Remote Education 2020-2021

Aims:

- To outline our approach for pupils who will not be attending school as a result of government guidance, closure of a class bubble or individual isolation
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils' learning

Who is the plan applicable to?

Every child is expected to attend school from 1 September 2020. However, due to the ongoing global, national and local situation with regard to Covid-19 some pupil groups or individuals may have to self-isolate if they display symptoms of coronavirus.

This plan outlines expectations for full school closure or for class bubble (or partial school) closure.

Where individual pupils are isolating due to ill-health and are unwell, they will not be expected to work on school based tasks until they are fully recovered. Where individual pupils are self-isolating but are feeling well, our response will be tailored to their individual circumstances and will primarily be supported with the use of 'paper packs' which will mirror the work being taught to the rest of the class in school; this may include signposting to online learning resources.

Remote learning:

We will provide appropriate remote learning for pupils who are not able to attend school so that no one need fall behind.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.* When implementing strategies to support pupils' remote learning, or to help parents to support this, we have considered the following:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

At Langdon Primary School we acknowledge that there has been much disruption to children's education as a result of the coronavirus pandemic and subsequent restrictions with regard to this. We are aware that should further restrictions be placed upon the school that our pupils should continue to receive a quality education which may involve remote learning.

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* https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

Our approach is the provision of a blend of paper resources, online learning and some virtual face-to-face sessions that pupils can access with class teachers.

Remote learning tasks will be in line with the curriculum and learning that would ordinarily take place in the classroom according to National Curriculum and school guidance for each class and year group. For pupils with individual or special education needs and/or disabilities, staff will provide learning resources that are relevant and accessible to the child.

We accept that every family's circumstances is different and our planning takes account of this. We will be as flexible as possible in how we approach remote learning in order to cater for individual circumstances. We acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. For this reason, we will provide a blended offer of online and paper based tasks in order to support children's learning. Paper based tasks will either be sent home with the child at the start of a school closure or sent to the child's home by first class Royal Mail. Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper based tasks or with the loan of IT equipment if available.

Teacher Responsibilities in the case of a school closure:

Class teachers will plan lessons that link directly to the curriculum focus for their class and the children's year group and will provide resources to support tasks for home learners.

In the event of a full or partial school closure, information about work for the week will be posted onto the class SeeSaw page by 9.00am the following day. The information will include the following:

- An explanation of core learning tasks to be completed each day in Reading, Writing and Mathematics
- A longer task linked to the Integrated Learning topic being studied in class that pupils should work on over several days
- A link to any worksheets or templates that need to be used
- Web-links to web-sites, videos, film clips, teacher explanations or other resources that children should use in order to inform their work
- An explanation about how to post work to the class teacher for marking and feedback

Every child will have their own portfolio set up by the class teacher on SeeSaw and all parents will be connected to their child's class teacher via this platform. This is our main and preferred method of communication between the class teacher, parent and child during a school closure.

Class teachers will send parents SeeSaw login details when their child moves into a new class at the beginning of the new academic year or sooner if necessary. They will also send any other relevant details in order to help access programs, platforms or apps that will be recommended by staff such as Purple Mash or Times Table Rock Stars. At times and if needed, 'how to' guides will be sent in order to inform parents of any process that may be new to them so that they can support their child.

Teachers will respond promptly, within reason, to requests from families for support at home. This should be done via SeeSaw. If parents are not able to access this communication route, they should contact the Head Teacher who will liaise with the class teacher on behalf of the family.

Teacher responsibilities if in self-isolation:

All staff are required to self-isolate if they show symptoms of coronavirus or if they have been asked by their medical team to shield due to underlying health needs. Where staff are isolating due to ill-health and are unwell, they will not be expected to work until they are fully recovered. If this is the case for a teacher during a full or partial school closure, another member of staff will assume responsibility for setting remote learning tasks for their class.

If a teacher is self-isolating but is feeling well, they may set remote learning tasks for their class within the capabilities of their home IT capabilities. If it is not possible to set online learning tasks, paper packs will be sent to pupils until the class teacher is able to return to school.

It is expected that if a teacher is symptomatic of coronavirus that they will get tested and share the result of this with the Head Teacher so that appropriate plans to manage remote learning may be put in place.

