

Year Group 5/6: The Maya

Year group:	5&6	Term:	AUTUMN 1	Theme:	Maya Culture, Religion and Science																																														
Prior learning					Cross-curricular and visits/visitors																																														
Know that: Ancient civilisations had complex systems of language, culture, art and architecture. Ancient Egypt used the architecture of pyramids. Ancient Egyptian writing used hieroglyphs. Many ancient cities were built on rivers/close to water.																																																			
Knowledge - Content					Disciplinary Knowledge																																														
1. The Blood of a Queen – Significance and accurate dating of blood ceremony. Lady Xoc and the accession of Lord Sheild Jaguar. His heir Bird Jaguar. 2. Maya – 3500 years of maya rule. The cities of the Yucatán peninsula. Written artefacts (Mayan hieroglyphs. Geography of Mesoamerica. 3. Albert Ruz – Discovery of tomb of Lord Pakal. The rebuilding of the city of Palenque. City maps and areas of interest – plaza and ballcourts. 4. Important Crops – Cacao (to bring the Maya closer to the gods. Maize (corn) used to sustain life and offer to the gods. Creation story of the Maya and the use of maize to create human life. 5. Maths and the Maya – Maya calendars: 260 day Maize Calendar, Maya Long Count (first cycle 13/8/3114BC to 12/12/2012 CE), 365 day Solar calendar. Maya counting system. 6. End of the Maya – Three possible reasons for the end of the civilisation: oversized cities unable to sustain the populations, war, drought.					Historians use special skills – this is called disciplinary knowledge. Chronology Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire</i>) In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts Events, People and Changes Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of societies; achievements and follies of mankind. Establishing a narrative showing connections and trends within and across periods of study. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Communication Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Enquiry, Interpretation and Using Sources Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Begin to recognise why some events, people and changes might be judged as more historically significant than others. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.																																														
Key Vocabulary					Challenging Vocabulary																																														
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