

Respect and Ritualism: Ancient Mayans and their beliefs

Overview and rationale:

The fascinating and ancient culture of the Mayans opens the door to children exploring a really diverse civilisation and helps them build on their knowledge of Ancient Egypt and Rome in Year 3 and 4. Children will learn about the **respect** that Mayans had for the gods, the environment, animals and the world around them. They will learn about the great **pride** that the Mayans took in their writing and number system, architecture, art and culture and will learn about Mayan sports, religion (and even sacrifice!). The thread of leadership, social hierarchy and equity is pulled again here and humanity's history of subjugation and inequality is explored when Year 5 learn how the Mayan people were affected by the Spanish conquest and what effect this had on them in terms of discrimination and colonisation, which has affected Mayan people, and people around the world, to this day. Art, DT, music and dance bring this topic to life and enable the children to get a feel for what it was like to be alive in this vibrant era.



| HISTORY LEARNING STATEMENTS | | HISTORICAL VOCABULARY | |
|-----------------------------|---|-----------------------|---|
| Area of Learning | Knowledge and Skills | Key | |
| Historical Chronology | I am beginning to show a chronically secure knowledge and understanding of local, national and global history. | | chronological, millennium, century/ decade, BC/ BCE, AD/ CE, era, time period, similarities, differences, evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, artefacts, contrasts, trends overtime, influence, significant, impact, cause and effect, society, empire, consequences, legacy, laws |
| | I can tell the story of events within and across the time periods I have studied. | | |
| | I can identify specific changes across different time periods. | | |
| Historical Concepts | To begin to understand historical concepts cause and consequence, continuity, change, similarity, difference etc. | Skills | deduction, inference, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, perceptive questions, investigate, forming conclusions, making links, historical perspective , judgement, contrasting arguments and interpretations |
| | I understand change and continuity. | | |
| | I am beginning to understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. | | |
| | I can see trends over time. | | |
| Historical Interpretation | I can see the relationship between different periods and the legacy. | General | invasions, expansion, settlements, hierarchy, laws and justice, withdrawal, contexts, cultural, economic, military, political, religious, social history; short-and long-term timescales, civilization, gender, period/ era, achievements, influence, renowned, conquer, civilisation, comparison, calendar, astronomy, impact, archaeologists, |
| | I can explain that the past can be represented or interpreted differently. | | |
| | I am becoming aware of different views about people and events studied and can give some reasons why different versions of the past exist. | | |
| Historical Enquiry | I understand the methods of historical enquiry. | Topic specific | Mayan civilization, Batab, cacao, cenote, Ajaw, Chac mool, religion, sacrifice, slave, codex, Classic Period, glyph, gods, architecture, archaeology, excavation, ruins |
| | I can answer and devise my own historically valid questions. | | |
| | I know how our knowledge of the past is constructed from a range of sources. | | |
| Historical Communication | I can create my own structured accounts, including written narratives. | | |
| | I can use key historical terms accurately e.g century, decade in structured, informed, written responses. | | |
| | I make pertinent and valid comparisons between periods. | | |
| | I am beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc. | | |

GEOGRAPHY LEARNING STATEMENTS

| Area of Learning | Knowledge and Skills |
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| Locational knowledge and Place knowledge | I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. |
| | I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2). |
| | I can explain how aspects have changed over time. |
| Using globes, maps and plans | I can locate the world's countries, using maps to focus on North & South America. |
| Human and physical geography: enquiry skills and communication | I can describe & understand key aspects of: physical geography, including rivers and mountains. |
| | I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. |
| | I can communicate geog. information in a variety of ways, including through maps and writing at length |

