

# Medium Term Plan for History

Y5 - Mayans

Autumn 2

**Class Text:** The Hero Twins: Against The Lords Of Death by Jolley Dan & Witt David, The History Detective Investigates: Mayan Civilization by Clare Hibbert, The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard

**Hook:** Mayan artefacts – what are they and who do they belong to?

**Useful websites for sources:**

<https://www.atlasobscura.com/places/death-mask-of-pakal-the-great>

**Topic Reflection:** Compare Mayan life to modern day life.

**Historical enquiry:** Who were the Mayans? What happened to the Mayans and why? What did they create that we still use today?

**Historic Concepts:**

**Vocabulary**

**EYFS + KS1**

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence.

**KS2**

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence
- ✓ Settlement
- ✓ Migration

**Tier 1:** calendar, scientist, city, stars, planets, language, religion, gods

**Tier 2:** astronomy, cacao, civilisation, Guatemala, Belize, Honduras, El Salvador, priest, sacrifice, scribe, warrior, Yucatán Peninsula

**Tier 3:** Chichen Itza, codex, classic period, glyph, haab', Itzamna, uinal

**Previous Skills**

Develop use of appropriate use of historical terms.  
Construct informed responses using relevant historical information.  
Further develop the 5 W's of historical questioning and enquiry and ask how questions.

**Previous Knowledge**

What a closed timeline is.  
Begin to understand why an interpretation may be unreliable.  
Have knowledge of other Ancient Civilisations (Egypt, Rome, Greece).

**Previous Understanding**

Develop a chronologically secure knowledge and understanding of British, local and world history.  
Know and can explain the difference between sources and interpretations.

Ask and answer questions about change, cause, similarity and difference and significance. To compare and contrast.		Be able to name and identify some countries of North America on a map including Canada, the USA and Mexico as well as naming some Central American countries and showing the area they are found in on a world map. The Climate in Mexico is quite varied and includes tropical, arid, Mediterranean and temperate zones.				
<u>Cross-curricular links</u>		Create a tourist leaflet on Chechen Itza News report on the decline of the Mayan civilisation. Use Reading skills to further knowledge and explore concepts.				
	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Lesson 1	Interpretation and Diversity	To draw conclusions from sources.	Provide children with pictures of Mayan artefacts. Children to consider: What do these artefacts show you? What could they be? Who would own them? What would they be used for? Etc.... Establish that the artefacts belong to the Mayan people. Establish location and timeline.	I can suggest what an object might be used for and by whom. I can think logically using the evidence in front of me. I can justify my ideas.	I can use my knowledge of other historical periods to suggest the purpose of objects, e.g. making links between the death mask of Pakal the Great and Tutankhamun's funeral mask.	See IEP/ My Plan/Birmingham Toolkit

<b>Lesson 2</b>	Chronology Continuity and Change Duration Significance	To build a timeline.	Children to research the key events of the Mayan civilisation as well as parallel timelines involving different time-periods. Where do the timelines of Ancient Egypt sit in relation to the timeline of the Mayans? Stone Age?	I can identify the key events of the Mayan civilisation. I can place the key events on a timeline. I can compare my timeline to previous periods of History I have learnt about.	I can consider what might be different about the Mayans compared to other civilisations.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 3</b>	Interpretation and Diversity	To suggest a range of sources to gather knowledge and information about the Mayans	Children to investigate the following question: Why the Maya were such a significant society? What did it achieve?	I can research and give possible reasons why the Maya were such a significant society. I can use a variety of sources to draw conclusions and create own interpretation of a time period.	I can consider source bias and reliability.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 4</b>	Chronology Continuity and Change	To compare and contrast different time periods.	Research the significant human features left by the Mayan civilisation (Chichen Itza). What they were made of and how they were built? How does this compare to how the Ancient Egyptians built their pyramids? Make links with two time periods.	I can compare and contrast two civilisations from different places in the world. I can recognise that events in History can overlap in terms of time. I can explain how the timelines of Ancient Egypt sit in relation to	I can suggest reasons for the differences.	See IEP/ My Plan/Birmingham Toolkit

				the timeline of the Mayans		
<b>Lesson 5</b>	Interpretation and Diversity	To explore source bias and reliability	Children will explore how the Mayan civilisation is portrayed – were they really blood thirsty? Introduce the children to the concept of bias.	I can explain what is meant by bias. I can suggest whether a source is reliable.	I can explain what is meant by civilisation and if it is possible to be civilised and sacrifice humans.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 6</b>	Cause and Consequence Settlement Migration	To develop questioning further.	Can the children solve the riddle of why the Mayan empire ended so quickly? (Why did this happen? What were the consequences of this event?) Children to investigate and present on one of the following: overuse and exhaustion of farming land, prolonged drought, misrule, warfare and disease. Class to decide based on the evidence, which was the most likely reason.	I can ask questions such as Why did this happen? What were the consequences of this event? I can present an argument. I can begin to see how factors can be linked.	I can explain why a combination of factors is the most likely explanation.	See IEP/ My Plan/Birmingham Toolkit
<b>Endpoints:</b>	<b>Knowledge:</b> Develop a chronologically secure knowledge and understanding of British, local and world history.					

<p>The Mayans were the first civilization to build major cities in America and used the natural resources in the area to their advantage e.g. limestone (for construction), the volcanic rock obsidian (for tools and weapons) and salt.</p> <p>The Mayans were scientific people who studied stars and time. They used a written number system as well as a calendar similar to the one we use today. Their studies of astronomy were very advanced for their time.</p> <p>The Mayan language is made up of 800 symbols. Each symbol represents a word or a syllable. Many people still speak the Mayan language today.</p> <p>The Maya had over 150 gods, which were mainly gods of nature. Many sacrifices of crops, animals, blood and even humans were offered to the gods to bring good fortune.</p>
<p><b>Skills:</b></p> <p>Ask and answer questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses using relevant historical information.</p> <p>Begin to consider source bias and reliability.</p> <p>Note connections over time.</p> <p>Develop use of appropriate use of historical terms</p>
<p><b>Understanding:</b></p> <p>Understand that our knowledge of the past is constructed from a range of sources and interpretations.</p> <p>The legacy left by the ancient civilisation of Maya.</p>