed Role play – How would you feel?	
History 7	Use different sources to find out about the Kingdom of Benin	I can identify and explain differences, similarities and changes between different periods of History	Make comparisons Make and compare maps	maps
History 8/9	Investigate how the Edo/Benin people celebrate and worship	I can describe the features of Historical events and way of life from periods I have studied: presenting then to an audience	Mayan Festivals Drama – re-enact a Mayan Festival	iPads
History 10			Language Arts link: children could write a first-person account of a Maya religious ceremony, told through the eyes of different characters (priest, ball player, farmer, etc.	Bordered paper
Science 1 Properties and Changes of Materials	Entry Point		What do children know about materials? Brainstorm ideas. Look at scientific vocabulary, use a dictionary to understand the meanings ... Dissolve, solution, evaporate, vapour, conductor, thermal, Thinking Tasks – odd one out – glass, paper, wood et Positive, negative, fascinating, eg, a chocolate door handle	

Science 2		compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Which material is best at conducting heat? Comparative test – see p9 on the Kent Scheme Which material is best at keeping tea warm?	Lab coats each week Cups of different materials Thermos flasks Beakers Data loggers Spoons Butter Thermometers
Science 3		know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	What affects how well sugar dissolves? See p13 of Kent Scheme	Different sugars – cubes, icing, brown, castor, etc Microscope? Thermos flask Spoons
Science 4		use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Separating mixtures of different solids See p15	Sieves Funnels Filter paper Different papers Plastic bottles Tea bags coffee
Science 5		use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Separating through evaporation See p16	Metal bowls Sand Tea lights
Science 6		explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Which changes cannot be easily reversed? See p18 What happens to material when it burns?	Plaster of Paris Egg white Vinegar Bicarbonate of soda Cling film
Science 7		explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the	What affects how quickly carbon dioxide is created in the reaction between a vitamin tablet and water? See p20	Small pots Syringes Stop watches Household liquids, ie, salad cream, shower gel, milk shake, coke etc

		action of acid on bicarbonate of soda		
Art 1	Consider works of art in terms of meaning, design, materials, technique, place and time	I can explain why I have used different techniques to create art	Sketching mask ideas	Images of masquerade masks Sketch books Colours pencils
Art 2	use a wide variety of materials, forms and techniques to express their emotions, observations and experiences	I can explain why I have used different techniques to create art	Make their masquerade mask	Assortment of materials Sketch books
Art 3	Communicate through visual and tactile forms.	I can explain why I have used different techniques to create art	Using squared or isometric paper, children should research examples of Islamic geometric pattern - and plan their own composition, exploring shapes and colour. The following resource offers useful example tessellations and activities:	Islamic Art Squared paper Shapes
Art 4	Consider works of art in terms of meaning, design, materials, technique, place and time.	I can explain why I have used different techniques to create art	<ul style="list-style-type: none"> • A mosaic - created using different coloured/textured pieces • A painting or screen print - exploring complementary and contrasting colours • A 3D sculpture - created from a clay latticework or by interlocking shaped tiles The children will complete a final piece using their design from the previous lesson.	Squared paper Clay Paints Pencils
International	Identify ways in which people work together for mutual benefit.		Research about a Mayan Festival Create a storyboard for a TV programme about that festival	iPads
Music	Play tuned and un-tuned instruments with control and rhythmical accuracy	I can improvise within a group using melodic and rhythmic phrases	Look at rhythm and beat in African music Use instruments to create their own African beat and rhythm	Instruments - drums etc
Exit Point History 11			Children to prepare for a Mayan exhibition in the hall after school for parents.	

Reflection

Create a quiz – topic/science
Museum – for parents to come to