

Topic: Angry Aztecs Year group: 5 Term: Autumn		
<p><b>Starting point:</b></p> <p>Children will participate in a role play human sacrifice at the Temple of death. They will learn about the Aztec traditions of sacrifice, and how it was considered an honour.</p>	<p><b>VALUES:</b></p> <p>Challenge and creativity - Setting up and presenting to an audience.</p> <p>Team work - Working together to produce a finished project.</p> <p>Independence- Research areas independently and present their findings.</p>	<p>Subject areas/cross curricular links:</p> <p>Geography</p> <p>History</p> <p>Art</p> <p>Design and Technology</p> <p>ICT</p> <p>English/ Maths (links)</p>
<p><b>MOTIVATION:</b></p> <p>The children will be motivated through the hook, various challenges and an in school trip.</p>		
<p><b>End product:</b></p> <p>Children will set up a chocolate shop to display their group's creation. They will show their Aztec chocolate bar, their advert, packaging and pricing. This will be accompanied by all the work they have created this term.</p>	<p>R.E. (See unit plan)</p> <p>Faith.</p>	<p>SEAL/PSHE/Citizenship:</p> <ul style="list-style-type: none"> <li>• Me and My Feelings</li> <li>• New beginnings (SEAL)</li> <li>• Getting on and falling out (SEAL)</li> </ul>

VALUES - How/when will these be taught?

Independence- research, independent creations based on own design

Team Work- chocolate design as a team, planning, designing, improving, making, delegation and communication.

Creativity- story writing, jewellery design, chocolate design, making an Aztec Gods.

Motivation- children will need to motivate each other and themselves through a variety of independent and

Subject skills:

### **Geography**

New Curriculum

***Geographical skills and fieldwork use maps, atlases, globes to locate countries and describe features studied***

***Locational knowledge locate North and South America - focus on environmental regions, key physical and human characteristics, countries and major cities.***

***Human and physical geography physical geography: rivers, mountains etc human geography: land use, natural resources***

### **History**

New Curriculum

***Study a Non-European society that provides contrasts with British History***

***Aztecs c.AD 1100-1600 place periods of time within history, experiences of people in this time period, social, cultural, religious and ethnic diversity, changes during Aztec times, links between other times in history, using and organizing sources of information***

### **Design Technology**

New Curriculum

***Design use research and develop design criteria to inform the design of innovative, functional, appealing products, generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and designs***

***Make select and use a range of tools and equipment to perform practical tasks***

***Evaluate investigate and analyse a range of products, ideas and designs***

<p>group work. The chocolatiers task is staged as a competition to enable the motivation .</p> <p>Challenge- the chocolatiers task involves time management, meeting deadlines, and the pressure of 'the apprentice' providing sufficient challenge.</p>	<p><b>Art:</b> <u>New Curriculum</u> Improve mastery of art and design techniques including drawing painting and sculpture with a range of materials</p>
<p>SEAL/PSHE/Citizenship learning</p> <p>See SEAL file</p>	

## **Week 1:**

### **(Hook)**

Take the children to a sacrifice in the hall. One of the teachers will act as the Aztec priest and one will be sacrificed to the gods. Have drum beat playing when the children come into the hall to build suspense. Once the teacher has been sacrificed, the children can come up one by one and throw their (paper) heart into the pot. The children then go through into the other hall to hot seat the priest and the sacrifice. Children then write a short burst on what they have just seen. They can choose what style to write this in, eg. Newspaper report, diary entry etc.

### **WDIAK/WDIWTFO**

Discuss as a class the new topic and make a class mind map of what they already know. Through class discussion, then come up with a few example questions of what they want to find out.

**Resources:** pig heart, pot, paper, Aztec material, PowerPoint, WDIWAK sheets

## **Week 2:**

### **(Geography)**

Use the key questions on the flip chart to start a class discussion about continental drift. Give the class the envelopes containing the jigsaw pieces and get them to reassemble the maps of Pangea in pairs. What does the jigsaw show? Discuss how the earth has existed for billions of years and that over that time the land masses have changed shape and moved apart. Make sure that you tackle the misconception that the continents floated away on top of the ocean. Show the children a map of the world today and discuss the continents and how they are changed. Get the children to complete the similarities and differences grids.

**Resources:** jigsaw map, map of the world, flip chart, world map

### **(Geography)**

Watch a BBC weather report on YouTube and discuss the key features. Record on a flip chart for the children to reference later in the lesson. Discuss the key questions:

- Why is it useful to be able to forecast the weather?
- Would the Aztecs have been able to forecast the weather?
- Why might it have been useful for them?
- Where can we see weather reports?
- What can the Mexican weather tell us about Aztec life?