| KEY GEOGRAPHICAL VOCABULARY | | ART AND DESIGN | | | |
|--|--|--|---|-----------------------------|--|
| Human Geography | settlement, urban, rural, region, country, continent, district, City-state, trade, society | Exploring and Developing | | | |
| | | Exploring and developing ideas | Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT. | | |
| Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | | | |
| Physical Geography | Landscape, hills and mountains - N.B. including Central/South American names, coast, biomes, climate zones | Evaluating and developing work | Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. | | |
| | | | Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | | |
| World Map-based vocabulary | Population, capital cities, language, religion, landscape, food and farming, natural resources, trade, mountains, rivers, oceans, weather and climate, environmental issues, climate change, globalisation, way of life | Printing | | | |
| | | National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
| Other useful vocab | globally significant, land use, mountains, river features, equator, hemisphere, food chain, differences/similarities, compare/contrast, city/country/continent, Atlas/map/globe, geographical influences / significance, | -Use different techniques, colours and textures etc. when designing and making pieces of work. -To be expressive and analytical to adapt, extend and justify their work. | | | Rubbing, repeated pattern, environment, colour, shape, mono, impressed, interpret, appropriate, mix, relief, overlay. |
| | | -Choose the printing method appropriate to the task. -Try printing with more than one overlay. -Colour mix by overlapping colour prints Create repeating patterns using relief (i.e. leaves, string prints) | | | |
| Specific content including country and capital city names | Central America, Mesoamerica, Maya, Chichen Itza, el Salvador, Belize, Guatemala, Honduras, Southern Mexico, Atlantic, Pacific Ocean | Textiles/Collage (Y6 skills and knowledge) | | | |
| | | National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
| | | -Use different techniques, colours and textures etc. when designing and making pieces of work. -To be expressive and analytical to adapt, extend and justify their work. | | | Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic, composition, shape, accuracy, manipulate, experiment. |
| | | - Create their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. -Accurately cut complex shapes. -Draw on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. -Decide how to arrange the materials in order to create a desired effect and sticks with accuracy. | | | |
| | | Artist/Style/Activities | | | |
| | | Collage/Textiles: Mayan headdresses | | Printing: repeated patterns | |
| | | Frida Kahlo: J6 class name | | | |

