



Y5 – Ancient Maya

What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?



Overview Of Learning

The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.

Knowledge And Understanding Objectives

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen could be, Mayan civilisation c. AD 900.

Key Vocabulary To Explain

historian, archaeologist, artefacts, **region**, drought, irrigate, crops, porous, limestone, jadeite, **settlement**, ravine, ajar, comparing, kingdom, abandoned, obsidian, annex, **hostile**, **invade**, **trade**, **port**

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

Previous Learning

Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

Year 3 – Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.

Year 4 – Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.

Year 5 – Children will have studied the Anglo-Saxons so that they are able to make a comparison.

Future Learning

Year 6 – Children will continue to identify periods of rapid change in history and why these changes occurred.

KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.

Theme and concepts

Power

Substantive concepts explicitly taught:
Civilisation, Trade, Settlement, Empire, Monarchy

Misconceptions

Children may think that the Ancient Maya civilisation was at a much early point in history as it has the word ancient in the title. They may not fully grasp the idea that the Maya people and the Anglo Saxons were around at the same time – just in different parts of the world and will need to see this on a timeline. Maya refers to the people, culture and people without a distinction between singular and plural whereas 'Mayan' refers to the language(s) spoken by the Maya.

Unit Overview

What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?

How did the Maya rule in the Classic period?				How was the Maya region like England leading up to the 10th century?			How do the shifting powers compare between the Maya region and Anglo-Saxon England?	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Key question: Where and when did the Maya live?	Key question: What made the Maya civilisation so successful?	Key question: How do we know about the Maya?	Key question: How were the Maya ruled?	Key question: How was Anglo-Saxon England ruled?	Key question: What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	Key question: How do the leaders of the Maya and the Anglo-Saxons compare?	Key question: How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?	Key question: Who was involved in the struggle for power in England from the 8th to the 10th century?
Historical Skill: Chronology	Historical Skill: Historical Significance	Historical Skill: Evidence and Interpretation	Historical Skill: Similarity and Difference	Historical Skill: Historical Significance	Historical Skill: Evidence and Interpretation	Historical Skill: Similarity and Difference	Historical Skill: Historical Significance	Historical Skill: Cause and Consequence
Substantive concepts build on: Civilisation, Settlement, Empire				Substantive concepts build on: Empire, Monarchy			Substantive concepts build on: Civilisation, Trade, Settlement, Empire	
Cumulative Quiz: Q1 – Q4	Cumulative Quiz: Q5 – Q7	Cumulative Quiz: Q8 – Q10	Cumulative Quiz: Q11 – Q13	Cumulative Quiz: Q14 – Q16	Cumulative Quiz: Q17 – Q19	Cumulative Quiz: Q20 – Q22	Cumulative Quiz: Q23 – Q25	Cumulative Quiz: Q26 – Q28

Stretch and Challenge ideas across the unit

Children could:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Compare different periods in time and say what is the same and what is different.
- Study archeological evidence and create historical interpretations, based upon the knowledge they have learned.
- Consider how the future might be impacted by the events of the past.
- Make statements which are justified by historical evidence.
- Find out about the significance of Chichen Itza and what happens at the spring and autumn equinox.

Assessment

- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.