
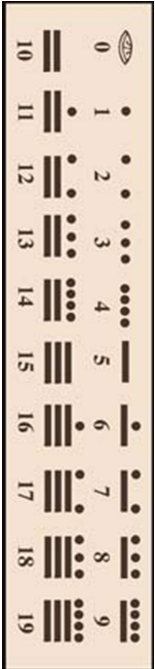
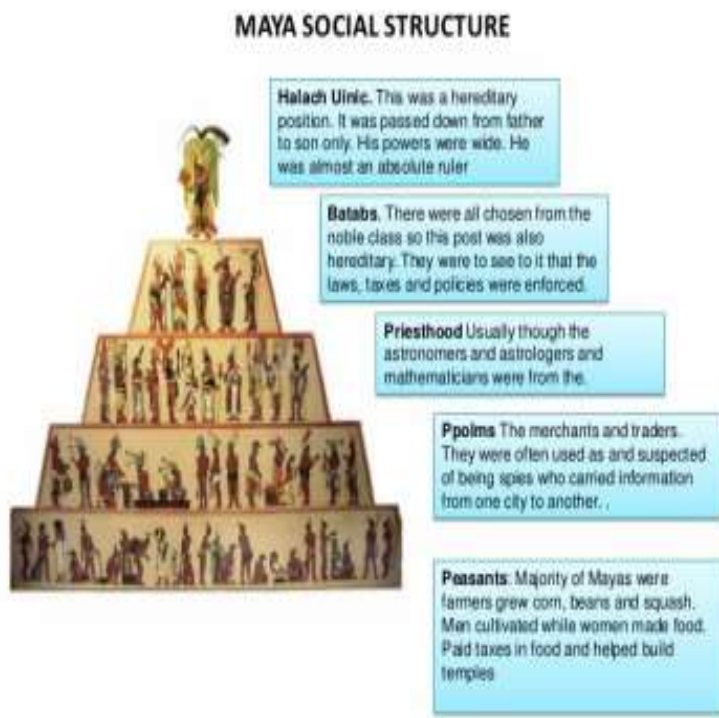


Subject: History		Year group: Year 6	
<p>Prior Learning Year 3 – Prehistory – from the Stone Age to the Iron Age, Roman Britain Year 4 – Anglo-Saxons and Viking invasion and settlement, Ancient Egypt Year 5 – Ancient Greece, Tudors – Why did Henry VIII marry 6 times?, Industrial Revolution- Victorian Britain</p>		<p>Unit of Learning: Ancient Civilisation – Ancient Maya This unit is structured around 2 sequential history enquiries: What evidence tells us about the ancient civilisation of the Maya? What happened to this ancient civilisation?</p>	
<p>National Curriculum Links: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130 Ancient Maya – A study of Maya life and achievements and their influence on the western world. Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations. The emphasis throughout this unit is on developing the children’s skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance.</p>			
Concept Thread		Autumn Term	
Historical Knowledge	Line of Enquiry	Vocabulary and Resources	
<p>Power Empire, Monarchy - Kings Warfare</p> <p>Religion Gods (165) and religious beliefs in ancient Maya. Maya mythology and the legacy of their stories. Temples and pyramids</p> <p>Technology / Inventions</p>	<p>Chronology – Creating a timeline Create a timeline to go on a line across the classroom – look at the historical units they have covered already and place the Ancient Maya on that timeline. Reflect on similarities and differences between Ancient Egypt and Ancient Greeks.</p>  <p>The infographic 'Ancient Maya Timeline' features a central horizontal timeline with yellow markers. Key events are listed in boxes: 1100BC (first maize gathered), 700BC (Maize as King of Lowland Maya), 300BC (The first structures built), AD683 (First contact with Europeans), AD1502 (First contact with Europeans), 500BC (first farming and cities), 400BC (oldest Maya calendars), 100BC (first pyramids), AD450 (first stone buildings), and AD800 (first contact with Europeans).</p>	<p>Images of modern/ancient Maya e.g. world map – Identifying where the Maya people lived – Central America and Southern Mexico (Mesoamerica)</p> <p>Maya artefacts from the Warmsworth history display</p> <p>Photograph packs</p>	

