

History

1	Find out about who the Aztecs were and where they lived, including placing them on a timeline of human history.
2	Explore the roles of emperors, nobles, warriors, priests, farmers and other people in Aztec society.
3	Investigate how the huge city of Tenochtitlan was built on a swampy island in Lake Texacoco.
4	Find out about what the Aztecs believed in and how their region and sacrifices impacted their lives.
5	Research what daily life was like for the Aztecs in terms of homes, clothes, school, markets and foods etc.
6	Investigate how and why the Aztec empire ended by finding out about Cortés and the conquistadors invading Mesoamerica.

Art

1	Find out how Aztec women would use looms to weave fabrics and creating a woven bookmark, bracelet or wall hanging.
2	Explore the way Aztecs recorded time and create an Aztec calendar.
3	Learn about dioramas and their uses and using one to depict a scene from daily Aztec life.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

Aztecs

A KS2 cross-curricular topic for Year 5/6

DT

1	Design, make and evaluate a patolli board game.
2	Planning, making and evaluating Aztec food.

- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Geography

1	Locate and explore where the Aztecs lived and identify the continents of North and South America.
2	Explore the geographical features of Mexico including population, landscape and climate.
3	Explore why Mexico is such a popular holiday destination and find out about specific activities and locations tourists can visit.

- KS2 - 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
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Computing

1	Use computing to research and make an information book on the Aztecs.
2	Using digital cameras to make and edit an Aztec A to Z film.

- KS2 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Aztecs

Teacher's Topic Planner

Maths

English

Science

Computing
2 Lessons

PlanBee 

History
6 Lessons

PlanBee 

Geography
3 Lessons

PlanBee 

RE

Art
3 Lessons

PlanBee 

DT
2 Lessons

PlanBee 

PE

Music

Aztecs : Cross-Curricular Topic : Year 5/6

Teacher's notes:

Computing

Geography

Art

DT

History



Aztecs : Cross-Curricular Topic : Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who the Aztecs were and when they lived.	In this lesson the children will investigate the origins of the Aztec empire and how it began. They will learn about how the legend of an eagle marked the promised land of the Aztecs and the beginning of the city of Tenochtitlan. They will also place the Aztec age on a timeline of human history.	<ul style="list-style-type: none"> Do children know when the Aztecs lived? Do children know where the Aztecs lived? Can children place the Aztecs on a timeline? 	<ul style="list-style-type: none"> Slides Timeline Cards Picture Cards Books, internet, etc. (optional) World History Timeline sheet (FSD? activity only) Worksheet 1A/1B (FSD? activity only)
Lesson 2	To find out how the Aztecs built the city of Tenochtitlan.	The children will explore how the Aztecs created a successful and thriving city despite some difficult challenges when building the city of Tenochtitlan. They will investigate the use of aqueducts, chinampas, canals and how conquering neighbouring lands helped the city develop into one of the biggest cities in the world at the time.	<ul style="list-style-type: none"> Do children know that the capital of the Aztec empire was called Tenochtitlan? Can children describe some of the challenges faced by the Aztecs when building the city of Tenochtitlan? Can children identify and describe some of the features of Tenochtitlan? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Description Cards Tenochtitlan Glossary (FSD? activity only)
Lesson 3	To investigate how Aztec society was organised.	This lesson explains the structure of Aztec society and how a person's place in society would affect how they were treated by others. The children will think about the importance of each position and how you could tell this from their clothing and homes.	<ul style="list-style-type: none"> Do children know that the Aztecs had an emperor whom they believed to be descended from a god? Can children describe some of the important people in Aztec society? Do children know how the ordinary Aztec people were organised into calpulis? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Picture Cards (FSD? activity only) Books and the internet, etc. (FSD? activity only)
Lesson 4	To find out what the Aztecs believed and how this impacted on their lives.	The children will discover the gruesome world of Aztec religions, including their use of human sacrifice to appease their multiple gods. They use their researching skills to learn about the different gods that were worshipped and how they were worshipped in Aztec society.	<ul style="list-style-type: none"> Do children know that the Aztecs worshipped many different gods? Can children explain some of the religious ceremonies of the Aztecs and their significance? Do children understand why the practice of human sacrifice was important to the Aztecs? 	<ul style="list-style-type: none"> Slides Information Sheet Picture Cards Deity Database Question Cards Acrostic Poem Sheets (FSD? activity only)
Lesson 5	To investigate what daily life was like for the Aztecs.	Children investigate the daily lives of an Aztec person, including finding out about food, clothes, homes, markets and leisure activities. They use the information they learn to record facts and sort them into categories.	<ul style="list-style-type: none"> Can children ask questions about the Aztecs that they would like to find the answer to? Can children use a variety of sources of information to find out the information they need? Can children present the information they have found out in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Books and access to internet, etc. Challenge Cards (FSD? activity only)
Lesson 6	To find out about the fall of the Aztec empire.	Children learn the reasons behind the fall of the Aztec empire including the invasion of Cortés and the conquistadors. The children have the opportunity to debate over the two groups' beliefs to decide who they thought was right.	<ul style="list-style-type: none"> Can children describe the chain of events that led to the end of the Aztec civilisation? Do children know that the past is viewed in different ways by different people? Can children describe their own views and opinions about historical events? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D/6E Information Sheet (FSD? activity only)

