

## History Scheme of Work

Y6 – Mayan civilisation	
<b>Links made with other subjects</b>	English, Geography,
<b>The BIG Question</b>	Why should we remember the Maya?
<b>The BIG Outcome</b>	A non-chronological report about key Maya contributions towards modern life
<b>History objectives</b> (link to NC)	<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history- Mayan civilization c. AD 900</li> <li>• To develop a chronologically secure knowledge and understanding of World history</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>
<b>Prior knowledge</b> What prior knowledge is needed for children to be successful in this unit?	<p><i>Children already know:</i></p> <p>Y3 – Egyptians (technology)</p> <p>Y4 – Romans (technology)</p> <p>Y5 – Ancient Greece (technology)</p> <p>Y5 – Anglo Saxons (compare in terms of chronology – 2 times periods in different places in the world)</p> <p>Y6 – Science - Rainforests</p>
<b>Future learning</b> Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Y6 – Vikings</p>
<b>Historical strands</b>	<p><u>Historical enquiry/ skills</u></p> <ul style="list-style-type: none"> <li>• Ask and answer question about the topic</li> <li>• Form opinions/descriptions of a time period</li> <li>• Use a range of sources to find out about the past</li> <li>• Identify and be aware of bias in sources</li> <li>• Use artefacts, stories, online sources, photographs, written accounts</li> <li>• Question the reliability of sources</li> <li>• Primary and secondary sources</li> </ul> <p><u>Continuity, change, cause and effect</u></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate change past to present</li> <li>• Express an opinion on the change</li> <li>• Devise historically valid questions about change, cause, similarity and difference and significance</li> </ul> <p><u>Governance/ Rulership</u></p> <ul style="list-style-type: none"> <li>• Maya Kings and Gods</li> </ul> <p><u>Chronology</u></p> <p>Sequence important dates on a time line and identify patterns or change</p>

## History Scheme of Work

<b>Vocabulary/ Glossary</b>	Civilisation, Maya, pyramids, calendar, hieroglyphics, codex, cacao, Aztecs, architecture,
<b>Knowledge</b> (see italics for knowledge to remember)	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none"> <li>1. <i>Use a timeline to understand how the Maya fits into world history and be able to identify patterns or change.</i> Notice that the Maya were at the same time as the Anglo Saxons. The Maya civilization began as early as 2000 BC and continued to have a strong presence in Mesoamerica for over 3000 years until the Spanish arrived in 1519 AD.</li> <li>2. The Maya were organised into powerful city-states. Each city-state had its own government. Archeologists believe there were hundreds of Maya cities at the peak of Mayan civilisation. Over the course of Maya history, different city-states came into power. They built hundreds of cities filled with large stone structures.</li> <li>3. <b><u>Religion</u></b> Each city-state was ruled by a king. The Maya believed that their king was given the right to rule by the gods. They believed that the king worked as an intermediary between the people and the gods. <i>The lives of the ancient Maya centred around their religion and gods of nature.</i> Religion touched many aspects of their everyday lives and they used complex calendars to track both time and religious ceremonies.</li> <li>4. The Maya civilization is famous for its architecture. Many city-states built large palaces, pyramids, and other public buildings that are still standing today. The buildings were covered with carvings and statues to honour their gods as well as to commemorate their kings.</li> <li>5. <i>Pyramids - The Maya built large pyramids for religious purpose as monuments to their gods.</i> They built two kinds of pyramids. Both types of pyramids were similar in many ways. They each had the familiar pyramid shape. They each had steep steps up the side that would allow someone to climb to the top. At the top of the pyramid was a flat area where a temple was built. The priests would get to the top of the pyramids using staircases built into the sides. They would perform rituals and sacrifices at the temple on the top.</li> <li>6. <b><u>Technology</u></b> Maya Calendar - A big part of the Maya religion included the stars and the Maya calendar. Some days were considered lucky days, while other days were considered unlucky. They set their religious ceremonies and festivals according to the position of the stars and the days of their calendar. However, it was <i>the Maya that developed the calendar to its maximum sophistication, recording lunar and solar cycles, eclipses and movements of planets with great accuracy.</i></li> <li>7. Although Maya astronomy was mainly used by the priesthood to comprehend past cycles of time, and project them into the future to produce prophecy, it also had some practical applications, such as providing aid in crop planting and harvesting</li> <li>8. <i>Of all the ancient American civilizations, the Maya developed one of the most advanced systems of writing and numbers. The Maya used an advanced form of writing called hieroglyphics.</i> Their writing looks similar to the ancient Egyptians, but is actually quite different. In Mayan hieroglyphics, they used symbols (also called glyphs) to represent words, sounds, or objects. By putting several glyphs together the Maya wrote sentences and told stories.</li> <li>9. Only the wealthy Maya became priests and learned to read and write. They wrote on long sheets of paper made from bark or leather. These sheets were folded up like an accordion to make books. A Maya book is called a codex (or codices for more than one). Unfortunately, when the Spanish found the Maya codices (books), they thought they were evil and burned them. Only a few survived.</li> <li>10. <i>Mayan chocolate was very different than the chocolate we know today. It was a liquid made from crushed cocoa beans, chili peppers, and water.</i> (There was no sugar in Central America.) They poured the liquid from one cup to another until a</li> </ol>

## History Scheme of Work

	<p>frothy foam appeared on top. In fact, the word 'chocolate' is said to come from the Mayan word 'xocolatl' which means 'bitter water.'</p> <p>11. When the Aztecs conquered huge swathes of Mesoamerica, the Mayans were forced to pay taxes to the Aztecs. These taxes were called 'tributes', and were in the form of cocoa beans, as the Aztecs were unable to grow their own. The Mayans believed that chocolate was a gift from the gods.</p> <p>12. Many ancient Mayan artefacts are decorated with paintings of the people gathering, preparing, or drinking cacao. It appears to have been a truly integral part of their religious and social lives. The cacao bean and beverage were used in a variety of religious rituals honouring the Mayan gods -- the liquid chocolate sometimes standing in for blood -- and were considered "god food." The Maya even had a god of cacao.</p> <p>13. <i>Understand what life was like in Britain during this time and compare to the Maya – Anglo Saxon Britain (food – maize vs. wheat/barley/animals, farming, building materials –mud/stone vs. wood, writing, clothes – animal skins vs. wool/linen etc.)</i></p>
<b>SEND expectations</b>	<p>1. <i>Use a timeline to understand how the Maya fits into world history and be able to identify patterns or change. Notice that the Maya were at the same time as the Anglo Saxons.</i></p> <p>2. <i>Religion -The lives of the ancient Maya centred around their religion and gods of nature.</i></p> <p>3. <i>Pyramids - The Maya built large pyramids for religious purpose as monuments to their gods.</i></p> <p>4. <i>Mayan chocolate was very different than the chocolate we know today. It was a liquid made from crushed cocoa beans, chili peppers, and water.</i></p> <p>5. <i>Understand what life was like in Britain during this time and compare to the Maya – Anglo Saxon Britain</i></p>