

ADVENT TERM 2 – CYCLE A
HISTORY – Year 5 and Year 6 - Medium Term Planning – MAYA CIVILISATION

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval: Timeline and language used (Recap)	Recall & retrieval: The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD.	Recall & retrieval: - The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD. - The Maya built many temples, palaces, causeways, schools and marketplaces
LEARNING INTENTION: To know that there were different civilisations over different time periods in Britain (Recap Y3/4 – Ages, Roman and Anglo-Saxon Viking). To know that the ancient Maya civilisation existed alongside many different periods in Britain. Skills: Disciplinary Skills: Year 5 - Sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. - Make informed comparisons between different times in the past. Year 6 - Sequence historical terms accurately to describe and sequence key events, objects, themes, societies and people covered using dates, period labels and terms. - Discuss detailed connections and comparison between different times in the past. Aim:	LEARNING INTENTION: To know that the Maya were known for their architecture. Skills: Disciplinary Skills: Year 5 - Compare similarities and differences within and across History. Year 6 - Make detailed comparisons of similarities and differences within and across History. Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	LEARNING INTENTION: To know that there was hierarchy in ancient Maya society. Skills: Disciplinary Skills: Year 5 - Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. Year 6 - Explain with increasing detail why particular aspects of a historical event, development, society or person were of particular significance. Aim: To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.		
Key Vocabulary: Chronological order, millennia, ancient civilization, Mesoamerica	Key Vocabulary: Architecture, temple, pyramid, palace, causeway, royals, nobles, limestone, thatch, adobe, wattle and daub, hearth	Key Vocabulary: Society, city state, power, wealth, trade, king, ruler, noble, priest, official, craftsmen, farmer, labourer, slave
Key Knowledge: Child: - The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD. - People had lived in the area from around 5000 BC but it wasn't until around 300 BC that the first cities started to form. Teacher: - Before this people were hunter gatherers, or lived in small villages. - The Maya lived in an area of North America that was known as Mesoamerica but which is now the countries of Mexico, Guatemala, Honduras, El Salvador and Belize. This area is often referred to as Central America today.	Key Knowledge: Child: - The Maya built many temples, palaces, causeways, schools and marketplaces. - Ordinary Maya homes were not built on platforms like the city temples and palaces but on ground level. - They had one room which they all shared, including the parents, sometimes with a wall to divide the house. They would sleep in the back part. Teacher: - The buildings took millions of hours to build, from cutting and moving the stone to finishing the decoration. - The royals and nobles lived in the ceremonial centre and the ordinary people further out. - The temples and palaces were mainly made of limestone, or sometimes fired bricks, volcanic rock and sandstone. - Wood was used for beams and poles, and thatch for huts, covered with adobe, which was mud strengthened straw. - They were built in an oval shape, from wooden poles with clay and mud (wattle and daub) or	Key Knowledge: Child: - Maya society was organised into city states. Each city has its own king who had complete control over his subjects. - City states would often trade with each other but would also go to war frequently to try and gain power, wealth and glory for their city state. - Maya society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were. Teacher: 1. King: The king was at the very top of the pyramid and was the most important person in the city state. Maya believed that kings were chosen by the gods. This meant that a king's orders and wished had to be obeyed. 2. Nobles and Priests: These were very important people who were educated. They were the scribes and astrologers of society. They lived in grand houses.

