



Medium-Term Planning

History And Geography Focus With Art And DT As Secondary Subjects

Term and Year: Autumn 1 - 2019	Topic: History – Aztecs
Teacher: Mrs Appleby – Year 5/6	Key Question(s): Who were the Aztecs? Where was Mesoamerica? What was Tenochtitlan? What caused the fall of the Aztec empire?

All challenge activities and related 'I can' statements are to be highlighted in green.

Key History/Geography vocabulary: settlements, social hierarchy, Mesoamerica, Tenochtitlan, aqueducts, chinampas, Cortés, conquistadors, civilisations, dioramas		
National Curriculum Objectives	'I can...' Statement(s)	Activities
<p><u>History</u> a non-European society that provides contrasts with British history</p> <p><u>Geography</u> 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</p>	<p style="text-align: center;">Lesson 1 – who and when (Hist.)</p> <ul style="list-style-type: none"> I can say when and where the Aztecs lived. I can place the Aztec era on a historical timeline <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> I can compare Aztec life to that of the Tudors in Britain. 	<ol style="list-style-type: none"> 1. Show chn the timeline of events in world history the children may be familiar with. Where do you think the Aztecs would be on this timeline? Chn to discuss then decide where they would place them on the timeline. 2. Chn to create own timeline in books and organise given historical periods into the correct chronological order. 3. Chn to match the images to each of the different periods. 4. Chn to use their timeline to answer questions. <p style="color: green;">Challenge – Explain that the Aztecs were at the peak of their empire at the same time that Henry VIII was on the throne of England. From what we have learnt about the Aztecs so far, how do you think life as an Aztec would have been different to life as a Tudor?</p>

	Lesson 2 – location (Geog.)	<ul style="list-style-type: none"> I can locate Mesoamerica on a world map I can use a map to answer questions <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can infer further information about Mexico from facts learnt in the lesson. 	<ol style="list-style-type: none"> Show chn a world map. Where are we on this map? Where is North America? Where is South America? Where do you think Mesoamerica was? Invite chn to come to the board to show where they think these places are. Group activity – domino cards - chn to use World Map and the Map of Mexico to answer the questions and put the dominoes together in the correct order. Chn to check answers with another group. If there are any differences in the way the dominoes have been put together, chn to look back at the maps to see if they can decide on the correct answer. <p>Challenge – What do you already know about Mexico? What do you think the temperature is like there? Why? What do you think the landscape is like? Chn to share their ideas.</p>
	Lesson 3 – Building the city (Hist.)	<ul style="list-style-type: none"> I can describe the challenges faced by the Aztecs when building their capital city I can identify and describe features of Tenochtitlan <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can use my own knowledge to compare Tudor London to Tenochtitlan 	<ol style="list-style-type: none"> The land the Aztecs chose to settle on was an island in the middle of Lake Texcoco, a shallow swampy place surrounded by volcanoes. There were no stones or wood on the island and the Aztecs didn't have any horses and didn't use wheels. How do you think they managed to build one of the biggest cities in the world of the time in a place like this? Chn to share their ideas. Chn to imagine that they are a traveller who has just seen Tenochtitlan for the first time – write a letter home to describe what they have seen. Chn to think carefully about the tone of their letter, who the audience will be, what type of language they should use, etc., given that the letter would have been written hundreds of years ago. <p>Challenge – How is Tenochtitlan different to how London would have been at this time?</p>

	Lesson 4 – Aztec society (Hist.)	<ul style="list-style-type: none"> I can explain some of the important people in Aztec society I can describe the structure of Aztec society <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can summarise how Aztec society was organised. 	<ol style="list-style-type: none"> How is our society organised? Who is in charge? Who decides what happens? Chn to share their ideas. Position was very important in Aztec society. If you were an important person, you were expected to behave properly. If a nobleman was found drunk in the street, he could be put to death. A poor person found drunk might just have his head shaved. How fair do you think Aztec society was? Why? Discuss ideas as a class. Chn to organise the people from most important to least important and explain their role in society. Chn to complete a pyramid of importance showing the position of each of the groups of people in Aztec society. <p>Challenge – Can you describe the organisation of Aztec society in 60 seconds?</p>
	Lesson 5 – Gods and Religion (Hist.)	<ul style="list-style-type: none"> I can explain religious ceremonies of the Aztecs and their significance I can explain why human sacrifice was important to the Aztecs <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can compare Church of England beliefs with the beliefs of the Aztecs. 	<ol style="list-style-type: none"> What do you think of the Aztec practice of human sacrifice? Why? Chn to share their ideas. Using the Information Sheet, Picture Cards and Deity Database, chn to use the information they have to find the answers to each of the questions on the Question cards. Chn to discuss the answers as a group. Chn then use the discussion and answers to the questions to create an information poster about Aztec Gods and Religion. <p>Challenge - Are there any similarities between our beliefs and those of the Aztecs?</p>

