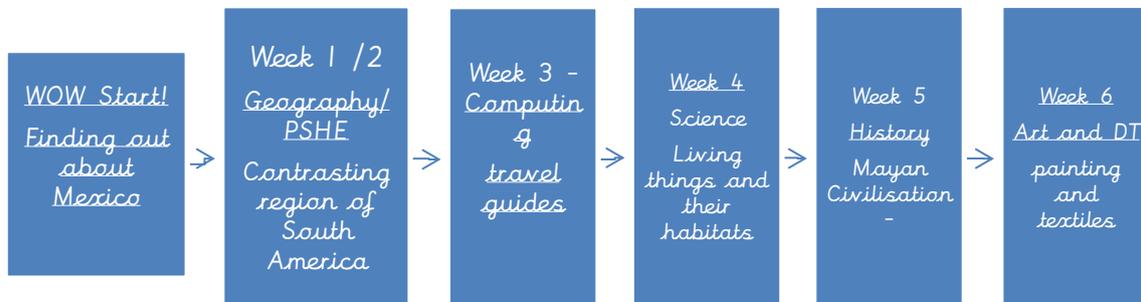


Year 3/4 Geography/History based Magnificent Mexico (6 weeks)

Children learn about Mexico both now and historically. They study location; human and physical features and explore what life is like in a region of South America and where it can be found in the world. This builds on their learning in the previous Volcanoes topic. They create travel guides for visiting Mexico using computing skills. Then children learn about living things and their habitats. They then look at Mayan civilisation in detail, drawing on their research skills learnt in previous units. They will also compare Mayan cities with Pompeii from the previous topic. Finally children create art in the style of Frida Kahlo, focusing on painting.



Geography skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of the compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Describe key aspects of:
physical geography, including: rivers and mountains
human geography, including: settlements and land use. (learn key facts for each country e.g. population)

Vocabulary:

- Latitude
- longitude
- Equator
- Northern hemisphere
- Southern hemisphere
- Tropic of Cancer
- Tropic of Capricorn
- Arctic Circle
- Antarctic Circle
- Prime/Greenwich Meridian

Previous Knowledge: 4 point compass, Countries and capitals in the UK, Equator, Name and location of continents and 5 oceans.

History skills

- A non- European society that contrasts with British history- Mayan Civilization
- Understand how our knowledge of the past is constructed from a range of sources.
- Ask historically valid questions about change, cause of change, similarities and differences and their significance.
- Note connections, contrasts and trends over time.
- Revisit and use appropriate historical vocabulary to communicate, including:
• time period
• era
• change
• chronology

Previous Knowledge: Historical enquiry and significant events in the past - Grace Darling linked to At the Seaside. Lives of significant inventors (Cracking ideas) and how they have impacted the world

Computing skills:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Previous Knowledge: Research (A Caribbean island)

PSHE skills used to research:

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Previous Knowledge: responsible use of ICT and online safety

Vocabulary:

- Mayan
- Time period
- Era
- Chronological
- Civilisation

Computing skills

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Basic skills to be taught alongside:

- Can save a file to a shared drive - year 3
- Can save work to their own folder on the network using save as - year 3
- Can create their own folders in the pupil folder to organise their work - year 4
- Can change page setup e.g. portrait to landscape - year 3
- Can use print preview - year 3
- Can choose a printer - year 3
- Can choose printer properties when necessary - year 4

Vocabulary:

- Shared drive
- Save as
- Page set up
- Print preview

Previous Knowledge:

- Can use the 'undo' command to fix a mistake - year 2
- Understands file icons - year 2
- Reviews and describes effects of their actions and talks about changes to improve their work - year 2

Art skills:

- to improve their mastery of art and design techniques, including drawing and painting with a range of materials
- learn about great artists in history (Frida Kahlo)

Vocabulary:

- inspiration

- style
- vibrant colours

Previous Knowledge: Van Gogh & Rembrandt painting linked to an era (Cracking ideas)

DT skills:

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

Vocabulary:

- textiles
- running stitch
- back stitch

Previous Knowledge: tie dye and sewing - running stitch (A Caribbean island)

Science skills

Thinking scientifically skills	Science knowledge for this unit
<ul style="list-style-type: none"> • Ask relevant questions. • Record findings using simple scientific language, drawings, labelled diagrams • Report on findings from enquiries, including written explanations • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Vertebrate • Invertebrate • Mammals • amphibians 	<p>Previous Knowledge: <i>Animals (including humans) - identify and name variety of common animals (amphibians, fish, birds, reptiles, mammals). Sorting tree to classify animals.</i></p>

Knowledge:

- Know that Mexico is in Central America and be able to locate it on a map.
- Mayan civilisation started in around 1000 BC in Mexico but was also in other countries in Central and South America.
- The Mayans built huge cities and shared common beliefs and traditions.
- Vertebrates can be grouped into mammals, amphibians, fish, reptiles and birds.
- Invertebrates can be grouped into slugs and snails, insects, worms and spiders.

Planning notes:

Computing: need to decide what program to use - word might be best? Basic skills. Comes originally from switched on computing : We are travel presenters - making a slide show

History: make comparisons between what life was like in Pompeii and Mayan cities. Pose the question "could a Mayan ever meet a Roman?" Answer using timelines.