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<p>Maya inventions and discoveries that made an impact on the way we live in our modern world.</p> <p>The Ancient Mayans developed the science of astronomy, a calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. These structures were all built without metal tools. The Maya were skilled weavers and potters.</p> <p>Along with lithic technology, Mayan were skilled mathematicians. Besides having a concept of zero as a place holder, they grasped the idea of arithmetic, using 20 as their base. Below shows their numbering</p>	<p>The Maya are probably the best-known of the classical civilizations of Mesoamerica.</p> <p>To know what happened to the Maya civilisation</p> <p>From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people. The Spanish were armed with artillery, steel swords and muskets (guns) the Maya had only spears, bows and arrows. The invaders brought diseases which were new to the Maya. They also tried hard to remove all traces of Maya culture over the following centuries.</p> <p>Supporting materials for the unit of learning:- Maya Civilisation - KS2 History - BBC Bitesize</p> <p>To know and understand the hierarchy within the Mayan civilisation</p>	<p>Enquiry 1 Place the key events of the Mayan civilisation on a timeline and place key events in British history at the same time. Use CE/BCE, BC and AD. Where are there overlaps in history? https://youtu.be/VtJK6AStK50 Mesoamerica Central America Research where the Maya period fits on a timeline https://youtu.be/6P85RWxLY4I</p> <table border="1" data-bbox="1136 492 1677 818"> <caption>Evolution of Maya culture</caption> <tr><td>Olmec</td><td>1200-1000 B.C.</td></tr> <tr><td>Early Preclassic Maya</td><td>1800-900 B.C.</td></tr> <tr><td>Middle Preclassic Maya</td><td>900-300 B.C.</td></tr> <tr><td>Late Preclassic Maya</td><td>300 B.C. - A.D. 250</td></tr> <tr><td>Early Classic Maya</td><td>A.D. 250-600</td></tr> <tr><td>Late Classic Maya</td><td>A.D. 600-900</td></tr> <tr><td>Post Classic Maya</td><td>A.D. 900-1500</td></tr> <tr><td>Colonial period</td><td>A.D. 1500-1800</td></tr> <tr><td>Independent Mexico</td><td>A.D. 1821 to the present</td></tr> </table> <p>Pre-Classic Period 1800BC -250AD Classic Period 250AD – 950AD – Golden Age Post-Classic Period 950AD – 1539AD</p> <p>What happened to the Maya civilisation? Identify the possible reasons why. Research and record their finding in their history books. https://youtu.be/fXgoLbqv1do</p> <p>Enquiry 2 Levels of society Identify the hierarchy of the Maya society.</p>	Olmec	1200-1000 B.C.	Early Preclassic Maya	1800-900 B.C.	Middle Preclassic Maya	900-300 B.C.	Late Preclassic Maya	300 B.C. - A.D. 250	Early Classic Maya	A.D. 250-600	Late Classic Maya	A.D. 600-900	Post Classic Maya	A.D. 900-1500	Colonial period	A.D. 1500-1800	Independent Mexico	A.D. 1821 to the present	<p>Ancient Maya Vocabulary list – (see PowerPoint)</p> <p>Ahau Archaeologist Bloodletting Cacao beans Cenote Chechen Itza Chronology City-states Civilisation Climate Codex Continent Deforestation Deities Demise Drought Dynasty Erosion Haab Hierarchy Hieroglyphics Huipil Jade Maize Merchant Peasant Polytheists Popol Vuh Pyramid Sacrifice</p>
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<p>system which only uses three symbols.</p> 	<p>Levels of society: The king, the link between his people and the gods was at the top of Maya society. Then came top generals, scribes and priests. Then came merchants and warriors. Then the farmers and labourers. Right at the bottom were the slaves. Commoners and slaves wore plain loincloths, but the elite added feathers, animal skins or gems. Noblemen covered their lower half with a colourful garment and wore large, elaborate headdresses. Women wore skirts and tunics. Footwear was simple, usually being barefoot or sandals.</p>	<p>Create a hierarchy pyramid and label.</p> 	<p>Scribe Stela Terraced Trade Tzolkin</p>
	<p>To know how modern life has been influenced by the Ancient Maya.</p> <p>The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to</p>	<p>Enquiry 3 How has ancient Maya influence the modern world?</p> <p>Identify and record how Ancient Maya has influenced our world as we know it today.</p>	