| 'CORE' KNOWLEDGE | 'ADDITIONAL' KNOWLEDGE | |
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| 1) I know that the Mayan civilisation has around the same time that the Anglo Saxons and Vikings were settling in Britain. | a) I know that the Mayan civilisation began in approx. 250AD and ended around 1500AD. b) I know that people lived in Mesoamerica before then but they were just in small villages and were hunter-gatherers. c) I know there are a variety of possibilities for the Mayans' demise: famine and droughts, disease, wars between rival city states, the effect of attacks by Spanish conquistadors, etc. I know that there are still descendants of the original Mayans still living in this area of the world. | |
| 2) I know that the Mayan civilisation existed in the part of Central America that was called 'Mesoamerica' - now covered by southern Mexico, Guatemala, Honduras, Belize and el Salvador. I know where to locate this area on a world atlas. | a) I know that this has the Pacific Ocean to the east and the Atlantic to the west. b) I know that the land was very diverse, covered by humid tropical areas, dry deserts, high mountainous terrain, and low coastal plains. | |
| 2) I appreciate the importance of rituals and sacrifices in the Mayan culture – to satisfy the gods. | a) I know some of the Mayan gods: <ul style="list-style-type: none"> • Itzamna is a creator god who was one of the creators of human beings • Kinich Ahau is the sun god • Ix Chel is the goddess of medicine and midwifery • Chaac is the god of rain and storms | <ul style="list-style-type: none"> • Ah Bolon Tzacab is the god of farming who is also associated with royal power • Buluc Chabtan is the god of war, violence and sudden death • Hun Hunahpu is the god of maize • Awilix was the goddess of night and the moon • Bahlam is the jaguar god of the underworld • Colel Cab is the goddess of bees |
| | b) I know that there had to be blood sacrifices to the gods and can name some of the ways this happened! | |
| | c) I understand the importance of sport and games such as Pok-a-Tok in Mayan culture. I can describe how this game was played, having learnt the rules and skills in my own PE lessons. I also know that this was more than a sport: it was used to settle disputes between rival states and that quite often the losing team would be sacrificed to the Mayan gods. | |
| 3) I know that Mayan society was divided by city states ruled by kings who had complete control – dictators! | a) I know that the relationship between city states was tense – they did trade with each other but also went to war frequently to gain power, wealth and glory! b) I know that the Mayans had a social pyramid similar to the ancient Egyptians and I can name each role: 1) King : The king was at the very top of the pyramid and was the most important person in the city state. Mayans believed that kings were chosen by the gods. This meant that a king's orders and wished had to be obeyed. 2) Nobles and Priests : These were very important people who were educated. They were the scribes and astrologers of society. They lived in grand houses. 3) Palace Officials : These were also very important people. They were in charge of the day-to-day running of the city. 4) Craftsmen : Craftsmen included anyone who had a skilled job, such as a stonemason, tailor or woodcarver. 5) Farmers : Most ordinary people in Mayan society were farmers. They usually lived in small settlements and lived simple lives. 6) Labourers : Labourers did the hard manual labour that was needed to build temples and other buildings. Labourers were paid a very low wage. 7) Slaves : Slaves were at the very bottom of the social pyramid. They also had to do hard labour, and anything else they were told to do, but they didn't get paid for their work. They were given food and shelter by their masters. c) I understand the importance of the sun to the Mayans and can describe a Mayan creation story. | |
| 4) Mayans were known for their architecture and I appreciate the importance of some of the Mayan buildings to their beliefs, especially pyramids, and that they were for religious ceremonies. | a) I know that the Mayans built the Temple of Kukulcan / El Castillo at Chichen Itza for prayer, to reflect their belief in the Sun, for human sacrifices, etc. This pyramid was built as a temple to the god Kukulcan in the city of Chichen Itza. The total height of the pyramid is just under 100 feet. Each side of El Castillo has 91 steps. When you add up the steps on all four sides and then add in the top platform as a step, you get 365 steps, one for each day of the year. b) I know that the buildings were covered with carvings and statues to honour their gods as well as to commemorate their kings c) I know that Mayan archaeological excavations of ruins and finding artefacts/primary sources, help researchers know about what life was like, just like Howard Carter did to help us understand Ancient Egyptian life. | |
| 5) I know that clothing in Mayan culture showed how wealthy someone was and they used clothing to show off their wealth! | a) I know the importance of headresses to the Mayans: that they could only be worn by those in positions of power and that only royalty could wear the colour purple. b) I know that they were made from rare bird feathers. c) I can design my own Mayan-style headress and complete a wearable version. | |
| 6) I understand the Mayan number system and can complete basic calculations using this. I also understand why they used a hieroglyph system, again like the Ancient Egyptians. | a) I know that the Mayans were the first civilisation to use a symbol for zero and their system was a base-20 system rather than our decimal (10) system. This was because the Mayans used to count using their fingers AND toes! b) I understand the logic of the Mayan symbols - how they used a series of lines and dots to represent value - and can complete basic additions and subtractions using these. c) I understand some of the phonetic aspects of their written system and can describe what some of these diagrams mean, as well as being able to translate some of them! | |

DESIGN AND TECHNOLOGY

National Curriculum

Additional Skills

Knowledge

Key Vocabulary

Developing, planning and communicating ideas

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| <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion and annotated sketches. | <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product. Draw a specification for their design. Plan a clear idea of what has to be done, what resources are needed and suggest alternative methods of making if the first one fails. | <ul style="list-style-type: none"> Know the key audience for whom you are designing your enterprise product for. Know and understand the target group/ key audience in order to develop a suitable product for them. Know how to use a set of design criteria based on research surrounding the target group/ key audience. | <p>key audience, designing, enterprise product, target group, product, design criteria, research, prototype, diagrams, process, Computer Aided Design, 2D designs, 3D designs</p> |
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Working with tools, materials and components to make products

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| <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | <ul style="list-style-type: none"> Select appropriate materials, tools and techniques. Measure and mark out more accurately. Use a variety of tools and equipment accurately and safely. Weigh and measure accurately (time, dry ingredients and liquids). Apply the rules for basic food hygiene and other safe practises – e.g. use of an oven. Cut and join with accuracy to ensure a good quality finish to the product. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence. | <ul style="list-style-type: none"> Know how to consider functional and aesthetic properties. Know what is important to consider to measure accurately. Know what is needed for basic food hygiene. | <p>designs, investigate, investigations, thread materials, tools, components, functional, aesthetic properties</p> |
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Evaluating processes and products