Family Responsibilities:

We recognise that pupils respond best to learning when there is a regular and familiar routine. Langdon Primary School recommends that families try to maintain a 'school day' structure as far as possible during a school closure. We suggest that a quiet, comfortable place to work in is ideal but we understand that this may be difficult in some environments particularly if there are lots of people working from home, or within the home, at the same time and where there are multiple demands for the use of IT. We encourage parents to do their best in order to secure good levels of concentration.

Parents and/or carers should supervise children when they are working remotely, particularly if working online in order to ensure online safety is maintained. Parents should help their child by looking at the work which has been set together with their child, discussing it to ensure understanding, making a plan in order to complete the tasks and then checking that their child has understood, addressing any problems or misconceptions as they arise.

Parents can supplement learning set by staff with other resources that are available online. The following links are particularly useful and parents should explore these as a first point of reference if they require more for their child:

- Oak National Academy at https://www.thenational.academy/
- BBC Bitesize at https://www.bbc.co.uk/bitesize

If children and/or parents are unclear about any of the work that is set or have difficult accessing it online, parents should communicate with the class teacher as soon as possible

in order to access support or advice or an alternative method of accessing the work that has been set.

There is an expectation that parents/children will submit work if asked to do so via SeeSaw and teachers are expected to respond to the work submitted.

Pupil Responsibilities:

Pupils are expected to work hard, to the best of their ability on the tasks set by their teachers, whether online or within the 'paper packs'.

Each day they are expected to complete the following as a minimum:

- Daily mathematics task
- Daily reading task
- Daily writing task
- An integrated learning activity (or part thereof, as determined by the class teacher)

Children and/or parents should submit their work promptly to the class teacher via SeeSaw. Staff will then respond to it.

Staff Training:

It is essential that staff are confident with all aspects of this remote education plan. In order to ensure this staff will engage in training and development according to need. This will include but is not limited to:

- Use of SeeSaw for communication
- How to create and upload teaching materials to SeeSaw, YouTube or other platform as relevant
- The content of this policy and the expectations for remote education

Monitoring:

The Head Teacher and staff will evaluate any period of school closure in order to monitor the quality and impact of remote education. Where improvements can be made, they will be implemented in a timely manner in order to ensure that the remote learning offer for pupils is as good as it can be in order to prevent disruption to learning and progress.

Remote Education Guide for Parents

If your child is required to isolate in response to a directive from Langdon School, NHS Test and Trace or by any other official source, then they will be required to access remote education in order to ensure that they are able to continue learning. Remote learning occurs when the learner and the teacher are separated by time and/or distance and cannot meet in a usual classroom setting.

In the event of a full or partial school closure, or in the case of being asked to isolate individually or with the members of their household pupils will, as far as possible, be following the learning that would ordinarily happen if they were attending school as usual. On return to school, your child's learning will continue on from the remote learning that they have completed whilst at home.

Children who are unwell are not expected to engage with remote learning. It is important that they recover fully before re-engaging with school work.

In the event of a full or partial school closure

In the event of a full or partial school closure, information about work for the week will be posted onto the class SeeSaw page by 9.00am the following day. The information will include the following:

- An explanation of core learning tasks to be completed each day in Reading, Writing and Mathematics
- A longer task or series of tasks linked to the Integrated Learning topic being studied in class that pupils should work on daily or over several days
- Web-links to web-sites, videos, film clips, teacher explanations or other resources that children should use in order to inform their work, for example from the Oak National Academy and/or BBC Bitesize
- A link to any worksheets or templates that need to be used
- An explanation about how and when to post work to the class teacher for marking and feedback

Every child will have their own portfolio set up by the class teacher on SeeSaw and all parents will be connected to their child's class teacher via this platform. This is our main and preferred method of communication between the class teacher, parent and child during a school closure.

In the event of an individual self-isolating for a few days whist awaiting the results of a coronavirus test

In the event of a child being asked to self isolate because they, or a member of their household, has coronavirus symptoms, paper based tasks will either be sent home with the child at the start of their period of isolation, sent via SeeSaw or sent to the child's home by first class Royal Mail.

In the event of a pupil self-isolating for a longer period of time, eg. up to 14 days

In the event of a child self-isolating for a longer period of time eg. up to 14 days whilst a member of their household is advised to isolate, the procedures for full or partial school closure will be put in place with information about the work for the week being posted onto the child's portfolio on SeeSaw by 9.00am the following day.

