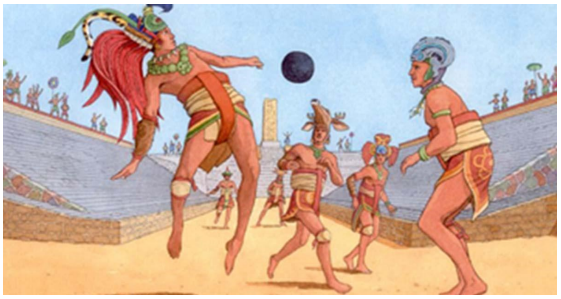
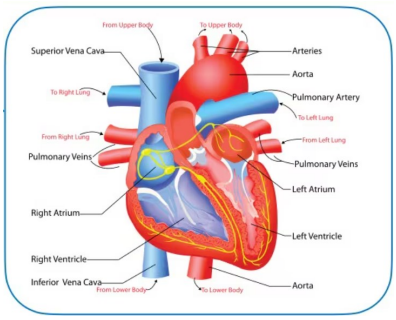
Why do we learn about the Maya?

Year 6 - Autumn 2



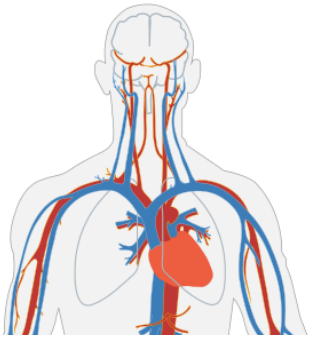


	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
History	**Historical Enquiry** 1.Recognise primary and secondary sources. 2.Use, evaluate and link a range of sources to find out about an aspect of the past. 3.Suggest omissions and the means of finding out. 4.Use the knowledge gathered to work out how conclusions were arrived at. **Chronology** 5.Place current study on a timeline in relation to other studies 6.Use relevant dates and terms related to the passing of time. **Historical Knowledge** 7.Find out about beliefs, behaviour and characteristics of people 8.Compare beliefs and behaviour with another time period studied. 9.Use evidence to support and illustrate an explanation on the causes and effects of a past event. **Historical Interpretation** 10.Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. 11.Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. 12.Recognise the past is represented and interpreted in different ways, and give reasons for this.	**A non- European society that provides contrast with British History –Mayan Civilisation** 13.Can compare a non- European society with British society. 14.Know who the Mayan were, where they lived and what they did. 15.Know what life was like for the Maya. 16.Know what happened to the Maya and the reasons for their decline. 17.Know what the Maya believed in	Chronological order Invasion Major historical events National Internal history National changes Interpretation
Art	**Exploring, evaluating and developing ideas** 1.Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2.Question and make thoughtful observations about starting points and select ideas to use in their work. 3.Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4.Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 5.Adapt their work according to their views and describe how they might develop it further. **3D** 6.Use recycled, natural and man-made materials to create sculptures **Painting** 7.Work with complementary colours	8.Know and understand key architects and designers linked to specific time periods and the impact of their work 9.Know and understand the technique to use materials to make a 3D shape 10.Know and understand how to use tools effectively to create patterns and textures on their sculpture 11.Continue to apply knowledge and understanding of how to hold and use an implement correctly to create different textures, shades and tones	Balance Slip Flexible Pliable Hollow Solid



Science– The Circulatory System

Year 6 - Autumn 2



	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
Science	**Knowledge of scientific methods** 1.Scientific hypotheses 2.Developing Scientific models 3.Variables in science-change (independent) and measure (dependent) 4.Control variables- (keep the same) 5.Scientific drawing including labels **Knowledge of apparatus and techniques** 6.Making accurate observations 7.Taking accurate measurements 8.Correct use of a range of apparatus 9.Safety in science 10.Repeatability 11.Awareness of sources of error in investigations **Knowledge of data analysis and presentation** 12.Complex table design and construction 13.Creating bar charts from data 14.Creating scatter graphs from data 15.Ascertain the level of uncertainty in collected results 16.Validity of results 17.Oral presentations on findings 18Illustrated presentations of research, techniques/methods and findings **Knowledge of how science uses evidence to develop explanations** 19.Scientific hypotheses 20.Use of high quality and reliable secondary sources 21.Posing further questions based on data 22.Improvements to procedures 23.Reproducibility 24.Constructing a scientific conclusion linking collected evidence to substantive knowledge	<u>Circulation</u> 25.All animals need oxygen to survive. 26.Air is breathed into the lungs where the oxygen in the air is passed into the blood. 27.Every part of animals' bodies need oxygen, especially muscles. 28.Muscles need a supply of oxygen and sugar (glucose) to make them work, they are supplied by the blood. 29.The heart is a vital organ pumps blood through the blood vessels. 30.Blood Vessels are the tubes that blood flows through. 31.The blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar. 32.The heart pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles. 33.The blood then returns to the heart where it is pumped again. 34Exercise helps the heart to work more efficiently. 35.Eating a healthy diet helps to keep the blood vessels from getting blocked. 36.Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier.	-Circulatory system -Heart -Blood -Pulse -Heartbeat -Oxygen -Carbon dioxide -Lungs -Pump -Artery -Vein -Blood vessel -Muscles -Plasma -Platelet -Nutrients