



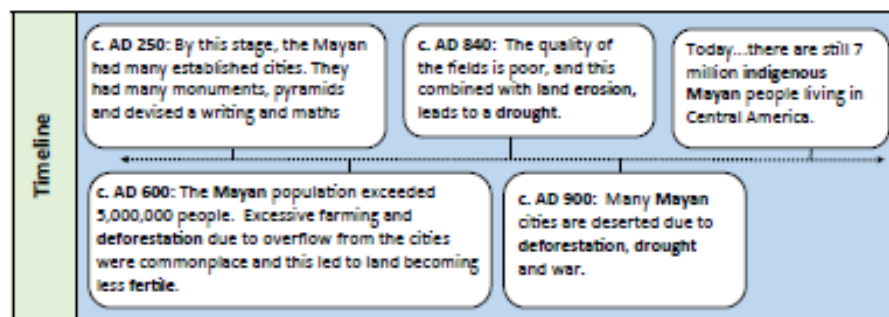
Year 4 History Overview

The Mayan Civilisation

How do we remember the Maya?

Introduction

In this unit, pupils learn how the Mayan civilisation grew so strong when the odds against it were huge. The majority of learning is focused on exploring the characteristic features of the Mayan society and comparing it with the state of Britain at the same time. Pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. To help pupils develop their use of evidence, they are asked to work out how we can be so sure what life was like for the Maya 1000 years ago.



Year 4: Mayan Civilisation

What children should already know:	Vocabulary	<u>Substantive concepts</u>	Historical Skills and Enquiry
<ul style="list-style-type: none"> The characteristic features of the Stone, Bronze and Iron Age. The human and physical features of South America. What life was like in Anglo-Saxon Britain. 	<ul style="list-style-type: none"> Archaeologist Architecture Climate Codex Culture Deforestation Deities Drought Economy Erosion Fertile Indigenous Polities 	<ul style="list-style-type: none"> Society Civilisation Trade Hierarchy 	<p>Key Focus: making connections, characteristic beliefs and attitudes.</p> <ul style="list-style-type: none"> Make links between periods in history, comparing and spotting similarities and differences. Identify change and continuity within and across periods. Can make links between different features of a society Describe and explain ways of life at different levels of society. Can explain beliefs and attitudes in terms of why people might have had those ideas.
By the end of this unit, children will know:	<u>National Curriculum Link</u>		<u>Images</u>
<ul style="list-style-type: none"> Why Mayan cities thrived. The location of the Mayan civilisation in time and place. How Mayan life compared to that of Viking life. The layout and characteristic features of a Mayan city. The Maya worshipped more than one god. The hierarchical status of people in this society. About the work of archaeologists. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Be taught about a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, Mayan civilisation c AD 900 Undertake an in-depth study of a non-European society that provides contrast with British history. 		<p>THE MAYA WORLD <small>The Maya were one of the most advanced civilizations in Mesoamerica, composed of several city-states including Palenque, Chichen Itza, and Teotihuacan. They developed the Maya calendar and the Maya script, one of the few writing systems of the ancient world that still survives.</small></p> <p>Famous Mayan cities include Palenque and Chichen Itza, which are found in Mexico.</p>

Unit Overview (7 weeks)

Pre-reading: Key Stage History site: 12 things you need to know about the Mayan civilisation.

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Activities:</u>	<u>Resources</u>
<p>Who were the Maya? Where and when did the Maya live? How do we know about the Maya?</p>	<ul style="list-style-type: none"> • The Mayan civilisation lasted more than 2000 years. • It began at the same time as the Vikings were invading Anglo-Saxon Britain. • The Mayans lived in central America. • They lived in a rainforest habitat. • Archaeologists are still excavating sites to find out more today. 	<p>Introduce the Maya by looking at the timeline in class and locate the Anglo-Saxons/Viking periods... Tell children that about the same time the Vikings were invading Britain, the Mayan civilisation was thriving in central America. Use the world map to point out the region where they lived- called Mesoamerica-noting central America. What is a civilisation? (a group of people with their own languages and way of life) The word civilisation comes from the word 'civis' meaning someone who lives in a city. The Maya lasted for more than 2000 years but the civilisation was at its height when the Vikings were invading Britain. Read the information on https://planbee.com/blogs/news/maya-facts-for-ks2-children-and-teachers</p> <p>Watch: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt to introduce the Maya. Which other civilisation built pyramids? How were the Maya pyramids different to Egyptian? How could you tell who was the most important person in the city? What sport did the Maya play? What did they eat that we eat today? What was a city state? (a city that made its own laws). Who invaded?</p> <p>Give children a map depicting where the Maya lived to stick in jotters. Write the question: Who were the Maya? on the board and ask children to write a paragraph about what they have learned in the lesson.</p> <p>Watch a clip of from the National Geographic https://www.nationalgeographic.org/media/remains-thriving-civilization/ to give children a sense of the rainforest and the work of an archaeologist.</p>	<p>BBC Teach Maya map</p>
<p>Why are the Maya so important?</p>	<ul style="list-style-type: none"> • Reasons why the Mayan civilisation is significant. 	<p>Place powerpoint slides 14-24 around room/hall/tables in advance. Read through slides 1-14 to recap on the Maya from previous lesson. Tell pupils they must use the pictures around the room as clues to work out why the Mayan civilisation is considered so important to study. They should make notes on their whiteboards. Compare notes with a partner. Take ideas and write on easel. What do each of the clues tell us? Which reasons do you think are most important? Discuss and prompt children to justify their reasons.</p>	<p>Powerpoint RS 1 RS 2</p>