Parental Support

We accept that every family's circumstances is different and our planning takes account of this. We acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper based tasks or with the loan of IT equipment if available

Parents should try to maintain a 'school day' structure as far as possible during a school closure or if a child is isolating. We suggest that a quiet, comfortable place to work in is ideal but we understand that this may be difficult in some environments particularly if there are lots of people working from home, or within the home, at the same time and where there are multiple demands for the use of IT. We encourage parents to do their best in order to secure good levels of concentration.

Where possible, any IT should be in a public space in the home. Try to keep the background neutral with no personal information visible and move any devices out of the child's bedroom as this in not an appropriate location for staff to undertake lessons with pupils.

Parents and/or carers should supervise children when they are working remotely, particularly if working online in order to ensure online safety is maintained. Remote learning may well be a new concept for parents and children which may result in some initial challenges or difficulties. We ask parents to take an active interest in their child's learning and to help or support them whenever they need a helping hand.

Parents should help their child by looking at the work which has been set with their child, discussing it to ensure understanding, making a plan in order to complete the tasks and then checking that their child has understood addressing any problems or misconceptions as they arise.

If children and/or parents are unclear about any of the work that is set or have difficult accessing it online, parents should contact the class teacher as soon as possible in order to get support or advice.

Parents/children should submit work, if asked to do so, via SeeSaw for marking and feedback. Teachers will respond to the work submitted.

It is important to remember that children should have breaks away from screens from time to time throughout the day. Parents should encourage their children to engage throughout the day with tasks that have been set that do not rely heavily on using IT. We particularly encourage children to take some break time outdoors in order to get fresh air and exercise.

Monitoring well being and mental health

Remote learning will probably mean that your child won't get the same level of social interaction as they do at school. Keep a check on their well being and try to encourage them to engage in play and talk with family and friends as much as possible. Whilst learning from home might seem fun and exciting to begin with, missing out on seeing friends everyday may have an adverse effect on your child.

Safety controls and privacy restrictions

Parents are responsible for ensuring that whilst engaging with learning at home and online their child is safe from harmful material or practices. Parents should implement any safety controls or privacy restrictions as a precaution on each device that their child uses.

Reporting concerns

It is important to check that your home network is secure in order to ensure that your child does not click on something inappropriate or damaging to your system. We would recommend that parents check that their anti-virus/anti-malware software is up to date and installed; that their wireless network is secure so that others living nearby cannot access it (the use of a password to gain access to your network is recommended) and that you have filters installed for when children access the internet. Pupils are taught in school that they should never give out personal information such as full name, date of birth, home address information or school details over the internet and we expect them to follow the same rules at home. Pupils should never accept messages, calls, files or screen-sharing from anyone they do not know.

Sometimes, despite best efforts, children are subject to things online that we would rather they did not access. If you have any concerns about your child's safety online, we ask that you contact us as soon as possible in order that we might advise you how to proceed or report it via the Child Exploitation and Online Protection Centre (CEOP) which can be found at http://ceop.police.uk/safety-centre/

10 TOP TIPS
REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

Appendix 2: (this appendix will be completed on a weekly basis by the class teacher in the event of a full or partial closure)

Daily Plan Template:

Subject Area	Day	Task	Additional Teaching Resources or online learning links
Mathematics	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		
Reading	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		
Writing	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

Autumn Term Integrated Learning Curriculum Mapped to Relevant Online Resources

Year R/1 – Europe Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Understanding of the world The natural world	**All about me** What is important to me? Why are they important to me? My favourite toy is……….because………..	https://classroom.thenational.academy/lessons/to-choose-and-talk-about-objects-that-are-important-to-me-61gkae		
	What does my home look like? Can you build a model using construction materials? Take a photo to share your home on Seesaw. You could go on a neighbourhood walk.	https://classroom.thenational.academy/lessons/to-reflect-on-features-of-my-home-68r36c		
	Who lives in my house? Can you draw or paint a picture of the people who live in your house?	https://classroom.thenational.academy/lessons/to-name-different-people-in-my-family-61h30e		
	What changes can I see in Autumn? Go on an autumn walk and collect natural items. Ask questions about what they can see, hear, feel, smell and taste. If you can finish these	https://classroom.thenational.academy/lessons/to-explain-the-changes-that-happen-in-autumn-ccvkee		