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| <ul style="list-style-type: none"> Investigate and analyse a range of existing products decorative techniques, project Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world | <ul style="list-style-type: none"> Evaluate their product against the original design specification Evaluate both during and at the end of the assignment. Personally evaluate and seek evaluation from others. Disassemble and evaluate existing products. | <ul style="list-style-type: none"> Know what design specifications are. Know that we can evaluate success by looking at original design specifications. Know that seeking evaluation from others can help improve a product next time. Know that evaluating during an assignment means that it can be improved as we go. Know that disassembling a product means you can see strengths and things to improve in more detail. | <p>decorative techniques, project, finishing techniques, triangulation, strength, evaluate, critically, improve, suggestions, design criteria/target group</p> |
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Textiles

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| <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | <ul style="list-style-type: none"> I can create objects that employ a seam allowance. I can join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration). | <ul style="list-style-type: none"> Know how to choose a type of stitch for a purpose (e.g. cross stitch, running stitch, back stitch and whipping stitch). I can identify the most effective finishing technique in order to maximise the aesthetic value of the product. | <p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, thread, pinking shears, fastenings, , small eyelet needle, stitch, purpose, cross stitch, running stitch, back stitch, whipping stitch.</p> |
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Project

Mayan headdresses

MUSIC

Controlling sounds through Singing

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|---|--|--|
| <ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression - Listen to each other and be aware of how you fit into the group. | <ul style="list-style-type: none"> - Sing in unison. - Listen to the group when singing. - Demonstrate a good singing posture. - Follow a leader when singing. - Sing with awareness of being 'in tune'. | <ul style="list-style-type: none"> - Know and confidently sing 5 songs (over the year) and their parts from memory, and to sing them with a strong internal pulse. - Choose a song and be able to talk about: <ul style="list-style-type: none"> *its main features *Singing in unison, the solo, lead vocal, backing vocals or rapping taking place *What the song is about and the meaning of the lyrics - Know the importance of warming up your voice | Solo, lead vocal, unison, posture, 'in tune', expression, clarity of projection, syncopation, melody, rise and fall, bridge, triplet rhythm, octave, mood, story |

Controlling sounds by Playing (and Performing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|---|
| <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control. Untuned percussion. - Maintain own part whilst others are playing their part. | <ul style="list-style-type: none"> - Play a musical instrument with the correct technique within the context of the song. - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Communicate the meaning of the words and clearly articulate them. - Record the performance and compare it to a previous performance. - Discuss and talk musically about it – "What went well?" and "It would have been even better if...?" - Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. | <ul style="list-style-type: none"> - Know different ways of writing music down – e.g. staff notation, symbols - Know the instruments they might play or be played in a band or orchestra or by their friends - Know that performing is sharing music with other people, an audience - it can be to one person or to each other. - Know that everything that will be performed must be planned and learned and is different for each occasion - Know that you must sing or rap the words clearly and play with confidence - A performance involves communicating ideas, thoughts and feelings about the song/music | names of instruments being played, control, solo, ensemble, symbols, quaver, crochet, minim, semibreve, rest, small group, composition, interrelated dimensions of music, appraise, syncopation, bridge, triplet rhythm |

Creating and developing musical ideas (Improvisation and Composing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|---|
| <ul style="list-style-type: none"> - Use musical notations - Compose music which meets a specific criteria. - Choose the most appropriate tempo for a piece of music. | <ul style="list-style-type: none"> - Improvise using instruments in the context of a song to be performed. - Listen to and reflect upon the developing composition and make musical decisions. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Record own compositions. - Identify where to place emphasis and accents in a song to create effects (duration). | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *Improvisation: is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - - Know three well-known improvising musicians - Know and be able to talk about: <ul style="list-style-type: none"> *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol | names of instruments being played, control, solo, ensemble, symbols, quaver, crochet, minim, semibreve, rest, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, key rhythmic patterns, memorable phrases, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, pitch, high, low, fast, slow, loud, quiet, structure, plan, texture, combination, layering sounds, enhance, note Notation: pause, rest symbol, group of notes |

