



Year 6: Maya Civilisation

Disciplinary Knowledge

- To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.
- To compare and contrast the similarities and differences of the Maya region and life was like in comparison to England leading up to the 10th century.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.
- To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance

Key statement:

AIM: to develop the children's knowledge and understanding of the Ancient Maya civilisation and to identify similarities and differences between their culture and England from 8th to the 10th century.

Key Vocabulary

Historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, a jaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port, sacrifice, gods.

Cross Curricular Links

English: Rain Player
 Maths: Maya number system
 English: Middle World
 Geography: Atlas skills
 I.T: Internet research/power point
 D.T: Maya food menus/cooking and food tasting
 Science: How the heart works

<p>What is the key question? Substantive Knowledge</p>	<p>What history content are you going to teach?</p>	<p>What resources are you going to use?</p>	<p>What knowledge, understanding and skills will children take away?</p>
<p>Where and when did the Maya live?</p>	<p>Chn mind map - KWL</p> <ul style="list-style-type: none"> • Children to use an atlas to locate the modern-day countries where the Ancient Maya lived. Mexico, Belize, El Salvador, Honduras & Guatemala. Look at a more detailed map of Mexico, Guatemala, Belize and Honduras. • Mexico - Read the key facts about Mexico and show the Mexican flags. • World timeline - Chronology of periods - children to discuss and read the different dates on the world timeline and identify what cultures and historical world events coincided with Maya period <p>Point out the dating system.</p> <p>Maya timeline Look at and place in chronological order major events in the Maya timeline</p>	<p>Atlas Central American map PP IWB slides</p> <p>World timeline sheet Sheet of different cultures and historic events IWB slides</p> <p>Differentiated Maya timeline and events</p>	<p>Historical Skill: Chronology</p> <p>Knowledge and Understanding: Chn to identify the region in the world where the Maya people lived.</p> <p>Knowledge and Understanding: Chn to identify and understand when the Maya period occurs in relation to the world timeline and what other historical world events and civilisations coincide with their period.</p>
<p>How do we know about the Maya?</p>	<p>Chn to look at different types of evidence archaeologists use to learn about the past and identify what they might tell us.</p>	<p>Sources of evidence sheet</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Evidence and Interpretation <p>Knowledge and</p>

	<p>Hampshire history artefact loan box.</p> <p>Chn to discuss what the artefacts could be, what they were used for, what they're made of and what this could tell us about the Maya way of life.</p> <p>Chn in small groups studying, discussing, sketching and logging observations of Maya artefacts and pictures of artefacts from the</p>	<p>Maya history box of artefacts</p> <p>Pictures of artefacts</p> <p>Note pads to jot ideas and sketch artefacts</p>	<p>Understanding:</p> <p>Chn to reason about the reliability of sources presented to them.</p> <p>Chn to compare sources and evaluate them, coming up with their own historical interpretation.</p> <p>Chn to study archeological evidence and create historical interpretations, based upon the knowledge they have learned.</p> <p>Chn to make statements which are justified by historical evidence.</p>
<p>How was the Maya society organised and how were they ruled?</p>	<p>Class discussion on Maya society and the types of people and their role in their society,</p> <p>Chn rank in importance the people found in Maya society and feedback results to rest of class.</p> <p>Match description to role</p> <p>Choose two roles and research more information on them then feedback findings to class.</p>	<p>PP</p> <p>IWB slides</p> <p>Youtube clip</p> <p>Outline of Maya pyramid sheet</p> <p>List of Maya people and a description of their role in Maya society</p> <p>Lap tops</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance • Similarity and Difference <p>Knowledge and Understanding:</p> <p>Chn to understand how Maya society was structured and the fact that it was hierarchical.</p>
<p>How was Anglo-Saxon England ruled?</p> <p>How do the leaders of the Maya and the Anglo-Saxons compare?</p>	<p>Discuss two famous rulers; King Offa of Mercia an Anglo Saxon King and Tan Te'K'inch a Maya King.</p> <p>Chn to compare and contrast their role in their society and their achievements.</p>	<p>PP</p> <p>IWB</p> <p>Youtube clip</p> <p>Pictures of the two leaders</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance • Similarity and Difference <p>Chn are comparing the two different periods in time and stating what is the same and what is different.</p> <p>Knowledge and Understanding:</p> <p>Chn to understand, compare and contrast</p>

