

Who were the Maya?

The Maya civilization was a group of people who lived in parts of present-day Mexico, Belize, Guatemala, and Honduras from around 2000 BCE until the Spanish conquest in the 16th century. The Maya were famous for their impressive cities, intricate art, and advanced writing system.

Maya cities were built around large central plazas and contained impressive pyramids, temples, and palaces. The Maya were skilled farmers who grew crops such as corn, beans, and squash, and they traded goods such as jade and obsidian.

The Maya had a complex writing system that used hieroglyphs, which were like pictures that represented words and sounds. They also had a calendar that was very accurate and helped them keep track of important events.

Despite their impressive achievements, the Maya civilization declined in the 9th century, possibly due to environmental changes and warfare. Today, the Maya people still live in the region and continue to preserve their culture and traditions.

What I have already learnt:

Children in Year 3 have learnt about:

- Mary Seacole and her work during the Crimean War,
- Why Pocahontas (a native American) is buried in London because of the British Empire.
- Why Percy Fawcett explored South America because of the British Empire
- Shang Dynasty and how it differs to other empires.

Children in Year 4 have learnt:

- The Vikings and their settlement of Britain.
- How the Roman Empire was built.
- Why there is a castle in Totnes.
- Shang Dynasty and how it differs to other empires.

What I will learn:

In Year 5/6, children will study Ancient Greece and Egypt, Stone-Age Dartmoor, the Battle of Britain as a 'turning point' in history, Women's Suffrage in Torbay, and why other nations fought for Britain during World War One.

Topic: History – How did the lives of the Maya differ from the lives of people living in Britain between 900AD and 1500AD?

**Term:
Summer 1**

**Year:
Unit 3**

**Duration:
4 Weeks**

Week One: How, where and when did the Maya civilisation form?

	Do I know this?
I can explain how other Empires have formed, e.g., Roman, Viking, Shang Dynasty, and the British Empire.	
I can place the Maya on to a timeline and a world map.	
I can use historical sources to understand what historians think about how the Maya formed.	
I can understand how events trigger other events which gradually leads to change in a civilisation or Empire.	

Week Three: What was similar and what was different between the Maya and the English in 900AD?

	Child
I can name and describe key accomplishments of the Maya.	
I know what was happening in England in 900AD.	
I can compare accomplishments of the Maya to England.	
I can identify and use primary and secondary sources to aid my learning.	

Week Two: What was life like in England in 900AD? What was life like for the Maya in 900AD?

	Child
I understand how society was ordered into key social classes in England in 900AD.	
I understand how people were entertained in England in 900AD.	
I understand what religion people in England followed in 900AD.	
I understand how Maya society was ordered into key social classes in 900AD.	

Week four: Assessment sessions.

	Child
I can use evidence to explain what historians believe happened to the Maya.	
I can use evidence to explain how the lives of the Maya and the English differed in and around 900AD.	
I can use prior knowledge to help me answer these questions.	

Vocabulary	Definition	Chronology	Historians put events in time order.
Archaeologist	An archaeologist learns about the past by excavating and studying the remains and objects left behind.		Historians explain past events using evidence.
Cacao	The beans from which we make chocolate; the Ancient Mayans used cacao beans to make a drink.	Interpreting History	
Maize	A crop farmed by the Maya.		Historians use evidence to answer questions. Evidence can be objects, artefacts, documents, images and other things.
City states	A city that is independent and is ruled by a king or queen.	Historical Enquiry using Evidence	
Civilisation	A large, well organised group of people united by shared laws, trade, culture and values.		Historians know that some changes happen quickly and some happen slowly and some things stay the same over long periods of time.
Hierarchical society	A society where people are organised into different levels depending on how important they are. This is similar to the Shand Dynasty.	Change and continuity	
Monarchy	A system of government where a king or queen rules.		Historians know that one event can cause another.
Chac	One of the gods of the Ancient Maya: the god of rain.	Cause and consequence	
Kinich Ahau	One of the gods of the Ancient Maya: The sun god.		Historians Look for similarities and differences to understand life in the past.
Codices	Books created by the Maya, that were made out of bark.	Similarities and differences	
Glyphs	Symbols or pictures used in the Ancient Maya writing, there were over 800 different glyphs.		
Pok a tok	A ball game played by the Ancient Maya.		
Conquistadores	Spanish explores who landed in Central America in the 1500s and wanted to conquer the land. They discovered the Ancient Mayan ruins. Hernan Cortes is the most famous conquistador.		