		Give children RS1 activity cards cut up ready, one between two. Children must work together to agree which of the statements are important, quite important and not very important, placing them on RS2 worksheet (enlarge to A3). Take ideas and children's reasoning, focusing on what each tells us about the Mayan people. Children write the question: 'Why were the Maya so important?' . They must write their top two reasons, justifying them with an explanation.	
Who had the power in Mayan society? What jobs did people do?	<ul style="list-style-type: none"> • The society was hierarchical. • About the jobs the Maya did. 	<p>How was Mayan society organised? Use powerpoint 2 to introduce the idea of a hierarchical society .Discuss the meaning of the words such as scribe and merchant. What is a slave? How would life have been different for rich and poor? Slide 3-introduce task-give children slides 8-11 per group and ask them to use the clues to match the jobs.Slide 4: challenge children to place the jobs in order from least important to most.</p> <p>Watch https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4 for further information.</p> <p>Who has seen the Apprentice? Watch https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-jobs-in-maya-civilisation/zn4hf4j to find out more about the jobs the Maya did.</p> <p>Return t the powerpoint and the slide with thelist of jobs. Stick the Maya hierarchy picture in jotters. Provide children with information books about Mayan jobs. They must choose one job to write about in their jotters using the information learned earlier in the lesson.</p>	Powerpoint 2 Maya hierarchy sheet
Why was farming so important to the Maya? Why were they good at it?	<ul style="list-style-type: none"> • Maize was the most important crop. • The Maya were successful because they knew when to plant crops and when to harvest them. 	<p>Show children the Maya statue from the British Museum. What is children's first impression of the statue? Refer to the headdress and the size of it-what does this tell us about it? It is made from maize. Tell children that this is a statue of the Mayan maize god. What is maize? (corn) Elicits that sweetcorn is a variety of maize. Why do you think the Maya worshipped a god of maize? Relate this to maize being their staple form of food and worshipping the god would bring a good crop and harvest. Read the teacher information to support teaching of this.</p> <p>Watch BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt to find out about farming. Why were the Maya so good at farming when they lived in a rainforest? Use books to elicit that the Maya knew how to clear the forest during the dry season using a slash and burn technique. They also understood the stars and invented a calendar system. This helped them know the best time to grow crops.</p>	British Museum 100 objects pdf

<p>What did Mayan houses and buildings look like? How are they the same/ different to Viking houses?</p>	<ul style="list-style-type: none"> • Traditional houses were oblong in shape and made from wood with a thatched roof. • Temples were built on platform and were built on a number of levels. 	<p>What does the word tradition mean? Watch the clip https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-maya-houses-and-buildings-look-like/zbjvrj6 to find out how traditional Maya houses were built and how they differed from the temples. A traditional Mayan house was called a Naah. What was tradition to do when you built your house? What tools did they use? Think back to the Viking period in Britain. How were the houses that were built in Britain the same as those in Mayan times? How are they different? Find some pictures of Viking houses to recap. Children draw two houses-one a traditional Mayan one and the other a Viking one. They label them and write about the similarities and differences.</p>	
<p>Why did the Mayan Empire decline?</p>	<ul style="list-style-type: none"> • Mayan civilisation was in decline by the time of Saxon control of Britain. • There is still much we do not know about the Mayans. • There are about 6 million Maya today. 	<p>KQ6 Key Stage History Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain without written records. Look at photographs of the Maya today and make comparisons with images from the past-what has changed, what has stayed the same?</p>	<p>KQ6 Key Stage History</p>
<p>Assessment task</p>	<ul style="list-style-type: none"> • 	<p>What can we tell about Mayan civilisation 1000 years ago from these 3 pictures?</p>	