	stone walls (which was rare) and a thatch roof, or plants, to keep the rain and snow out. • There might have been a hearth (fireplace) to cook on and every house had pottery. Beds were made from sapling rods with a mat placed on top. • They often buried family members underneath or near the house.	• 3. Palace Officials: These were also very important people. They were in charge of the day-to-day running of the city. • 4. Craftsmen: Craftsmen included anyone who had a skilled job, such as a stonemason, tailor or woodcarver. • 5. Farmers: Most ordinary people in Maya society were farmers. They usually lived in small settlements and lived simple lives. • 6. Labourers: Labourers did the hard manual labour that was needed to build temples and other buildings. Labourers were paid a very low wage. • 7. Slaves: Slaves were at the very bottom of the social pyramid. They also had to do hard labour, and anything else they were told to do, but they didn't get paid for their work. They were given food and shelter by their masters.
Diversity Links:	Diversity Links:	Diversity Links: Links to slavery (recap Y2 and revisited in Y6)
Learning Task: Introduce the terms 'Maya' and 'Civilization'. Find out more about the historical and geographical contexts of the Maya Civilization. Hand out atlases or world maps (digital or printed) and ask children to find North America, and trace down to the southern section of the continent, which is known as 'Central America'. Challenge pupils to spot the following modern day countries: Mexico; Belize; Guatemala; Honduras; El Salvador. Explain that at the height of its power between AD 250 and AD 900, the Maya Civilization occupied a large area of Central America and Mexico across the Yucatan Peninsula. It was not a country of its own, but a group of separate Maya city-states. Use the remaining slides to share the Maya timeline, stopping to pause at each of the four key periods. For each one, ask pupils if they can recall any other historical	Learning Task: Research a range of traditional Maya buildings and homes. Compare and contrast these with buildings in Britain in the same era.	Learning Task: Learn about the different roles in society and the different jobs. Drama. Write about the different roles in society. Discuss is one role more important than another or could Maya society do without one of the roles?

periods or events that took place in British or World history, making use of any history display timelines you may have. On the bottom sections of the timeline, ask pupils to look at the key periods from British and World history.		
Scaffolding/Adapted Learning: Maya resources\MayaLesson1.zip https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg https://www.ducksters.com/history/maya/maya_civilization_timeline.php	Scaffolding/Adapted Learning: https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zkm496f https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-maya-houses-and-buildings-look-like/zbjvrj6 https://www.ducksters.com/history/maya/pyramids_and_architecture.php	Scaffolding/Adapted Learning: https://www.ducksters.com/history/maya/daily_life.php https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-jobs-in-maya-civilisation/zn4hf4j
Extension:	Extension:	Extension:

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
Recall & retrieval: - The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD. - The Maya built many temples, palaces, causeways, schools and marketplaces. - Maya society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were.	Recall & retrieval: - The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD. - The Maya built many temples, palaces, causeways, schools and marketplaces. - Maya society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were. - The food was produced by hunting, foraging and large-scale farming.	Recall & retrieval: - The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica from about 2000 BC to 1500 AD. - The Maya built many temples, palaces, causeways, schools and marketplaces. - Maya society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were. - The food was produced by hunting, foraging and large-scale farming. - The Maya believed in many gods, each representing a different part of life.
LEARNING INTENTION: To know that aspects of Maya daily life are still seen today. Skills: Disciplinary Skills: Year 5 - Select relevant sections of information using research with increasing confidence to answer a line of enquiry. Year 6 - Bring knowledge together from several sources giving one or more reasons to support a historical argument. Aim: To 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 History.	LEARNING INTENTION: To know that the Maya believed in many Gods. Skills: Disciplinary Skills: Year 5 - Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. Year 6 - Explain with increasing detail why particular aspects of a historical event, development, society or person were of particular significance. Aim: To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	LEARNING INTENTION: To know that the Maya civilisation left a legacy in writing, astronomy and calendar systems. Skills: Disciplinary Skills: Year 5 - Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. Year 6 - Explain with increasing detail why particular aspects of a historical event, development, society or person were of particular significance. Aim: To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;

