

Topic UU The Aztecs 2025 Class and Year Groups: UU Year3/4

<p><b>SUCCESS CRITERIA:</b> <i>On the completion of this topic pupils should be able to: recognise that the Aztecs were a fierce tribe of warriors who settled in the Valley of Mexico in 13th Century. Know that... their capital city was called Tenochtitlan where Mexico City now stands. ) Within the city there were palaces, pyramids and temples. The Aztecs mainly worshipped the sun god. Warfare was important to Aztec society. Hunting and fishing were important activities. Religion was an important part of Aztec culture - ball games were linked to the gods in which the court represented the world and the ball represented the sun and moon. Aztec craftsmen were skilled stoneworkers; they also liked to work with colourful feathers. Aztec markets operated on a barter system (exchanging products) Maize was their central food, however they also ate vegetables including beans and squash. Understand that The Spanish arrived in 1519.</i></p>	<p><b>KEY FOCUS AREAS</b></p> <p><b>History:</b> Who were the Aztecs?</p> <p><b>DT:</b> Textiles - design &amp; make Christmas Stockings</p> <p><b>Science:</b> Living things and their habitats.</p>		<p><b>SYNOPSIS:</b></p>	
			Who were the Aztecs?	
			What were the Aztecs famous for?	
			Where did they live? When did they live? Why did the Aztecs move around?	
			Why did they choose the site for their city? How are they different from today?	
			Did they have one God or many? What did they believe about their Gods and how they affected their lives?	
		Christmas		
<p><b>SCIENCE: Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• use and make simple guides or keys to explore and identify local plants and animals</li> <li>• make a guide to local living things</li> <li>• raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.</li> </ul> <p><b>Working scientifically:</b> asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>		<p><b>KEY QUESTIONS:</b></p> <p>Who were the Aztecs?          What were the Aztecs famous for?          Where did they live? When did they live?          Why did the Aztecs move around?          Why did they choose the site for their city?          How are they different from today?          Did they have one God or many?          What did they believe about their Gods and how they affected their lives?</p>		<p><b>KEY VOCAB:</b></p> <p>Alliance          Empire          Hieroglyphics          Mexico          Nomads          Sacrifice          Trade          Tribe          Tenochtitlan          emperor</p>
<p><b>Opportunities for Extension</b></p>				
<p>You could use the images the Aztec temples to construct your own models. You could make models using plastic construction bricks or build a model from cardboard. Research and draw some Aztec symbols. Make some Xocolatl (hot chocolate). Create your very own mood board about the Aztecs - use symbols, patterns, colours, words and textures. Write a diary entry about the life of an Aztec family.</p>				
<p><b>Vertical Drivers and Opportunities for Enrichment</b></p>				
<p><b>Driver: Celebration of Diversity.</b>  <b>Places to visit:</b> Cadbury World (Aztec and Mayans ) The Hive or other local library to find Aztec non fiction books, online museums with Aztec artefacts. <b>Visit online:</b> <a href="#">Aztec Empire</a>   <a href="#">Aztec Facts for Kids (mysteriesintime.co.uk)</a> <b>Visit the interactive Aztec map.</b> <a href="#">Aztec Facts For Kids</a>   <a href="#">Aztec History For Kids</a>   <a href="#">DK Find Out</a></p>				

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<p><b>ENGLISH:</b> Purpose for writing: Instruction writing, Recount Cadbury visit The Great Choco plot.  <b>Key texts: Non Fiction texts:</b> Various texts on the topic/theme.  <b>READING Whole class KEY TEXT(S):</b> Jeremy Strong: The Battle for Christmas The Great Choco plot.  <b>Read and Respond:</b> George's Marvellous Medicine Roald Dahl One Christmas Wish</p>	<p><b>MATHS:</b>  <b>Y3 and Y4 Number:</b> addition and subtraction. Number: Multiplication and Division.                  Area</p>	
<p><b>MFL: Animals:</b> listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>		
<p><b>PE: Dodgeball</b>                  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Swimming:</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water based situations.</p>	<p><b>MUSIC: DRUMMING Wordkshops</b></p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>SINGING:</b> Performance cluster carols and carol concerts</p>	<p><b>History: Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Identify reasons for and results of people's actions</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Understand why people may have wanted to do something</li> <li>• Identify key features and events of time studied</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Distinguish between different sources - compare different versions of the same story</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to use the library and internet for research</li> <li>• Select and record information relevant to the study</li> <li>• Use evidence to build up a picture of a past event</li> </ul> <p><b>Organisation and communication</b>                  Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing....Using ICT...</p> <p><b>Design and Technology:</b> To 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. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>



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<b>PE Targets - A Year 3 Gymnast</b>	<b>PE Targets - A Year 4 Gymnast</b>
<ul style="list-style-type: none"> <li>• use a greater number of their own ideas for movements in response to a task</li> <li>• choose and plan sequences of contrasting actions and compositional principles</li> <li>• adapt their own movements to include a partner in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• perform actions, balances, body shapes and agilities with control</li> <li>• plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</li> <li>• adapt sequences to suit different types of apparatus and their partner's ability</li> </ul>
<b>DT Targets - A Year 3 As an engineer/designer</b> <ul style="list-style-type: none"> <li>• Generate ideas for an item, considering its purpose and the user/s</li> <li>• Make drawings with labels when designing.</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</li> </ul>	<b>DT Targets - A Year 4 As an engineer/designer</b> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Sew using a range of different stitches, weave and knit . Evaluate their products carrying out appropriate tests. Make labelled drawings from different views showing specific features.
<b>MFL Targets - A Year 3 Linguist</b>	<b>MFL Targets - A Year 4 Linguist</b>
Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.	Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
<b>Music Targets - A Year 3/4 Musician</b>	
<ul style="list-style-type: none"> <li>• Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Explore and select different melodic patterns.</li> <li>• Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds.</li> <li>• Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs or small groups.</li> </ul>	