

## Year 5 History: The Maya Civilization

Autumn Term

### Are Mayans only remembered for inventing chocolate?

#### Enrichment: Maya Workshop (Dr Jo to Visit School)

**Prior Learning:** Changes within living memory; Great Fire of London; Grace Darling; Castles, knights and dragons; Florence Nightingale; Stone Age; Romans; Ancient Egyptians, Anglo-Saxons

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>To know and sequence key events of a time studied</li> <li>To relate current studies to previous studies and make comparisons between different times in history</li> <li>Use dates precisely and accurately when talking about the past</li> <li>Place events, people and changes within a chronological framework</li> <li>To sequence ten or more events on a time line</li> <li>To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates</li> </ul>	<p><b>What historical events do I already know about?</b></p> <ul style="list-style-type: none"> <li>To recall and order significant historical events from my prior learning</li> </ul> <p><b>When and where did The Maya exist in relation to other historical societies?</b></p> <ul style="list-style-type: none"> <li>To order key events from The Maya Civilisation using dates</li> <li>What was happening in England during this period?</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the terms BC and AD</li> <li>Know that the Maya Civilization spanned a significant period of time (1100BC-AD1502)</li> <li>To know that the Maya Civilization is divided into three significant periods: pre-class, classic and post-classic</li> <li>Know that this period coincides with the Bronze Age to the Middle Ages in England</li> <li>To know that The Maya existed in Central America and that the countries are now known as Guatemala, Belize, Honduras, El Salvador and some areas of Mexico.</li> </ul> <p><b>Vocabulary:</b> Time line, BC, AD, settlement, civilization, ancient, period, chronology</p>
<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>To draw conclusions about a period from use of a range of sources</li> <li>To understand that there are, and offer some reasons for, many representations and interpretations of an event/historical period</li> </ul>	<p><b>How do we know about The Maya?</b></p> <ul style="list-style-type: none"> <li>To carry out a historical enquiry, using a range of sources to show how evidence is used to make historical claims.</li> <li>To begin to identify and compare sources and interpretations</li> </ul> <p><b>What did the people of Maya eat and why?</b></p> <ul style="list-style-type: none"> <li>To discover what the Maya diet looked like through enquiry and research.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Archaeologists study remains found in historical sites</li> <li>We know about ancient civilisations owing to the artefacts, writing and artwork left behind.</li> <li>The Maya had a writing system using hieroglyphs</li> <li>The Maya had death masks</li> <li>The Maya had a sport called pok-a-tok</li> </ul>

<ul style="list-style-type: none"> <li>• To discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• To compare accounts of events from different sources, fact or fiction</li> <li>• To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability</li> <li>• To link sources and work out how conclusions were arrived at</li> <li>• To confidently use a range of research techniques</li> <li>• To begin to select and combine information from different sources</li> <li>• To begin to identify primary and secondary sources</li> <li>• To compare primary and secondary sources of information</li> <li>• To understand that the type of information available depends on the period of time studied</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why the Maya diet included these foods.</li> </ul>	<ul style="list-style-type: none"> <li>• The Maya had royalty</li> <li>• Maize (corn) was a staple ingredient in the Maya diet.</li> <li>• The food they ate depended on what would grow in their climate.</li> <li>• A chocolate drink was a popular drink.</li> </ul> <p><b><u>Vocabulary:</u></b> Archaeologist, royalty, hieroglyphs, climate, diet, crops, source, interpretation</p>
<p><b><u>Society</u></b></p> <ul style="list-style-type: none"> <li>• To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates</li> <li>• Give some reasons for, and results of, the main events and changes</li> </ul>	<p><b>What was the social hierarchy during the Maya Civilization?</b></p> <ul style="list-style-type: none"> <li>• To explore the Maya Hierarchy</li> <li>• To explore sacrifice and war within the context of the Maya hierarchy</li> <li>• To understand the importance of Gods and the Maya understanding of heaven and Xibalba</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Show an understanding of the hierarchy in Maya culture</li> <li>• Know that The Maya had a monarchy/royalty</li> <li>• Know that there were a variety of jobs</li> <li>• Know that The Maya believed in sacrifice</li> <li>• The Maya used a number system using lines and dots</li> <li>• The Maya used hieroglyphs</li> </ul>

