

Non- European Contrast: The Maya – Year 5



Who were the Maya?

Prior Learning

In LKS2:

- chronology – prehistory, BC/AD and BCE/CE, timelines: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Romans, Anglo Saxons, Vikings (up to 1066)
- Understand methods of historical enquiry, including how evidence is used to draw conclusions about the past – identified primary and secondary sources, analysis, reliability
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims: artefacts and written accounts
- Ancient Egypt and Ancient Rome – civilisation and legacy, reasons for settlements and growth of empires
- Anglo-Saxons – for British history comparison and understanding of civilisations existing concurrently
- Year 5 Geography – Rainforests (locational context)

<u>Key question and NC objective</u>		<u>knowledge to be taught</u>
<p>L1 (Longer lesson)</p>	<p>Who were the Maya? Where was the Maya civilisation located and when was it at its height?</p> <p>What was happening in Britain at that time?</p> <p><u>LO: know who the Ancient Maya were, where they came from and when they lived</u></p> <p>NC: a non-European society that provides contrasts with British history</p> <p>(Knowledge and Understanding of Events, People and Changes)</p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>e gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>(Chronological Understanding)</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events;</p> <p>d understand that some historical events/periods occurred concurrently in different locations.</p>	<ul style="list-style-type: none"> • Retrieval – what is an ancient civilisation? Which have you previously studied? • Chronology: Maya civilization 2000Bc- 1697Ad – with a focus on the Classic period circa 900AD – initial link to Anglo-Saxon Britain • Location: Mesoamerica (now known as Central America), Yucatán Peninsula • Mayan achievements: stone pyramids, number system, calendar, hieroglyphs, astrology • Map work • Chronology through a timeline • Interpreting sources of evidence • Evaluating sources of evidence • Drawing conclusions

<p>L2</p>	<p>Reasons why the Maya empire grew – When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?</p> <p><u>LO: explain the reasons why the Maya empire grew.</u></p> <p>NC: characteristic features of past non-European studies (Knowledge and Understanding of Events, People and Changes)</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; e gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<ul style="list-style-type: none"> • Retrieval – which area of the world did the Maya live in? When? • Location: Mesoamerica, Yucatán Peninsula • Environment: tropical rainforest (retrieval from rainforests unit), highlands, karst landscape, cenotes water sources • Climate: tropical and consists of wet and dry seasons. Winters are mild and summers can be very hot. (retrieval from rainforests unit) • Farming techniques: slash and burn, irrigation, fish farms, terraced farming, raised field farming • Hunting: turkeys, ducks • Crops: maize, cacao, maize, beans, chillies, tomatoes, cotton • Trade: jade, cacao • Interpreting digital maps • Research from secondary sources • Drawing conclusions
<p>L3</p>	<p>What was everyday life like in Mayan civilization? How different was it for rich and poor?</p> <p><u>LO: summarise what everyday life was like for the Maya.</u></p> <p>NC: characteristic features of past non-European studies; (Knowledge and Understanding of Events, People and Changes)</p> <ul style="list-style-type: none"> d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>gain and deploy a historically grounded understanding of abstract terms such as ‘civilisation;’</p> <p>(Presenting, Organising and Communicating)</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious 	<ul style="list-style-type: none"> • Retrieval – What is a cenote? Name one of the farming techniques used by the Maya. • Social hierarchy: kings, nobles, priests, artisans, framers, slaves • differences in everyday life for rich and for poor • homes: stone temples, huts • Clothes: headdresses, animal fur, huipil, manta • entertainment: ball game, festivals, dancing • Interpreting sources • identifying patterns and images of everyday life,

	<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims; (Historical Interpretation)</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>create their own structured accounts, including written narratives (PCO)</p> <p>c present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing.</p>	<ul style="list-style-type: none"> • Research from secondary sources d Drawing conclusions
L4	<p>What did the ancient Maya believe and how do we know? Why might the beliefs of the Maya be interpreted by some people as brutal and bloodthirsty?</p> <p><u>LO: reach an informed conclusion to the question: why might the beliefs of the Maya be interpreted as brutal and bloodthirsty?</u></p> <p>NC: characteristic features of past non-European studies; (K and U)</p> <p>e describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed (Historical Interpretation)</p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<ul style="list-style-type: none"> • Retrieval - What was xcolat? What else were cocoa beans used for? What is this? What was a manta? • Religion: Maya beliefs, role of priests and Gods, the afterlife • Sacrifice: animal, human, bloodletting • Evaluating historical sources and identifying contrasting arguments and interpretations
L5	<p>Why did the Mayan civilization decline? How can we solve the riddle of why the Mayan civilization ended so quickly?</p> <p><u>LO: draw conclusions about why the Maya civilisation declined.</u></p> <p>NC: the expansion and dissolution of empires; (Knowledge and Understanding of Events, People and</p>	<ul style="list-style-type: none"> • Retrieval – Look at an image representing Maya beliefs – what does it depict? • Maya people still live today keeping language and some customs alive • Possible theories for the decline of

	<p>Changes)</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; <p>understand historical concepts such as continuity and change, cause, and consequence and create their own structured accounts; (Historical Investigation)</p> <ul style="list-style-type: none"> a use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; b select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>discern how and why contrasting arguments and interpretations of the past have been constructed; (Historical Interpretation)</p> <ul style="list-style-type: none"> b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. 	<p>the Maya civilization: warfare, migration, disease, invasion, drought, over-farming</p> <ul style="list-style-type: none"> • Interpreting sources • Evaluating sources • Drawing conclusions based on evidence • Creating own structured accounts, including written analyses
<p>L6</p>	<p>Compare an aspect of the Maya circa AD900 with a period of British history – the Anglo-Saxons.</p> <p><u>LO: compare and contrast the Maya and Anglo-Saxon civilisations c. AD 900</u></p> <p>NC: a non-European society that provides contrasts with British history; (K and U)</p> <ul style="list-style-type: none"> c identify and note connections, contrasts and trends over time in the everyday lives of people; <p>understand historical concepts such as similarity, difference and significance, and use them to make connections and draw contrasts (Historical Investigation)</p> <ul style="list-style-type: none"> b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. 	<ul style="list-style-type: none"> • Retrieval – BBC Bitesize quiz – what happened to the Maya civilisation? • The legacies and achievements of the Maya, circa AD900 and the Anglo-Saxons: housing, social hierarchy, rulers, religion, past times, writing, punishments • Comparing and contrasting and evaluating historical aspects of society
<ul style="list-style-type: none"> • Assessment: end of unit quiz and assessment grid 		

	<u>Vocabulary</u>
Tier 1	<p> timeline language city religion farming government trade slaves craftsman disease hunting technology pyramid </p>
Tier 2	<p> civilisation astrology chronology afterlife irrigation cocoa beans warriors artisan nobles priest merchant migration sacrifice artefact archaeologists historians </p>
Tier 3	<p> Mesoamerica cenotes raised field farming terraced farming social hierarchy Yucatan Peninsula xocolat stelae hieroglyphs karst landscape </p>