

History		
Ancient Maya Year 4		
Remember when: -Stone Age to Iron Age -Kings and Queens		
Sticky knowledge: -The Maya civilization was in central America and lasted for nearly 3000 years. -The Mayan civilization was organised into city states, each with its own ruler. -The Mayans built pyramid style temples in alignment to the sun. -The Ancient Mayans played ball games, which sometimes included the sacrifice of the losing team captain. -Maya religion was bloodthirsty with human sacrifice and blood-letting rituals. They believed in Heaven, the underworld and the afterlife. -Some ideas as to why the Maya civilisation ended are deforestation and drought. -There are still Maya people living in Central America today.		Key vocabulary heiroglyphics Codices temple Chichen Itza Gods Cacao Goddesses Warriors pyramid Hierarchy Sacrifice civilisation Chronology Mayan Glyphs
National curriculum - To a non-European society that provides contrasts with British history (AD 900; Mayan civilization)		
Timeline specification To be used within research/fact gathering. * Period of history * Passing of time * AD/BC * Plot given dates * Dates and key words	Enquiry questions What caused ...? How much did people's lives change ...? Was it for better or worse? Explain. How does ... compare to now? Why did... have such an impact?	Sources of information visit maps visitors oral testimonies artefacts diaries museums autobiographies photographs songs documentation tools real life accounts speeches newspapers paintings letters clothing
	Title/focus	Lesson outline
Lesson 1	LO: To know who the Ancient Maya were and when they lived. Sticky Knowledge: the Maya civilization was in central America and lasted for nearly 3000 years.	https://www.bbc.co.uk/bitesize/topics/zq6svcw - basic introduction to Mayans https://www.ducksters.com/history/maya/maya_civilization_timeline.php Where is Mexico and Central America? Location of both on map. LA – World map to identify Mexico and Central America – labelled countries ARE – World map with continents labelled GD – World map with no labels Timeline of where The Mayans fit into world history. At the same time as the Mayans around the world there were also the Ancient Sumer, The Indus Valley and The Shang Dynasty. Show these locations on the world map and put these including the Mayans into order, showing where the periods overlap. Ask and answer simple questions about these periods in history- which lasted the longest? Where was...? Which was the shortest period? Etc. Practical activity : Timeline to be outdoors/in hall. Children to physically move events. Identify actual timeline. What have they noticed?
Lesson 2	LO: To know how the Mayan civilization was organized. Sticky Knowledge: The Mayan civilization was organised into	Enquiry Question- What was life like for the Ancient Mayans? https://www.bbc.co.uk/bitesize/topics/zq6svcw - Pyramids of roles in society from lower class to higher class Discuss what each role/job entailed – 5 levels of social pyramid Discuss as a class actual pyramid and lead onto who do they think would be at the top and why. LA order the hierarchy on a template of a pyramid and label.

	city states, each with its own ruler.	<p>Sentence – A warrior is _____, A merchant is _____ etc. ARE- Order on a pyramid. Description of each role. Example of what each role involves. GD Order on a pyramid. Description of each role and reasons why they are in that hierarchy.</p> <p>Extension – create own hierarchy and justify their choices.</p>
Lesson 3	<p>LO: To know the features of Mayan cities.</p> <p>Sticky Knowledge: The Mayans built pyramid style temples in alignment to the sun.</p>	<p>https://kids.kiddle.co/Chichen_Itza - facts https://www.dkfindout.com/uk/history/mayans/mayan-cities/ https://www.storiesbysoumya.com/facts-about-chichen-itza/</p> <p>Names of different cities. To focus on Chichen Itza. What types of buildings were there? What are common features? – temples, pyramids, wall of skulls etc. Research who lived where. Relate to the hierarchy from previous lesson.</p> <p>Create a booklet based upon case study of Chichen Itza Booklet template. Differentiated fact sheets. Paired work. Research facts using photos, artefacts, books, fact sheets (differentiated), internet, purple mash.</p>
Lesson 4	<p>LO: To know what the Mayans did for entertainment.</p> <p>Sticky Knowledge: The Ancient Mayans played ball games, which sometimes included the sacrifice of the losing team captain.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zq6svecw - what games did the Mayans play? www.ducksters.com/history/maya/daily_life.php</p> <p>https://www.youtube.com/watch?v=uGO8T8zlxll</p> <p>What entertainment do we have? What sports do we have? How did the people in Ancient Maya entertain themselves by playing some of the games/activities. Compare any similarities and differences. Look at Pok a tok as an example www.youtube.com/watch?v=VYcWs7qJeCl</p> <p>Role play activity - All to have a go at playing Pok a tok -cross between football and basketball</p> <p>Mixed ability -Research entertainment and answer factual questions. Web links given and information. GD - own opinions about the entertainment. What ar thoughts about the games?</p>
Lesson 5	<p>LO: To know what the Ancient Mayans believed.</p> <p>Sticky Knowledge: Maya religion was bloodthirsty with human sacrifice and blood-letting rituals. They believed in Heaven, the underworld and the afterlife.</p>	<p>Enquiry Question- What did the ancient Mayans believe? Discuss the belief in Heaven, Underworld and Afterlife. What does each mean/definitions Introduce different Gods and what they meant to the Ancient Maya and how the Maya provided sacrifices to the Gods in order to appease them.</p> <p>https://www.ducksters.com/history/maya/hero_twins_maya_mythology.php</p> <p>Practical activity Rank the Gods in order of importance. What do the children think? Use own criteria. Discuss reasons why.. Would they order their own differently? Use own criteria. All to match images to names of Gods</p> <p>LA – I think ____ is the most/least important God because _____. ARE – Own opinion for most important/least important explaining what each belief was. GD – Own opinion for most important/least important and repeat for what they think the Ancient Mayans might think.</p> <p>Discussion about the Story of the hero twins. Use information from lesson. https://www.youtube.com/watch?v=jojLJNn87fU</p>

<p>Lesson 6</p>	<p>LO: To know why the Mayan civilization ended.</p> <p>Sticky Knowledge:</p> <p>Some ideas as to why the Maya civilisation ended are deforestation and drought.</p> <p>There are still Maya people living in Central America today.</p>	<p>Enquiry Question- What happened to the Mayans?</p> <p>Children to predict their reasons why. Discuss as a class.</p> <p>Children to discover the different reasons why the Maya civilization ended and how it changed.</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3</p> <p>https://www.youtube.com/watch?v=SxwxTgFVUDE</p> <p>Look at artefacts of what now remains/different evidence – library books, photographs- differentiated</p> <p>Introduce pictures and artefacts. Children to discuss how these contributed to the end of the Maya civilization.</p> <p>Discuss how there are still Mayans today and find location</p> <p>LA – The Mayan civilization ended because _____.</p> <p>ARE – Describe the reasons why it ended.</p> <p>GD – Explain the reasons why it ended. Give own opinions about their reasons.</p>
<p>Working towards</p>	<p>End of unit assessment</p>	
	<p>Working at Age related expectations</p>	<p>Working at a greater depth</p>