	<ul style="list-style-type: none"> <li>To use knowledge and understanding to describe characteristic features of past societies and periods</li> </ul> <p><b>How advanced was the Maya society?</b></p> <ul style="list-style-type: none"> <li>To explore the Maya number system</li> <li>To explore the Maya writing system (hieroglyphs)</li> <li>To begin to select and combine information from different sources</li> </ul> <p><b>What was it like to live in The Maya society?</b></p> <ul style="list-style-type: none"> <li>To prepare research and knowledge for a historical report</li> <li>To write a historical report using research and knowledge developed so far</li> </ul>	<ul style="list-style-type: none"> <li>The Maya wrote from left to right and from top to bottom</li> <li>Maya believed in many Gods</li> <li>Maya believed that if you were sacrificed in war, you would go straight to heaven.</li> <li>To know that farmers were the lowest class despite the importance of farming</li> <li>To know that people would trade their goods in the city.</li> </ul> <p><b><u>Vocabulary</u></b>  Hieroglyphics, glyphs, communication, commoner, labourer, hierarchy, royalty, monarchy, merchant, servant, slave, society, Gods, trade, religion, Xibalba, heaven, sacrifice, farming, craftsmen</p>
<p><b><u>Changes:</u></b></p> <ul style="list-style-type: none"> <li>To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability</li> <li>To discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	<p><b>What happened to the Maya Civilization?</b></p> <ul style="list-style-type: none"> <li>Identify the key changes throughout the Maya society</li> <li>Identify possible reasons for the decline of the Mayan Civilization towards the end of the classic era and then throughout the post-classic era.</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>The Maya civilization grew from small settlements and villages to powerful cities</li> <li>The city of Chichen Itza was powerful and had strong economic and military powers</li> <li>The Maya civilization is remembered in three periods</li> <li>The Maya civilization declined in the post-classic period and could have been due to factors such as overpopulation, drought, shifting trade routes, Spanish conquest etc.</li> <li>First contact with Europeans was in the 1500s</li> </ul> <p><b><u>Vocabulary:</u></b>  Economy, economics, decline, era</p>

<p><b><u>Legacy:</u></b></p> <ul style="list-style-type: none"> <li>• Select and present appropriate information to show what they have found out</li> <li>• To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates</li> <li>• To begin to produce structures work (including extended writing, written narratives and analysis), making appropriate use of dates and terms – including abstract terms such as empire, parliament and peasantry – and bringing various sources together</li> </ul>	<p><b>How have the Maya left an impact on the world we know today?</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are still Maya people living in Meso-America today</li> <li>• Identify the lasting impact indigenous Maya people have had on life in Meso-America, and across the world today</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• There are still some people who identify as being 'Maya' and who speak Mayan</li> <li>• Know that remains of significant Maya cities and pyramids still stand today</li> <li>• The Maya designed complicated looms for weaving</li> <li>• Historians believe that Maya discovered how to create durable rubber</li> <li>• The Maya were advanced astronomers and were able to make predictions based on astronomy (they were responsible for the predictions that the world would be under water in 2012)</li> </ul> <p><b><u>Vocabulary:</u></b> Astronomy, remains, indigenous, remains, legacy</p>
<p><b>Thinking Deeper:</b> Would the world we know look different if it weren't for the Ancient Maya Civilization? What can we learn from the possible reasons of decline of the Ancient Maya? Does any historical period have a true end?</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Subject Specific links – Maths – Looking at dates and periods of time; Literacy – Looking at different ways of writing and communication; Geography – Locational knowledge of where the Mayans were in relation to modern day countries; ICT – Using a range of sources and interpretations online; RE – Looking at Gods from other cultures</li> <li>• Personal Development – presenting to an audience; developing understanding of ways of life in other cultures</li> <li>• SMSC – acceptance and tolerance of other cultures and beliefs; understanding of hierarchy and how this compares to society today</li> <li>• Cultural Capital – how the Mayans influenced our culture</li> <li>• Careers – Archaeologist; historian; education officer</li> <li>• Equality – Maya hierarchy and social order compared to society today.</li> </ul>		

