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| Subject: History Year: Year 5 – Topic 2  NC/PoS: .C POS:a non-European society that provides contrasts with British history –Mayan civilization c. AD 900 |
| Prior Learning (what pupils already know and can do)   * Children know where North and Central America are * Children understand what a civilization is * Children understand historians use archaeology to interpret the past * Children understand the four ancient civilizations all built cities and had their own cuneiform and * Children know the Ancient Egyptians had a social structure |
| End Points (what pupils MUST know and remember)   * Children know the Mayans were a civilisation who lived in an area known as Mesoamerican * Children know Mayan society was organised into city states * Children know each state used trade as power and this often-caused war to gain power * Children know the Mayans had a clear social structure * Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture * Children know there are many theories that explain the decline the Mayan civilisations |
| Key Vocabulary  civilization, city state, archaeology, astronomy, civilization, ancient, social class, Meso-America, power, agriculture, engineering |
| Enquiry question: **– Why should we study the Maya?** |
| Session 1: **Where and when did the Maya live?**  Review prior learning and place chronology of units already learnt.  Consolidate previous learning on civilizations  Place the Maya on a timeline of the history they have studied.  Maya are a Stone Age society – how similar and how different are they to Stone Age Britain?  Discuss what a rainforest environment is like and show clips, pictures of the types of wildlife that live there.  How well adapted to life in the rain forest were the Maya?  Were all Maya towns and cities the same? Look at city states.  Vocab: civilization, society, Meso-America |
| Session 2: **How did the Mayans live?**  Learn about how Mayan civilization was organized in city states discussing similarities and differences to other civilizations. This could be done as group research and presentation.   * Agriculture * Religion * Social structure * Trade * Maths * City, structure and architecture   How does the Mayan civilization compare to other civilizations? e.g Ancient Egypt  Vocab: city state, agriculture, social class, trade, architecture |
| Session 3: **Why was chocolate important to the Mayans?**  Recap what a city state is.  Look at images of a cacao bean and where they come from.  Investigate or tell pupils the Mayans traded many items such as salt, quetzal feathers, flint, obsidian, coloured shells, honey and cacao.  Vocab: city state, trade, power, |
| Session 4: **Did the Maya play football like us?**  Learn about the ancient Maya ball game and its cultural significance.  What does the ball game tell us about the Maya?  Vocab: city state, agriculture, social class, culture, architecture |
| Session 5: **How do we know about the Maya?**  What can we find out about the Maya from archaeology? What can’t we find out about the Maya from archaeology?  Pupils learn how historians have made deductions from artefacts rather than written evidence.  Vocab: archaeology, artefacts, interpretations |
| Future learning this content supports:   * Using knowledge of contrasting countries supports learning of the countries involved in WWI and WWII – Year 6 |