

## Year 5/6 History Unit Planning

### CYCLE B

### Spring Term 2/Summer Term 1: Maya Civilisation

**Prior Learning:** Further details can be found on the curriculum overview

- **Chronology** - Understand that a timeline can be divided into BC and AD (also use terms BCE & CE)
- **Cause and Consequence** - Children comment on the importance of cause and effects for some key events.
- **Change and Continuity** - Note the similarities and differences within a current period of history being studied and a previous period
- **Similarities and Differences** - Identify how life was different for different people in the past
- **Historical Significance** - Identify historically significant people and events from a period of history and what they did/happened

#### Key Vocabulary

Ancestor – a person who was in someone's family in the past

Cenote – is a natural pit

City state – A city-state is an independent city with supreme power over its land. The city is the centre and leader of political, economic, and cultural life.

Civilisation – a human society with well-developed social structures.

Colonisation – when one country takes control of another, establishing a settlement, in order to control the area and gain riches

Enslaved – A person is being forced to work without getting paid.

Forage – a search for food and provisions

Glyph -A glyph is a picture of an object that represents a word or sound.

#### Statutory Requirement in National curriculum

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

#### Disciplinary Knowledge

##### Year 5

- Understand how some historical events/periods occurred concurrently in different locations, e.g. Mayans/Anglo-Saxons
- Children explain how life was different for different people in the past:

##### Year 6

- Understand how some historical events/periods occurred concurrently in different locations, e.g. Mayans/ Anglo-Saxons and that comparisons can be made..
- Children explain (and give examples) how life was different for different people in the past:

#### Lesson 1

##### When and where did the Ancient Maya live?

- The Ancient Maya civilisation covered thousands of years and can be separated into different periods.
- The Ancient Maya lands were in an area known as Mesoamerica or Central America.
- The land and climate differed across the Maya regions.
- The Ancient Maya lived in separate city-states

Chronological Understanding  
Cause and Consequence

#### Lesson 2

##### What do we know about Ancient Maya cities?

- The remains of cities can help us to understand how the Ancient Maya lived.
- Ancient Maya society was structured with a ruler at the top and enslaved people at the bottom.
- Ancient Maya cities had important buildings such as pyramids and temples.

Evidence and Interpretation  
Historical Significance  
Cause and Consequence

#### Lesson 3

##### What did the Ancient Maya believe and how did they worship?

#### Lesson 4

##### How did the Ancient Maya feed their people?

<p>Hierarchy - A hierarchy is a system in which people are organised into different levels of importance from highest to lowest.</p> <p>Irrigation – the process of watering the ground or when water is taken to where it is needed.</p> <p>Merchant – A person whose business is buying and selling goods for profit.</p>	<ul style="list-style-type: none"> <li>• Religion was an important part of daily life for the Ancient Maya, who had many gods.</li> <li>• Temples were built in honour of the gods.</li> <li>• The people also worshipped the ruler and their ancestors.</li> <li>• The Ancient Maya had their own creation story.</li> </ul> <p>Historical Significance Evidence and Interpretation</p>	<ul style="list-style-type: none"> <li>• The Ancient Maya relied on farming, foraging, and hunting.</li> <li>• The people developed ways of making farming, hunting, and fishing easier.</li> <li>• Cacao was significant to the Ancient Maya.</li> <li>• The Ancient Maya city-states traded with each other and with other countries to gain food and goods.</li> </ul> <p>Similarity and Difference Evidence and Interpretation Cause and Consequence</p>
<p>Noble – belonging to a high social class and having a title.</p> <p>Worship - To worship is to show devotion to a person or a god.</p>	<p><b>Lesson 5</b> <b>How do we know that the Ancient Maya could read, write and do complex maths?</b></p> <ul style="list-style-type: none"> <li>• The Ancient Maya had their own written language.</li> <li>• The Ancient Maya wrote using pictures we call glyphs.</li> <li>• Some glyphs had a single meaning and others represented sounds.</li> <li>• The Ancient Maya had their own number system: a base-20 system with a symbol for zero.</li> <li>• The Ancient Maya had three different calendars.</li> </ul> <p>Cause and Consequence Historical Significance Evidence and interpretation</p>	<p><b>Lesson 6</b> <b>What happened to the Ancient Maya?</b></p> <ul style="list-style-type: none"> <li>• Historians once thought the Ancient Maya suddenly disappeared.</li> <li>• The Ancient Maya declined over time.</li> <li>• In around 900CE, many cities were abandoned—there are different theories about why this happened.</li> <li>• European invaders arrived from around 1500.</li> <li>• These invaders colonised the Maya lands.</li> </ul> <p>Cause and Consequence Historical Significance Evidence and interpretation</p>