			how the AS and Maya were ruled.
What made the Maya civilisation so successful?	<p>Study/research the Maya inventions to help them survive and flourish in their harsh environment.</p> <p>Chn to identify how the people adapted to living in the rainforest.</p> <ul style="list-style-type: none"> • Irrigation • Number system and inventing the number 0 • Calander <p>Maths: Number activity taken from Hamilto Trust using the Maya number system using base 20.</p> <p>The Maya: Maths and the Calendar UKS2 - Year 5 & Year 6 Hamilton Trust (hamilton-trust.org.uk)</p> <p>IT computer game from, 'Living Maya Time' exercising the chn's understanding of the Maya number system.</p> <p>Maya Math Game Living Maya Time (si.edu)</p>	<p>PP</p> <p>Worksheets</p> <p>Calander artefact</p> <p>Calander cut out sheet</p> <p>Maths</p> <p>Clip explaining the Maya number system:</p> <p>The Maya Base-20 Number System - YouTube</p> <p>Hamilton Trust Maya number sheet activity.</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance <p>Knowledge and Understanding:</p> <p>Chn to understand some of the different Maya inventions and consider how the future might be impacted by them.</p> <p>Understanding the Maya number symbols and system using base 20 and the importance of zero.</p>
What were the religious beliefs of the Maya people and how and who did they worship?	<p>Discuss how and who the Maya people worshipped.</p> <p>Chn to design their own Maya god, giving details about it.</p> <p>Science: How the heart works</p>	<p>PP</p> <p>IWB</p> <p>BBC Bitesize clip</p> <p>BBC - Search results for maya civilisation</p> <p>Differentiated activity worksheet</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance <p>Knowledge and Understanding:</p> <p>Chn to understand how the Maya life revolved around their religious beliefs and rituals and how they were directly linked to nature.</p>

<p>What do we know about the everyday life of the Maya people?</p>	<p>Maya Day</p> <ul style="list-style-type: none"> • Designing a Maya menu • Cooking a Maya meal • Tasting Maya food • Dressing up in Maya costumes • Designing a Maya mask • Making a Guatemalan worry doll 		<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance • Similarity and Difference <p>Knowledge and Understanding: Chn can find out more about how the Maya people lived.</p>
<p>How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?</p> <p>Why was Chichen Itza so important and why does it remain important in modern day?</p>	<p>Discuss the different theories as to why the southern states were abandoned.</p> <p>Chn to complete question sheets.</p> <p>Discuss the role of the city of Chichen Itza in Maya life and how it has helped us to piece together how the Maya people lived.</p> <p>Chn to research more about this city and write a Maya tourist guide.</p> <p>Sketch the famous temple at Chichen Iza using a variety of mediums.</p>	<p>PP</p> <p>Differentiated activity worksheets</p> <p>IWB of Mrs Carrick's photos of recent trip to Chichen Itza</p>	<p>Historical Skill:</p> <ul style="list-style-type: none"> • Historical Significance <p>Knowledge and Understanding: Chn will find out about the significance of Chichen Itza and what happens and the spring and autumn equinox. Chn will consider how the future might be impacted by the events of the past.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • The Grammarsaurus post-unit test: to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher. • The Grammarsaurus cumulative quiz with questions to assess children throughout the topic. The quiz questions link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand. • End of unit class BBC Bitesize quiz Test your Maya civilisation knowledge - BBC Bitesize 			

Additional information

- **SEN support:** The knowledge organizer: used to support children in class. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- Ancient Maya word bank on the tables.
- Differentiated activities
- Different forms of visual stimulus