Children are then to work in pairs to script their own short weather reports for Mexico, using the meteorological data available. Children will then perform them back to the class. Take pictures for their books.

**Week 3:**

**(History)**

Children will now look at the time period that the Aztecs lived in. Get the children to discuss key time periods they have already learnt about eg. Ancient Greeks, Egyptians, Stone Age, and different historical events that they are aware of such as WWI/WWII, industrial revolution etc. Record the date of their suggestions on whiteboards and get the children to order them at the front of the class. Get the children to suggest where they think the Aztecs would fit into the timeline that they have created. Discuss why. Show the children the correct position of the Aztecs on the timeline and discuss with the children how they could record this timeline in their books. Any sensible answers can be considered and recorded using teacher discretion. What other events are happening around the same point in history as the Aztecs? Compare and contrast the Aztecs to these events.

**(History)**

Read a traditional Aztec legend about their journey to Tenochtitlan. Allow the children to suggest how they would show what they have learnt, eg. Diary entry, post card, drama, illustrated retelling. What has this taught them about the time period that the Aztecs lived in?

Resources: Whiteboards, teacher computer/iPad, books, Aztec legend text

**Week 4:**

**(History)**

The children will focus on the inner workings of an Aztec tribe. What do the children think a 'tribe' is? What could we compare it to in our society today (school staff and pupil hierarchy)? The class will then split into groups to research their roles in depth. Allow the children to present this back to the class in whatever way they would like, for example on sugar paper, through pictures, song, PowerPoint, recorded presentation on iPad? How can the children demonstrate this on the topic board (hierarchy totem, pyramid)?

**(History)**

Start the lesson with a drama game. Give around 9-10 children in the class a random playing card/number card. The higher their number on the card, the higher their status in their Aztec tribe. Tell the children in the tribe not to let anyone else see their card and to walk around the space using the body language of someone of their status. The children enter the space one by one, and as more children enter the space they can begin to interact with one another, in the way someone of their status would. Once the class teacher has stopped the improvisation discuss as a class the hierarchy of the room and what part they think they would have played in the Aztec tribe, based on what they have previously learnt. Children will then work in pairs to design questions that they

want to ask the different 'tribes members' and children will then be chosen to embody those characters and be hot seated. Children in the audience can record notes (press conference style) and write up interviews of what they have learned.

**Resources:** research materials, sugar paper, pens, iPads? Playing cards, number cards, whiteboards, books

### **Week 5:**

#### **(Art)**

Discuss with the children that the Aztecs would have weaved their own clothes. Have a range of different materials available for the children to experiment with weaving (strips of coloured paper, coloured wool, string, strips of clothe). Pictures can go in books or children can stick their work in using sticky cellophane.

#### **(Art)**

Research Aztec jewellery and the significance of different colours and patterns. In their sketchbooks, children should split their page in two and record the colours that were significant to the Aztecs on one side. On the other side they can record what colours they would choose to give significance to and the reasons why. Give the children examples of different Aztec patterns that may have been used when making jewellery. Lay out an array of art materials such as charcoal, watercolours, oil pastels, chalk, tissue paper etc and get the children to continue the patterns in their sketchbooks. What new patterns can they create?

**Resources:** Sketchbooks, art materials, paper strips, wool, material strips, Aztec patterns

### **Week 6:**

#### **(History)**

Children will look into the religious practices of the Aztecs. Discuss the sacrifice from the beginning of the topic and what they can remember. Discuss and learn about a variety of Aztec gods in more detail. What gods would they like to know about? Allow the children to choose a god in small groups and look into them in more detail. Allow the children to present this information back in their chosen format (wanted poster, dramatisation, sugar paper group presentation etc.) Once the children have learnt about the Aztec gods, explain that they are going to create their own. Mind map ideas for different gods as a class, what could their purpose be? How do you worship them? What do they look like? Children to create mind maps in their books of ideas for their own individual god.

#### **(Art)**

Children will then discuss how they could represent the god they have created. (Clay masks, clay effigies, mosaic pictures, collage etc). Take pictures of the process and final product to go in their books. Discuss symbolism and how their representations could suggest the purpose of their gods.

Resources: research materials, sugar paper, whiteboards, iPads, plain paper, art materials including clay

**Week 7:**

**(History)**

Children will learn about growing up in Aztec times. They will focus on the differences between boys and girls and their educational expectations and daily life. Compare this to what their lives are like now and write a persuasive piece of writing, arguing either for or against growing up in the Aztec times. Create a class debate environment with two classes, where the children can 'argue' for and against with one another. Class teachers should only mediate the debate and not become overly involved. They can use their persuasive writes to help them and pictures of the debate can go into their books.

Resources: research materials, books

Children will create a gallery of their work and what they have learned over the first half term. The parents will be invited in to view what they have learned and created.