

Central Idea

This statement ties the learning together to create connections and provide a context across pupils' knowledge.

Civilisations learn to use their local environment to their advantage.

Words in blue do not link to the central idea.

Lines of Inquiry

These inquiries are the phases of learning that take place, supporting the children to develop their understanding of the central idea.

1. **Physical features in our world (form)**
2. **How civilisations use natural physical features for defence (function)**
3. **How civilisations take inspiration from physical features for defence (connection)**

Maths

Multiplication
Division
Fractions (2)

English

Core Text: The Rainmaker, The Chocolate Tree
Writing Outcomes:
Non Chronological Report - Physical Features
Narrative - The Maya

Science

- Properties of and Changes of Materials
- Comparing materials
- Solids, Liquids & Gases

Computing

Book Creator
The story of Chocolate citing research methods.

YEAR 5 MODULE 3

Social Studies

History: Compare societies' governance/structure across different time periods and locations (Maya region and UK).
Geography: Compare the landscape in two locations and how people use their landscape for defence.
RE: What it means to be a Muslim today

PSPE

- PSHE: Puberty
 - Personal Hygiene
- PE: Swimming

The Arts

Art: Study and Appraise:
Barbara Hepworth

Sculpture

YEAR 5 MODULE 3 Home Learning Opportunities

Apps

Spelling Shed
TTRS
Duolingo Kids – Explore different languages not only Spanish

Visit

- The British Museum (London) – excellent displays of Mayan artefacts,
- Horniman Museum (London) – has Mesoamerican collections
- Manchester Museum – holds artefacts from Central America

Websites

The Maya
Puberty - Operation Ouch!

Get Creative

- Model Making: Using recyclable materials or Lego, students create a model of:
- A Mayan village or city (e.g., terraces for farming, temples, reservoirs).
 - An Anglo-Saxon settlement (e.g., roundhouses, farmland, palisades).

In the Car

- Look out of the window and notice:**
- High places (hills, bridges, buildings)
 - Natural barriers (trees, rivers, hedges)
 - Walls, fences, gates, or boundaries
 - Why do people build fences or walls here?
 - What natural features protect places near us?
 - Would this place be easy to defend if people wanted to protect it?

IT

- Coding / Simulation
Tools: Scratch, Tynker, Code.org
- Simulate a Mayan farm: drag and drop crops into areas with good soil and water.
 - Create a simple interactive map showing settlements and natural resources. or voice-over narration.

Look Out For

Encourage children to take photos, make sketches, or note observations, and reflect on how these link to Mayans and Anglo-Saxons. They're essentially "detectives" looking at how humans adapt to their environment.

DT

- Food Exploration: Explore traditional food:
- Mayans: maize, beans, cacao, chili.
 - Anglo-Saxons: porridge, bread, vegetables.
 - Home task: Make a simple recipe or taste test and reflect on how local environment shaped what they ate.

Get Outdoors

- Nature as a Barrier
Look for natural features that block movement:
- Trees, bushes, slopes, ditches, water, rocks
- Question to think about:
Would this slow someone down? Why?