		characteristic features of past non-European societies; achievements and follies of mankind.
Key Vocabulary: Agriculture, farming, crops, diet, entertainment, hunting, foraging	Key Vocabulary: polytheistic, offering, sacrifice, ancestor, worship, divine, deity, belief, priesthood, ritual	Key Vocabulary: Invention, legacy, impact, culture, tradition, calendar, astronomy, hieroglyph, tumpline, sacbeob, metate, decline
Key Knowledge: Child: - The food was produced by hunting, foraging and large-scale farming. - Ancient Maya diet was mostly maize, squash, beans (the 'Three Sisters,') and chili peppers. - The Maya were the first people to grow the cocoa plant for food. - One of the many things the ancient Maya are remembered for is their ball game, which they called pitz. Teacher: - Maize was most popular, and they ground it up and made tortillas to wrap meat and beans in. - Chili peppers, tomatoes, avocado, pineapple, pumpkin and sweet potatoes were grown by tree-cropping. - Deer, armadillo, monkeys, guinea pigs, turtle and iguana were all hunted. Fish, lobsters and shrimps caught from the sea. Dogs and turkeys may have been domesticated. - Many popular Maya foods are still eaten today. Maize is still used to make tortillas. Avocado is used in guacamole and corn dough is used to make tamales. Chocolate is still eaten all over the world. 300 courts have been found, and they were in the shape of a capital 'L'.	Key Knowledge: Child: - The Maya believed in many gods, each representing a different part of life. - These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. - People believed that the kings were chosen to rule by gods. - Priests recorded their rituals in hieroglyphic books which included astronomical cycles, calendars and history. Teacher: - Maya households buried their dead underneath the floors so they could protect the living. - The dozens of deities (gods) controlled every part of the world. - Itzamna was the creator god. K'inich Ahau was the sun god. The Night Jaguar represented the sun on its journey to the underworld. - The four Chaacs were storm gods, controlling thunder, lightning and the rains. There was a moon goddess, and a maize god. - Kukulkan was a huge serpent covered in feathers who controlled rain. - The priesthood became a closed group who performed the rituals, music, dance and sacrifices.	Key Knowledge: Child: - The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. - Raised roads called sacbeob were built in the rainforest to make travelling easier. - A tumpline was a carrying device used to carry heavy loads on someone's back. - Metate is a stone tool that would have been used for grinding maize. This tool is still used by some Maya today - Maya developed the use of a zero as a placeholder. Teacher: - The Tzolkin calendar was also known as the Sacred calendar. It was 260 days long and it was used to keep track of religious ceremonies. It is still observed by some Maya people today. - The Haab calendar had 365 days. It could be used alongside the Tzolkin calendar to form a calendar wheel. - Sacbeob were paved and built a few inches above the ground so the Maya could travel whatever the weather and conditions. - Maya people did not use vehicles with wheels to move things. Instead they carried loads on their backs.

	- The Maya believed the Earth had the form of a giant turtle that floated on an endless ocean and that the sky was held up by four mighty gods called Bacabs. - The sky was made up of 13 levels in the heavens. Those who were sacrificed or who died in battle went to one of the top levels.	- The tumpline had a strap which went round the forehead. - No one knows exactly why the great Mayan cities fell into decline. Here are some of the theories: drought, crop failure, war, declining trade, disease and natural disaster. - Despite the fall of great cities, the Mayan civilisation didn't end completely. Instead, the Maya favoured smaller village settlements among the rainforests and mountains. These people kept the Mayan culture and traditions; the Maya still live in the region today.
Diversity Links:	Diversity Links:	Diversity Links: Maya people are active participants in the social fabric of an international world, and the legacy of their ancestors propels their culture forward.
Learning Task: Learn about food and diet of the Maya – try some of the food. Make Maya chocolate drink. Learn about clothes of Maya and games played. Compare to today and make links to eras in History and today.	Learning Task: Learn about the different gods and the beliefs of the Maya, as well as the role of the priests. Compare to Christian beliefs and beliefs of other religions. Learn about the role of the temples and the pyramids.	Learning Task: Learn about the inventions of the Maya. Compare to today. Compare to Britain at the time, as well as to Ancient Egypt.
Scaffolding/Adapted Learning: https://www.ducksters.com/history/maya/daily_life.php https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zgqgr2p https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2njqfr	Scaffolding/Adapted Learning: https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p	Scaffolding/Adapted Learning: https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z4nnn9q https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-mayan-innovations-and-inventions/z632t39
Challenge:	Challenge:	Challenge:
Assessment Cumulative Quiz. Retrieval practice.		