

Big Question: Were the Mayans top of the class?																																			
Year 5	Skills	Knowledge	Suggested Outcomes																																
Chronological Understanding	Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using historical vocabulary Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary	Know how the Maya fitted in to a wider chronological pattern of other civilisations and periods. What do we already know about the Maya Civilisation? To discover facts about the Maya Civilisation and explain who the Maya people were and when and where in the world they lived. The area today covers more than one country. What are they called? What type of environments they lived in. Understand the benefits and difficulties of sustaining a civilization in those environments. Examine the similarities and differences in farming and food . To find out what Maya people grew and ate. What did Maya people eat? How do you think their diet was different to what we eat today? Why?	Create a mind map. Complete a timeline. Discuss the terms 'bajos' , 'cenotes' , 'chultuns' (water storage) and their importance for the Maya. Research and make a 3D model of the trade route used by the Maya Make tortillas and hot chocolate. Design, paint and make class Maya codex on 'tree bark' (paper and PVA glue) Read, compare and retell the creation stories as stop motion animation. Use the Frederick Catherwood pictures and prompt sheets for exploration and discussion of his drawings. Recreate a Mayan celebration ceremony to end the topic. To create a leaflet about Chichen Itza for tourists. Or Create a non-chronological report about Maya buildings o civilisation.																																
Knowledge and understanding of past events, people and changes in the past	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied.	Know about Mayan trade and goods Know about the writing systems of the Mayans and the similarities and differences between ours. To be able to make calculations using the Maya numerical System including Mya calenders . To be able to explain some of the similarities and differences between the Mayans and U.K. mathematical systems.																																	
Historical interpretation	Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others	To find out what we know about the Maya from the drawings of Frederick Catherwood. The first explorers found Maya ruins in the 1800's. How would they have documented what they saw? Know about the religious beliefs of the Mayans. Know the creation stories of the two cultures and examine the similarities and differences. Know some of the religious ceremonies of the societies. Maya buildings - Consider what we know about Chichen Itza? What do you already know about Chichen Itza? What can we learn about the ancient Maya from the buildings they left behind?																																	
Historical Enquiry	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.																																		
Organisation and communication	Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately. Choose most appropriate way to present information to an audience.	<p style="text-align: center;">Vocabulary</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Period of history</td> <td>Duration</td> <td>Scale</td> <td>Interval</td> </tr> <tr> <td>AD/CE</td> <td>BC/BCE</td> <td>Year</td> <td>Decade</td> </tr> <tr> <td></td> <td>Millenia</td> <td>Millennium</td> <td>Century</td> </tr> <tr> <td>Archives</td> <td>Social Values</td> <td>Political Culture</td> <td>Religious Civilisation</td> </tr> <tr> <td>Beliefs</td> <td>Archaeology</td> <td>Excavate</td> <td>Pharaoh</td> </tr> <tr> <td></td> <td>Sarcophagus</td> <td>Nobles</td> <td>Hieroglyphics</td> </tr> <tr> <td></td> <td>Monarchy</td> <td>Myths</td> <td>Rituals</td> </tr> <tr> <td></td> <td></td> <td>Sacrifice</td> <td>Cacao</td> </tr> </table>	Period of history	Duration	Scale	Interval	AD/CE	BC/BCE	Year	Decade		Millenia	Millennium	Century	Archives	Social Values	Political Culture	Religious Civilisation	Beliefs	Archaeology	Excavate	Pharaoh		Sarcophagus	Nobles	Hieroglyphics		Monarchy	Myths	Rituals			Sacrifice	Cacao	<p style="text-align: center;">Websites</p> <p>Website links: https://www.dkfindout.com/uk/history/mayans/ https://www.ducksters.com/history/maya/daily_life.php https://www.bbc.com/bitesize/topics/zq6svcw http://www.mayankids.com/ Maya Civilization for Kids: Timeline (ducksters.com) KS2 History - Non- European Study - 8b Mayan Civilisation - The Schools of King Edward VI in Birmingham</p>
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