

***Practice – know of***

Consider people through history who have stood up for their beliefs and explore belief across various formal and less formal religions. Research another civilisation and explore how they have represented their own beliefs. Consider their own belief systems and their family/school/country.

***Immerse – know of***

Explore who the early Mayans were, when they were around and what they believed in?

Discuss how they know about them in what was left behind. Discuss scientific evidence and what the ancient Maya observed.

***Engage***

What is belief?

What do you believe in?

How does our belief shape who we are? What do we know about belief through history?

***Elicitation***

Chronological understanding through History. What is an artefact and what they tell us. Egyptians/ another ancient civilisation – how they lived and why they were important. Location knowledge – human and physical features. Sculpture/clay work/ drawing/ sketching/ representing own ideas.

***Immerse – know how***

To use their knowledge of early Mayans to research a second civilisation. Consider how we know so much about the civilisation using scientific ideas developed over time.

To create simple tiles to represent early Mayan belief.

***Key Knowledge***

* Develop a chronologically secure knowledge and understanding of British, local and world history;
* Note connections, contrasts and trends overtime;
* Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance;
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information;
* Understand how our knowledge of the past is constructed from a range of sources.
* A non-European society that provides contrasts with British history -one study chosen from: early Islamic civilization, including a study of Baghdad c. AD900; **Mayan civilization c. AD900**; Benin (West Africa) c. AD900 - 1300.
* Improve their mastery of art and design techniques,including drawing, painting and sculpture, with a range of materials [for example pencil, charcoal, paint, clay
* learn about great artists, architects and designers inhistory
* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

***Practice – know how***

Use atlases to create a world map of faiths and beliefs. Create designs for clay tile work, comparing different icons from different eras. Show techniques to add relief to a clay tile, to provide greater detail. Create a comparison table between their two civilisations.

***The Challenge***

Create a clay tile for

* Mayan belief
* Their own belief

To write an explanation of what they have designed and why.

***Vocabulary***chronology, belief, faith, structure, representation, relief in art, slip, hieroglyphic, artefact, stereotypes

In Autumn 2 we are: Historians and Geographers

**How can we show what we believe in?**