

Inspiring and enabling our school community to live life to the full

Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider



YEAR FIVE

Subject: History
Unit Title: 3: The Ancient Mayan Civilization

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

For other periods studied:

- Timeline of main events across time periods
- Timelines- how did life change over time
- Discussion about how farming changed the way people lived
- Study of photos of Artefacts for other periods studied *Artefact box from Reading Museum
- Religious beliefs
- Ancient Greek city states
- Ancient Egypt and ancient Greek society and how those societies were organised
- Religious beliefs

Vocabulary from KS1 and lower KS2:

history, past, present, modern, nowadays, artefact, source, timeline, year, century, eyewitness, ancient, modern, BC, AD, invade, settle, invade, settle, settlement, immigration migration, refugee, nobles, warriors

Key Vocabulary taught in this unit:

Civilisation, Mesoamerica, Spanish conquistadors, conquer, Aztecs, savages, North Americans, Europeans, Mayan pyramid, society, palace officials, merchants and craftsmen, labourers, slaves, city states, system

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Would include objectives from the NC – Taken from overviews we have been completing (using exact working from NC)

Sequence events and develop a chronologically secure knowledge of British, local and world history - Children refer back to timeline created in the autumn term and plot the ancient Mayan period on the time line to see where it fits with the ancient Egyptians and the ancient Greeks and other periods of history studies. Create a timeline of early settlers to when the Spanish Conquistadors discovered the ancient Mayan ruins. Compare with what was happening in England at the time

Establish clear narratives within and across the periods studied- Children learn about how Europeans travelled to Mesoamerica in the 15th and 16th century in search of gold, land and glory, and how the Spanish conquistadors conquered the Aztecs then moved further into the rainforests to see what they could find- locate on a time line and compare to other periods of history studied. Around 150 years later, more Europeans and North Americans decided to explore the area and they found many more sites. Discuss how the Mayan civilisation evolved, changed, and developed over time: from 5000-2000BC Hunter-gatherers live in the rainforests and volcanic mountains to 800-900AD when the major cities begin to decline and were eventually abandoned. Exploration of Mayan writing and calendars

Note connections, contrasts and trends over time – Children formulate questions by looking at photographic evidence. Study of how society was organised and split into states – compare to learning of ancient Egypt and ancient Greek society and how those societies were organised
Study of the achievements of the ancient Mayans. Learn about the religion and the beliefs of the Ancient Mayans and compare with religions today and beliefs of other ancient civilizations

Use historical terms appropriately- Civilisation, Mesoamerica, Spanish conquistadors, conquer, Aztecs, savages, North Americans, Europeans, Mayan pyramid, society, change, cause, similarity and difference, King, nobles and priests, palace officials, merchants and craftsmen, farmers, labourers, slaves, city states, system

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Where and when were the remains of the Mayan civilisation discovered? How did the Mayans civilisation develop over time?

How were the city states and Mayan society organised? What was going on in England during the time of the Mayan civilisation? What were the achievements of the Ancient Mayans? What was the religion and the beliefs of the Ancient Mayans? How do the beliefs of the Ancient Mayans compare with religions today?

A non-European society that provides contrasts with British history – Mayan civilization c. AD 900- In depth study of the Ancient Mayan civilisation which includes a focus on their achievements

Impact / Outcome:

What will the final product / result be?

Children will be able to explain how the Mayan civilisation evolved, changed, and developed over time and talk about the main achievements of the civilization

P4C Inquiry (where appropriate)

P4C linked to immigration

Out of the periods studied this year, which was the most civilised?

Were the ancients truly civilised?