

THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Summer Term YEAR 6

Chocolate Mad	Learning Objective	Activity	Success Criteria
Session 1	To discover facts about the Maya Civilisation.	Ask ch what they know about the Mayans, have they heard of them before? Do they know any facts about the Mayan civilisation? Give out pictures of photos of artefacts. What do these artefacts show you? What could they be? Who would own them? What would they be used for? Etc....Discuss ideas and annotate photos.	I know that the Mayan civilisation was organised in city states I know that Mayan society was organised in a pyramid system with high and low ranks I can describe the roles of different members of Mayan society
Session 2	To find out what daily life was like for the Mayans.	Re-cap prior learning – Who were the Mayans? Where did they live? Who ruled over the polities? Look at what the Mayans ate, what clothes they wore and what entertainment they had. (http://www.ducksters.com/history/maya/daily_life.php) Discuss key points with – who do you think had the best lifestyle in Mayan times? Who had the worst? Why do you think this? Put into 3 groups; slaves, farmers and nobles. Give each group fact pack on their Mayan lifestyle. Ask ch to read through their packs in groups & discuss Mayan jobs in more detail – do they understand what they have read? Discuss the differences between the lifestyle of Mayan nobles, farmers and slaves; how each lifestyle would differ and the key reasons why.	I can generate questions I can use a variety of sources to answer questions I can describe what daily life was like for the Maya?
Session 3 English Lesson	To find out what Maya people grew and ate.	What did Maya people eat? How do you think their diet was different to what we eat today? Why? Elicit that they used chocolate & the cocoa bean. Have a food tasting session – consider who would eat them. Would every person have access to all these foods?	I know what Mayan people ate I can compare Mayan food with food we eat today I understand that some people in Mayan society do not eat the same
Session 4	To explore the origins of the cocoa bean	Discover that the cocoa bean is the essential ingredient for chocolate. Find out when and where cocoa beans were first used to create a chocolate drink called xocoatl, and compare and contrast how two different cultures, the Aztecs and the Mayans, used them.	I know where the cocoa bean was first cultivated I can explain the importance of the cocoa bean to these early civilisations I can compare and contrast the use of cocoa beans in different cultures/time periods
Session 5	To know how the cocoa bean came to Europe	Find out how the cocoa bean arrived in Europe. Discover how it was initially used to make a luxurious drink for the wealthy, but after a time, the first eating chocolate was produced. Explore different characters' viewpoints of chocolate through this time period.	I can explain how the cocoa bean arrived in Europe I understand how the consumption of chocolate was linked to social status and wealth I understand how the industrial revolution changed the production of chocolate
Session 6	To explore the development of	Explore the development of Cadbury, one of the largest	I understand how the company developed over time

	the Cadbury company (or Terrys of York & possible visit to either York or Cadbury World)	chocolate producers in the world. Order the main events on a timeline; find out more about the life of John Cadbury, the founder of the company	I can use a timeline to organise the main events in chronological order I can ask and answer questions about the development of the company
Session 7	To consider similarities and differences between ancient religions and different religions today.	Use information ppt and consider - What do you know about Maya gods? What is a common feature of religion in many ancient civilisations? What other things did the Maya believe? Why might they have had this view? Why do we not believe the same today? Design own god.	I know that the Maya worshipped many different gods I know some of the ways in which Maya worshipped I can describe how religion affected people's daily lives
Session 8	To explore Mayan writing and calendars.	Find out about some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. Consider the importance of writing from the Maya in helping historians find out about the past.	I know that the Maya developed their own writing system I know that we can learn a lot about the Maya from the writing they left behind I know that the Maya developed a calendar based on astronomical observation
Session 9	To identify important Mayan places.	Start by placing a map of the world on the IWB. Who can identify the continent and the countries where the Mayans use to live? Can we name any famous Mayan places or buildings? Display pics of Chechen Itza looking at what it was used for, why it was important and why people/tourists still visit it now. Make notes whilst discussing Chechen Itza with class (use these notes later). Create a tourist leaflet on Chechen Itza. Consider why tourists would want to go there; What type of information would they have to include on their leaflet? What would they see? What would interest them? Why would THEY want to go there? What presentation features could they use to catch people's eyes? (fact boxes, titles etc) Mind map to refer to later as support. Provide all tables with pictures of the different buildings in the Chechen Itza area to stick and use on their tourist leaflet if they wish.	I can identify where in the world the Mayans lived. I know about Chichen Itza and its importance.