	Lesson 6 – Daily Life (Hist.)	<ul style="list-style-type: none">• I can explain what daily life was like in Aztec society <p>Some of us will be able to:</p> <ul style="list-style-type: none">• I can research answers to questions about daily life in Aztec society.	<ol style="list-style-type: none">1. Explain your daily routine to a partner? Two minutes. Chn to talk through their average day, e.g. getting up, having breakfast, going to school, doing homework, etc.2. What do you think an Aztec’s daily life would have been like? How might it have been different to yours? In what ways might it have been the same? Chn to share their ideas.3. What else would you like to find out about the daily lives of ordinary Aztecs? Write a list of questions as a class.4. Chn to find four facts about each aspect of Aztec daily life (food, clothes, homes, markets, leisure and children). <p>Challenge – Can you answer all of the questions we listed as a class? If not, can you find the answers?</p>
--	-------------------------------	---	---

Lesson 7 – Fall of the Aztec empire (Hist.)

- I can describe the chain of events that led to the end of the Aztec civilisation.

Some children will be able to:

- I can provide my own views and opinions about historical events.

1. Remind chn that the Aztec empire lasted from approximately 1100 to 1522. What do you think might have happened to cause the end of the Aztec civilisation? Chn to share their ideas.
2. Show chn the opinions of the Aztecs and the Spaniards detailing that they both thought the other to be barbaric. Who is right? Why? Explain that the story of the death of Moctezuma is explained differently by each side - the Aztecs stated that he was stabbed in the back by Cortés; the Spanish state that he was killed by a rock that was thrown by the angry Aztec crowd below. Who is right? Why do you think the two sides disagree about what happened? Chn to think about how people's opinions affect the way they view historical events.
3. Chn to create a cartoon strip on showing how the Aztec civilisation ended; include as much detail as they can in pictures and to show the various opinions of the key characters through speech bubbles and thought bubbles. Word bank to support ideas.

Challenge - Could the Aztecs have survived if they had not welcomed Cortés?

	Lesson 8 – Modern Day Mexico (Geog.) -	<ul style="list-style-type: none"> I can investigate the geographical features of Mexico <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> I can relate information to what I already know about the Aztec life and society. 	<ol style="list-style-type: none"> What do you think Mexico is like as a country? What do you think the landscape is like? What do you think the temperature/climate is like? Chn to share their ideas. Provide chn with the Mexican Volcanoes Map, the Mexico Map, Picture Cards and Fact Sheet. Chn to look at resources in small groups then record in books as many facts as they can find out about what Mexico is like from the sources they were given. When most have finished, take it in turns to read out a fact about Mexico. Keep going until everyone has run out of facts. Which sources were most useful? Which sources were least useful? Chn to discuss ideas as a class. <p style="color: green;">Challenge - Is there anything in the information we have found that tells us about the life of the Aztecs?</p>
--	--	--	---

Key Art vocabulary: artefacts, style, pattern		
Art National Curriculum Objectives	‘I can...’ Statement(s)	Activities
Improve their mastery of art and design techniques, including drawing with a range of materials	<ul style="list-style-type: none"> I can create an Aztec calendar <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> I can evaluate my finished work. 	<ol style="list-style-type: none"> Chn to look closely at the picture of the sunstone. What images and patterns can you see? Chn to create their own Aztec calendar. Provide with the Help Sheet, card, a compass, a protractor and a split pin. Chn to follow steps on the Help Sheet to create their calendar; use the Calendar Images to copy the gods. <p style="color: green;">Challenge - Describe two things you think you have done really well and one area in which you feel your calendar could be improved.</p>