Aztecs : Cross-Curricular Topic : Year 5/6

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to weave an Aztec artefact.	In this lesson the children will investigate the use of looms in the process of weaving fabric in Aztec civilisations. They will learn about the warp threads and how the fabric is made by weaving thread between these. They then go on to produce a woven artefact based on Aztec colours and designs.	<ul style="list-style-type: none"> • Can children choose colours carefully? • Can children create a loom of an appropriate size and shape for the purpose intended? • Can children work with yarn to weave fabric? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B • Cardboard • Scissors • Sticky tape • Needles • Yarn/thread
Lesson 2	To create an Aztec calendar.	This lesson explores the use of calendars in Aztec society and how they used them to track the passing of time. The children will look at the way each day was labelled and the symbols the Aztecs used for these labels. After investigating their uses, the children make and decorate their own calendars using the Aztec sunstone as inspiration.	<ul style="list-style-type: none"> • Can children study artefacts to gather ideas about style, patterns and colours? • Can children work with care and attention to detail to create an Aztec calendar? • Can children evaluate their finished work and say what they think and feel about it? 	<ul style="list-style-type: none"> • Slides • Picture Sheet • Templates A/B/C • Calendar Images sheet • Card • Compasses, protractors, split pins, scissors • Coloured pencils • Paints - optional
Lesson 3	To be able to create a diorama representing an aspect of Aztec life.	Children will explore the use of dioramas to help visualise scenes of history to show what they would have looked like and bring them to life. They then think about and make notes on an everyday scene from an Aztec's life and use this to base their own diorama on.	<ul style="list-style-type: none"> • Can children generate ideas for a model, thinking carefully about what materials and techniques they will use? • Can children follow a design to make a model using a variety of materials and techniques appropriately? • Can children evaluate their finished artwork and state what they think and feel about it? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Challenge Cards (FSD? activity only) • Variety of materials according to children's designs



Aztecs : Cross-Curricular Topic : Year 5/6

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to locate where the Aztecs lived on a map.	This lesson allows the children to explore the geographical location of Mesoamerica or as it's known today: Mexico. They will observe the bodies of water and continents that it is part of and that surround it. The children will develop their map and atlas skills when identifying different locations of Mexico and its cities, linking these with the Aztec cities that came before them.	<ul style="list-style-type: none"> Do children know that the area of Mesoamerica where the Aztecs lived is today called Mexico? Can children locate Mexico on a world map? Can children use a map to answer questions? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Atlases Map of the Americas World Map Map of Mexico (FSD? activity only) Domino Cards (FSD? activity only)
Lesson 2	To investigate the geographical features of Mexico.	Children will use pictures and research to investigate the geographical features of Mexico. They will need to find out about the physical and human features, including climate, mountain ranges and populations.	<ul style="list-style-type: none"> Can children ask questions about a location and suggest where they can find answers? Can children use a variety of different sources of information to find out about the geographical features of Mexico? Can children present the information they have found out in an appropriate way? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Books, atlases, internet access, etc. Mexican Volcanoes Map (FSD? activity only) Mexico Map (FSD? activity only) Picture Cards (FSD? activity only) Fact Sheet (FSD? activity only)
Lesson 3	To investigate Mexico as a holiday destination.	Using their knowledge from the previous lessons the children look at the popular tourist destinations around Mexico and create adverts and brochures to persuade people to visit the country. Using their research skills they must find out where these attractions are in Mexico and place them on a blank map.	<ul style="list-style-type: none"> Can children describe what Mexico is like? Can children identify reasons why tourists enjoy visiting Mexico? Can children use persuasive language effectively? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Tourist Cards Mexico Destinations sheets Travel brochures, books, etc.



Aztecs : Cross-Curricular Topic : Year 5/6

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to use a computer to create an information book on the Aztecs.	Using everything they have learnt about Aztecs so far the children will research and create an information book about the Aztecs. They learn about the structure and presentation that they will need to think about for a non-fiction text and go on to use computers to create their book.	<ul style="list-style-type: none"> Can children use a variety of sources to find information? Can children use a word processing package to combine text and graphics effectively? Can children evaluate their finished work? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Challenge Cards (FSD? activity only)
Lesson 2	To be able to use digital recording devices to convey knowledge of the Aztecs.	In this lesson the children will decide the best ways to use digital recording devices to record an informational film about the Aztecs. They will need to think about the roles that each of them may have and the location that is suitable for their needs. There is an opportunity for the children to edit their films together if they have decided it would be better shot in shorter scenes.	<ul style="list-style-type: none"> Can children use a digital recording devices to shoot videos or photographs accurately? Can children make decisions about the content, location and style of their video/photos? Can children use movie editing software accurately to achieve the required results? 	<ul style="list-style-type: none"> Slides Worksheet 2A Aztec A to Z sheet Digital Recording Devices Alphabet Cards (FSD? activity only)

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to design, make and evaluate an Aztec patolli board.	The children will learn about one of the Aztec people's favourite pastime: the patolli board game. They first look at how it is played and use this understanding to design and create their own version of this game. They will need to think about the game pieces they will need as well as the board. As an extra challenge they can create the packaging to go with their game.	<ul style="list-style-type: none"> Can children develop their design ideas and explain how they will create their patolli board? Can children use a variety of different processes and techniques to create a patolli board and packaging? Can children evaluate their finished product and state what they think and feel about it? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Large sheets of card Recycled card (e.g. from cereal boxes) Scissors, rulers, glue, compasses, pencils, sticky tape, masking tape, etc. Art materials for decoration (e.g. paint) Dried beans Correction fluid or white paint
Lesson 2	To be able to plan, make and evaluate an Aztec meal.	This lesson allow the children to explore the foods that the Aztec people would have made and eaten. They have the opportunity to design a tortilla wrap using Aztec-style ingredients. After making other foods and dips they can taste test the foods, evaluating their methods and the food's quality.	<ul style="list-style-type: none"> Can children plan what ingredients and utensils they will need to make a recipe? Can children work safely and hygienically with food? Can children evaluate their work and say what they think and feel about it? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Recipe Sheet Ingredients Utensils e.g. knives, chopping boards, spoons, forks, etc. Hot Chocolate Recipe (FSD? activity only)