	sentences below: I can see…. I can hear…. I can feel…. I can smell…. I can taste….			
	What do we need to stay healthy? Can you think of a song to sing when you wash your hands for 20 seconds? Watch the clip and answer these questions. What are our five senses? Try to talk about what you saw on your autumn walk.		https://www.bbc.co.uk/bitesize/articles/zxnf6g8h	
Expressive arts and design Creating with materials Being imaginative and expressive	**My face in nature** Watch the video and have a go yourself. Ask your child these questions as they are working. What do I look like? Do we look the same? What is similar/different? Take a photo to record your face in nature. Post on Seesaw.	https://classroom.thenational.academy/lessons/my-face-in-nature-cruk4d		
	Watch the video and join in with the teacher.	https://classroom.thenational.academy/lessons/me-and-my-family-part-1-c5h3et		Two sticks to beat together (wooden spoons would be ideal) and a teddy bear.

Year 1/2 – Antarctica Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Geography	Antarctica Introduction to Antarctica Watch the power points and answer the questions. What is Antarctica like? Can you talk about similarities and differences between Antarctica and East Langdon? Can you answer the questions about Antarctica? (See attached teacher produced resources)	Follow this lesson: https://classroom.thenational.academy/lessons/what-is-antarctica-like-65j3ge?from_query=antarctica		Teacher produced resources: Antarctic Powerpoint C-Beebies Antarctic powerpoint Antarctica questions
Science	Animals habitats What animals live in Antarctica? How are they suited to their environment? Follow the Oak Academy lessons lesson then complete the teacher produced activities.	https://classroom.thenational.academy/lessons/to-name-animals-that-live-in-polar-habitats-6gt66r?from_query=antarctica?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&entry_quiz=true&exit_quiz=true&video=true&presentation=true&worksheet=true		Teacher produced resources: Antarctic animals powerpoint Penguins powerpoint.

	Draw and label a penguin. Can you draw and label any other animals from Antarctica?			Label a penguin
	Watch the powerpoint and draw the life cycle of a penguin. Make a zig zag book. (see teacher resources) Can you find out about other life cycles?			Penguin life cycle powerpoint Penguin life cycle zigzag book.
	What have you found out about penguins? Can you make a fact sheet?			Penguin fact sheet activity
Computing	Antarctica (keyboard skills)			Purple Mash –writing a postcard and fact file
Art/Design and Technology	Follow the instructions to make a 3D model of an animal from Antarctica!			Teacher produced resources: How to make Antarctic animals (instructions)
	Make a cut and stick penguin!			Cutting and sticking penguin
	Observational drawings and paintings of animals from Antarctica. (Use photo pack)			Antarctica animal photo pack.
	Make an Antarctic colour collage. Can you add some animals?			Antarctic Collage Activity

History	To find out about people from the past What is an explorer? Watch the powerpoint)			Antarctic explorers.
	What would you take with you on an exploration to Antarctica?			Antarctic Explorers What Would You Take (activity sheet)
	What have you found out about Antarctica and explorers? Create a fact sheet.			Explorers fact sheet

Year 3/4 – Asia Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Geography	• Locational knowledge- name and locate countries in and surrounding Asia.			Teacher produced resources- map work Asia
	• Compare climate in China to climate in UK- create bar and line graphs showing information.			Teacher produced resources- PowerPoint climate in Asia
	• Physical features of China focusing on the Great Wall of China.			Teacher produced resources- physical features in China
	• Life in China today looking at food and drink, festivals, sport and leisure, education and traditions. Create a leaflet describing life in China.		https://www.bbc.co.uk/bitesize/topics/zjkc92p	
History	• Timeline of Shang Dynasty			Teacher produced resources- Shang Dynasty timeline
	• How do we know about the Shang			