Responding and reviewing (Appraising)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|--|--|--|
| <ul style="list-style-type: none"> - Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Repeat a phrase from the music after listening intently. - Describe, compare and evaluate music using musical vocabulary. - Explain why they think music is successful or unsuccessful. | <ul style="list-style-type: none"> - Identify and move to the pulse with ease. - Think about the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - When talking, use musical words. - Talk about the musical dimensions working together in the songs. - Talk about the music and how it makes you feel. - Use a range of words to identify strengths and weaknesses in own and others' music. | <ul style="list-style-type: none"> - Know five songs from memory (across the year), who sang or wrote them, when they were written and, if possible, why? - Know the style of the five songs and name other songs in those styles. - Choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> *Some of the style indicators of the songs (musical characteristics that give the songs their style) *The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the songs (intro, verse, chorus etc.) *Name some of the instruments they heard in the songs *The historical context of the songs. What else was going on at this time? - Know how pulse, rhythm and pitch fit together. - Use a range of words to describe music – e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo. | Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo., rhythmic accompaniment, melody, tastes, listen, appraise, preferences, rise and fall, bridge, triplet rhythm, octave, mood, story, syncopation, clave, rhumba, samba, hook |

Listening and applying knowledge and understanding (Theory)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|---|---|--|
| <ul style="list-style-type: none"> - Develop an understanding of the history of music. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. - Contrast the work of a famous composer with another and explain preferences. | <ul style="list-style-type: none"> - Find the pulse - Copy back rhythms based on the words of the main song, that include syncopation/off beat - Copy back using simple and syncopated rhythm patterns - Lead the class by inventing rhythms for others to copy back - Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). - Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song *How to keep the internal pulse - Musical Leadership: create musical ideas for the group to copy or respond to - Describe different purposes of music in history/other cultures. | Contrast famous composer names, leadership, copy, respond, syncopated patterns, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo., rhythmic accompaniment, melody, narrative, tastes, listen, appraise, preferences |

Composers/Musicians/Artists/Styles

The Maya, a stone cold classic (Sing Up)

Genre of the half term – Classical – Romantic era

| Possible 'higher order' questioning | | School Value | Topic relevance: How/when/where/why is it needed? |
|-------------------------------------|--|-----------------------|--|
| Remember | Where did the Mayan people live? What modern day countries make up the area? | Resilience | - The Mayans built many incredible buildings and it is still questioned how they managed to do so without the technology we have today. Undoubtedly, this would've taken tremendous resilience and patience! |
| Understand | Why did Mayan civilisation come to an end? | Respect | - The Mayans respected their social system and the social hierarchy in particular. But was this really respect or was it fear? - Slavery and oppression was part of the Mayan society and there was very little equality of opportunity or justice for the lower classes, especially slaves. - The Mayans also respected their beliefs and their gods and carried out many rituals to illustrate this. |
| Apply | Can you explain how Central America has changed over time? | Responsibility | - Mayans had many different responsibilities and roles in society and those roles had to be carried out diligently. If they weren't, punishments could be harsh...or even fatal! |
| Analyse | What do Mayan pyramids infer about their religion and beliefs? Is this similar to the Ancient Egyptians? How? | Happiness | - Mayans had numerous past times to keep themselves happy and entertained, but did the fear that people have stop them from being happy? |
| Evaluate | Would Maya's social structure work in modern Britain? What would that look like for our lives? | Kindness | - What examples of kindness can we find from the Mayan civilisation? Hmm... |
| Create | What examples of Mayan art can you create that reflects their cultural identity? Can you create a dance that illustrates it? | Pride | - Were people proud to be part of their settlements and communities? How did they show this? |



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| Possible Enrichment activities | Mayan weaving |
| | Mayan workshop |