



History Unit Planner Year: 6 Title: Ancient Maya (Non-European Ancient Civilisation)

Unit Overview	<p>During this unit children will compare and contrast a non – European society with British history and other periods of time studies through KS1 and 2. Children will know that Britain has been influenced by different parts of the world and that there are different methods of historical enquiry and how people gain historical perspectives. The Maya Empire, centred in the tropical lowlands of what is now Guatemala, reached the peak of its power and influence around the sixth century A.D. The Maya excelled at agriculture, pottery, hieroglyph writing, calendar-making and mathematics, and left behind an astonishing amount of impressive architecture and symbolic artwork. Most of the great stone cities of the Maya were abandoned by A.D. 900, however, and since the 19th century scholars have debated what might have caused this dramatic decline.</p>	
Prior Learning/ Links	<p>Y1- Timelines, looking at artefacts from the past, asking historical questions Y3- Stone age to Iron age Y4- Ancient Egypt Y5- Ancient Greece</p>	
Unit Title: Droylsden Detectives	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <p>How do we know about the Maya?</p> <p>What was happening in Britain at the same time as the Maya?</p> <p>How did the Ancient Maya impact life today?</p> <p>What achievements do the Maya have?</p> <p>What caused the demise of the Mayans?</p>	<ul style="list-style-type: none"> • The Maya people lived in a place known as ‘Mesoamerica’ which is Mexico and parts of central America. • The Maya are an ancient civilisation like the Egyptians and Greeks that have already been studied. • The Maya were great farmers, artists and builders who managed to build entire cities without many of the tools we have today. • They had a number system which involved the concept of zero, and a writing system (codices) which had syllables. • They had a calendar with 365 days, as they were great astronomers. • They grew maize, bred cattle, and knew how to irrigate land – despite the fact that the terrain was tough (mountains and jungles) • There was a hierarchy of society – which included different types of houses. • We know there was a demise because building stopped, and the society declined. • Britain went through great periods of change during Mayan rule. The Roman had left Britain, and the Saxons were rulers, at this point there were many changes in Europe. 	<p>Cause and Consequence:</p> <ul style="list-style-type: none"> • To present information about the past clearly and using the correct historical terms. • To accurately use terms and dates <p>Change and continuity:</p> <ul style="list-style-type: none"> • Reason about what order events will be in and explain why. <p>Similarity and Difference:</p> <ul style="list-style-type: none"> • To explain how religious beliefs have changed over time, and how these changes have impacted on civilisations over time. • To compare the different beliefs and cultures from past civilisations and how these have had an impact on modern – day society. • To explain what the key elements of farming and agriculture are in civilisations of different time periods, and how this effected the development of society <p>Significance: To understand historical events in time using a world – wide view. To know the Mayans takes up</p> <p>Evidence/ Interpretations:</p> <ul style="list-style-type: none"> • Use sources of information about the past to draw conclusions.



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		<ul style="list-style-type: none"> • Select sources of evidence and give reasons for the choice. • Use sources of information to test hypothesis about the past. • Seek out and analyse a range of information to justify claims about the past. • Understand that no single source of evidence gives full answers to questions about the past. • To use presentations, power point, graphs, labelled diagrams etc.. to ensure clarity about information. • To consider audience when presenting information • Refine lines of enquiry when needed. (Demise) 	
<p>Vocabulary</p>		<p>Key Misconceptions:</p>	
<p>Substantive: Ahau/ Ahaw Batab Cenote Chichen Itza Codex Glyph Haab Pyramid Civilisation Deforestation Drought Indigenous Demise Classic Period</p>	<p>Disciplinary : Artefact Chronology Compare Contrast Culture Civilisation Investigate Conclusion</p>	<p>http://wludh.ca/dh100/2015/CSAm/Maya/impact-on-modern-society/ https://www.ancient.eu/Maya_Civilization/ https://www.historyonthenet.com/features-of-mayan-cities https://www.nga.gov/kids/mayakids.pdf https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg</p>	<p>Misconceptions about the length of the period and that other historical events happened simultaneously.</p> <p>As both the Egyptian and Maya pyramids are similar, the Egyptians must have built them or at least influenced the Maya in the building of their pyramids.</p> <p>Terminology to be used in Maya not Mayan unless referring to language.</p>