

Ancient Mayans

A History Based Topic

What do you need to know before this topic?

Chronological knowledge of previous World History time periods studied and how they fit together on a timeline.
Key features of Ancient Civilizations (Ancient Greece, Ancient Egypt, Shang Dynasty) studied and their achievements.
Know what a historical source is and the difference between primary and secondary sources.
Know how to define and use AD and BC.
Know how to order events accurately.

Key Assessment Questions

When was the Ancient Mayan civilization?
Where were the Ancient Mayans located?
Which modern day countries cover the area where the Ancient Mayans were located?
What ended the Mayan civilization?
How many Mayans are alive today?
What were the Mayans key inventions?
How did archaeologists discover information about the Mayans?
What was one of the religious rituals required by Mayan Gods?
What crop was prized by the Mayans?

Sticky Knowledge

The Mayan civilization lasted an incredibly long time from 2000 BC to 1500 AD. It consisted of 40 cities.
Their cities fell to ruin after the arrival of the Spanish in the 16th century.
The Mayans were a very successful civilization: they developed a writing and number system and invented calendars, sports, farming methods and religion.
Mayan writing has been discovered on stone monuments, tablets and pottery. They had their own form of paper made from bark.
Mayans lived in the south-east region of Mesoamerica (Central America).
Cities in the rainforest were deserted due to drought.
Religion was central to Mayan life and the people had many religious rituals.
Mayans believed the Earth was flat and rested on the back of a turtle or crocodile (called Middleworld).
Mayans prized the cacao bean. It has a chocolatey flavour and was drunk hot by rich people and nobles.
Ancient Mayan society had different levels: the King and family were at the top, then nobles, craftspeople and merchants, farmers and lastly slaves.
Rich Mayans wore elaborate headdresses made from the feathers of macaws and Quetzals.

Key Vocabulary

Maya, Mayan, civilization, ancient, temples, pyramids, religion, Central America, Guatemala, Belize, Costa Rica, El Salvador, Honduras, Nicaragua, Panama, drought, rainforest, Yucatan, El Mirador, Chichen Itza, Mesoamerica, Middleworld, afterlife, religion, cacao

Key Skills

- Accurately sequence key events on a timeline.
- Find out about the beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings.
- Know key dates, characters and events of time studied.
- Use sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion?
- Bring knowledge, gathered from several sources, together in a fluent account.
- Select and organise information to produce structured work, making appropriate use of dates and terms.

Curriculum Drivers

Caring Community

I am the child who can understand that a community working together in harmony can achieve many long lasting and great things.

Learning & Leading

I am the child who can understand that knowledge and learning have been highly prized throughout history and there is a lot that can be learned from the past.

British & Global Values

I am the child who can respect that Ancient Civilizations have all contributed to the modern world as we know it today.

Wellbeing & Being Well

I am the child who can understand that Ancient Civilizations like the Mayans valued physical and spiritual activity for the benefit of their health.

Enterprise & Effort

I am the child who can appreciate that collective efforts helped the Mayans become a successful and long-lasting civilisation.

Identity and Uniqueness

I am the child who can understand that we share our world with many different people, all of whom have something valuable and unique to contribute.

Writing

- Narrative based on The Explorer by Katherine Rundell
- Letter from an explorer who has discovered ancient Mayan ruins
- Explanation text to describe the human circulatory system
- Narrative based upon the short film 'Contre Temps'

Maths

Perimeter, area and volumes.
Properties of shape.
Revision.

Science

Animals including Humans:
-Identify the main parts of the human circulatory system, describe the functions of the heart, blood vessels and blood
-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
-Describe how nutrients and water are transported within animals.

Art/DT

DT:
Follow a design brief to create a mechanical toy.

RE

Buddism:
What is the Buddhist way of life?

PE

Athletics

Computing

3D Modelling
Planning, developing and evaluating our own 3D object.

PSHE - Jigsaw

Relationships:
-What is mental health?
-My mental health?
-Love and loss
-Power and control
-Being online responsibly

French

Describing a daily routine

Music

The Leavers' Blues - writing lyrics and a melody for a Leavers' song, using the 12 Bar Blues in C major as a chordal accompaniment.