		Dynasty? Children to follow the lesson and create an information page.	https://classroom.thenational.academy/lessons/how-do-we-know-about-the-shang-dynasty-cdj3gc		
		• How did the Shang Dynasty begin? Follow the lesson and create an information page.	https://classroom.thenational.academy/lessons/how-did-the-shang-dynasty-begin-71j30c		
		• What was life like for people in the Shang Dynasty? Compare life in the Shang Dynasty and make a list of what is similar and different to today's life.		https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc	
		• What did the Shang people believe? Follow the link and watch the video. Make a leaflet about what the Shang people believed.		https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zc6h2nb

https://www.bbc.co.uk/bitesize | |

	• Who was Fu Hao? Follow the link and create a poster about Fu Hao.		/topics/z39j2hv/articles/zsr9gdm	
	• Watch the lesson and create a double page spread about the accomplishments of the Shang Dynasty.	https://classroom.thenational.academy/lessons/what-were-the-great-accomplishments-of-the-shang-dynasty-cmu66c		
Art	• Sketching dragon eyes looking specifically at shapes, lines and colours used.			Teacher produced resources- dragon eye sketches.
	• Observational drawings of the willow pattern on paper plates or paper.			Teacher produced resources- willow pattern.
Design and Technology	• Creating origami shapes.			Teacher produced resources- fish origami.
	• Cook Chinese food and evaluate final product.			Teacher produced resources- evaluation sheet. https://www.bbcgoodfood.com/recipes/easy-sweet-sour-chicken

				Teacher produced resources- kite evaluation sheet.
	• Create a kite and evaluate it against a success criteria.			

Year 5/6 – South America Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Geography	Introduction to South America - Rio De Janeiro Follow the lesson and complete the activities.		https://www.bbc.co.uk/bitesize/articles/z6yg9mn	
	Which countries are in South America? What physical features can we find in South America? Take notes about each of the physical features and write a paragraph for each.	https://classroom.thenational.academy/lessons/which-countries-are-in-south-america-what-physical-features-can-we-find-in-south-america-crw3gr		
	Sorting physical/ Human Geography of South America			Teacher provided – photos of different human and physical geography locations in South America
	What are some of South America's most important human features? Follow the lesson and complete the activities.	https://classroom.thenational.academy/lessons/which-countries-are-in-south-america-what-physical-features-can-we-find-in-south-america-crw3gr		
	What is the geography of Chile? Follow the lesson and complete the activities.	https://classroom.thenational.academy/lessons/which-countries-are-in-south-america-what-physical-features-can-we-find-in-south-america-crw3gr		
	How are Chile and the UK similar and different? Write a non-chronological report about the differences between the UK and Chile	https://classroom.thenational.academy/lessons/how-are-chile-and-the-uk-similar-and-different-cnj36r		
Science	Why do plants have flowers? Follow the lesson and write an explanation about the reason why plants have flowers	https://classroom.thenational.academy/lessons/why-do-plants-have-flowers-70v3gc https://classroom.thenational.academy/less		

	How do you clone a potato? Follow the lesson and complete the activities.	ons/how-do-you-clone-a-potato-70uk8c		
	How does the lifecycle of an insect compare to an amphibian? Use the information to create a poster of the different life cycles of both.	https://classroom.thenational.academy/lessons/how-does-the-lifecycle-of-an-insect-compare-to-an-amphibian-cmrked		
	Are the life cycles of mammals all the same? Write about the differences between the life cycles of mammals, insects and amphibians	https://classroom.thenational.academy/lessons/are-the-life-cycles-of-mammals-all-the-same-c4u3gr		
	Why do birds lay eggs? Follow the lesson and complete the activities.	https://classroom.thenational.academy/lessons/why-do-birds-lay-eggs-69j3jt		
	How do lifecycles compare across the animal kingdom? Write about the differences in life cycles in the animal kingdom, using the information you have learnt or information you know about animals of your choice.	https://classroom.thenational.academy/lessons/how-do-lifecycles-compare-across-the-animal-kingdom-6wv32r		
History	Creating non-chronological reports and factual writing – use of each of the following sections to create your own project about the ancient Mayans.			
	The Ancient Mayans	https://www.bbc.co.uk/bitesize/articles/zvynm39		
	Introduction to the Mayans	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg		
	What was life like for the ancient Mayas?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4		

	Who was Pakal the great?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zv4x6yc		
	What did the ancient Mayas believe?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p		
	What games did the Mayans play?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j		
	What remains of the ancient Maya?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j		
	What happened to the Ancient Mayans?	https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3		
Art	South American art projects based on varying cultures and history within the region			Teacher provided art resources -