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A bespoke scheme of learning for History

	<p>develop the concept of zero. The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells. The Maya used a base 20 number system, so after number 19, multiples of 20 were written above the bottom number.</p> <p>The discovery of chocolate https://youtu.be/3l3TFieqlvk</p> <p>Video clips with a modern day twist Maya Bake off – what did the Maya eat and how did they cook their food? https://youtu.be/Zay4WRJKc0k Maya fashion make over – What did the Maya wear? https://youtu.be/rNECuXcLT80</p>	<table border="1"> <thead> <tr> <th data-bbox="1024 248 1381 305">Ancient Maya Inventions and Discoveries</th> <th data-bbox="1381 248 1738 305">Their impact on the modern world?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1024 305 1381 500"> Cacao beans Number system – concept of zero Calendar Hieroglyphics – books Astronomy Body art and piecing </td> <td data-bbox="1381 305 1738 500"> Chocolate Mathematical developments 365 day calendar Written word – recording their life Observatories Tattoos and piecing </td> </tr> </tbody> </table> <p>https://youtu.be/m-u6z9NbQzw</p>	Ancient Maya Inventions and Discoveries	Their impact on the modern world?	Cacao beans Number system – concept of zero Calendar Hieroglyphics – books Astronomy Body art and piecing	Chocolate Mathematical developments 365 day calendar Written word – recording their life Observatories Tattoos and piecing	
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WARM SWORN PRIMARY SCHOOL

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	<p>To know that the Maya people had religious beliefs and rituals which influenced how they lived.</p> <p>Religion was an important part of the ancient Maya culture. The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. The Maya had complicated rituals involving prayer, singing, dancing and sacrifices. These sacrifices (mainly of slaves) which involved letting blood were held to honour the rise of a husband to ruler, a major victory in battle or the birth of the heir to the throne. Priests were very important in Maya society as it was believed that they could communicate directly with the gods. The priests were responsible for leading rituals of worship and sacrifice and telling the people what the gods wanted them to do. They would tell the people when to plant crops, who to marry and what sacrifices they should make. The people did all these things because they believed that the priest was speaking the wishes of the gods.</p>	<p>Enquiry 4 Who were the Maya Gods? How many Gods did they worship? Why were they important to the ancient Maya people? How did they worship them?</p> <p>https://blog.xcaret.com/en/the-major-ancient-mayan-gods-you-should-know-about/</p> <p>Choose a God/Goddess, research information and record their findings in their history books. Share their research with their talk partners/class</p> <p>https://youtu.be/lbZKg3KdtYo</p> <p>The <u>Maya</u> were a polytheistic people who believed in a multitude of gods and goddesses. The deities of the <u>Maya pantheon</u> governed every aspect of nature and human life and were quite complex characters. Maya gods and goddesses were dualistic in nature and were changeable. To date, at least 250 Maya deities have been identified.</p> 	
<p>Links: English/Book area – To read independently about the Maya civilisation and expand on their knowledge through books and internet research.</p> <p>Resources: Hierarchy of Maya Society http://www.historyshories.com/maya-society.html#:~:text=The%20highest%20class%20was%20made,%2C%20other%20workers%2C%20and%20slaves.</p>			

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Learning outcome:

Using all their knowledge about ancient Maya, discuss the enquiry question:

Can we thank the Ancient Maya civilisation for anything in our lives today?

In groups, ask the children to use post-it notes to write down their group's ideas and post them on a collaborative board.

Display the board and share everyone's ideas.

**Key Assessment
Criteria**

To know that the Maya people had religious beliefs and why they worshiped Gods

To know the power structure of this ancient civilisation – hierarchy and governance

To know how this ancient civilisation has influenced the modern world – discoveries and inventions

WARMSWORTH PRIMARY

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