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| **Ancient Maya**  **North American history:**  **Ancient Maya**  **[Aut 2]**  **Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians** | | | |
| Kestrels Year A  Autumn | Prior Knowledge | Knowledge to be explicitly taught | How the knowledge will be built on |
| Substantive Knowledge | •An empire is a group of countries or places ruled by one person (Y3 Spr)  •An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)  •Egyptians built pyramids to honour the pharaoh (half man half god) (Y3 Spr)  •Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations (Y3 Spr)  •A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum)  •Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Y3 Sum)  •Democracy is a system of government where everyone has a say (Y3 Sum)  •Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)  •The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum) | •The **Maya** civilisation flourished in **Mesoamerica** from 250 to 800. It declined after that, but descendants of the Maya live in Central America today  •The Maya lived in **city-states** ruled by **kings**  •The relationships between city-states in Maya civilisation were different to those in Ancient Greece  •Maya worshipped multiple gods who were each responsible for something  •Ancient Maya **sacrificed** animals and sometimes humans to honour gods  •Maya built **step-pyramids** and temples to honour gods  •Maya cities had a plaza, temples, a ball court and sometimes an observatory  •Ancient Maya developed a number system and developed the concept of zero  •The Ancient Maya developed hieroglyphics, like the Egyptians | •The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5) |
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| Disciplinary Knowledge | •**Mathematics:** Compare and order numbers up to 1000 (Y3)  •**Chronology**: Use vocabulary like now, before now, a long time before now to describe periods in time (Y1 Aut)  •**Chronology**: Recognise historical periods or events using arrows on a blank timeline (Y1 Sum) | •**Mathematics**]: Number system over time has developed to include zero  •**Chronology**: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)  •**Chronology**: Place dates [AD only] on a timeline  •**Similarity & difference**: Historians can consider the similarities and differences between people in two different civilisations from the past | •**Chronology**: Recognise and use AD/BC and BCE/CE accurately (Y5)  •**Similarity & difference**: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5) |  |
| VC’s | •**Quest for knowledge:** People in the past had different knowledge or beliefs to us; this does not mean that they are more ‘stupid’ than people today (Y3) | •**Quest for knowledge:** Different civilisations across the world developed similar knowledge independently | •**Quest for knowledge:** Knowledge was developed and shared across different civilisations across many continents.Different civilisations place different values on knowledge and scientific development than others (Y4 Spr) |  |
| Vocab | Tier 2  •**autocracy** (noun): a system of government where one person has all the power  •**democracy** (noun):a system of government where all people have a say in how the place is run  •**king** (noun): the (male) ruler of a place  •**plaza** (noun):a public open space usually found in cities  •**pyramid** (noun): a 3D shape that has a square or triangular base and a point at the top  •**sacrifice** (noun/verb)**:** an act of giving up something valued for the sake of something else considered to be more important/to give something up  •**temple** (noun): a building for worshipping in  Tier 3  •**agora** (noun – Greek)**:** the open space (plaza) at the centre of Greek cities.  •**bloodletting** (verb):spilling of blood in sacrifice (usually self-inflicted)  •**city-state** (noun):a city (with the farmland around it) that that its own system of government and its own identity  •**hieroglyph** (noun):a picture or symbol that represents a sound, syllable or word (**hieroglyphics** is the writing made up of individual hieroglyphs)  •**Mesoamerica** (Noun): an area of Mexico and Central America where the Maya and other peoples lived  •**observatory** (noun): a building where people can study the night sky  •**step-pyramid** (noun): a pyramid that has been built using steps rather than smooth diagonal lines | | |  |

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| **1** | **Where and when did the ancient Maya live?** | **•**The Maya civilisation flourished from 250 to 800. It declined after that, but descendants of the Maya live in Central America today  **•Chronology**: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)  **•Chronology**: Place dates [AD only] on a timeline  Year 5 Chronology Use vocabulary like decade, century and millennium | Pupils will watch a clip of Maya ruins to introduce them to the topic. They will locate the Maya and then practise placing dates of key events in the Maya civilisation on a timeline. |
| **2** | **Who ruled the Maya?** | **•**The Maya lived in city-states ruled by kings  **•**The relationships between city-states in Maya civilisation were different to those in Ancient Greece | Pupils will review knowledge of Ancient Greece and learn that the Maya also lived in city-states. In groups, they will sort examples of contact between rival city-states from ‘most friendly’ to ‘least friendly’. |
| **3** | **What did the ancient Maya believe?** | **•**Maya worshipped multiple gods who were each responsible for something  **•**Ancient Maya sacrificed animals and sometimes humans to honour gods | Pupils will play a matching game to reinforce the idea that Maya, Greeks and Egyptians believed in multiple gods. As a class they will learn about types of Maya worship, and you may also to compare this with Ancient Greek worship. |
| **4** | **What did the ancient Maya build** | **•Maya built step-pyramids and temples to honour gods**  **•Maya cities had a plaza, temples, a ball court and observatory** | Pupils will compare Maya temples with the pyramids of Egypt and those of Greek, before taking a tour of the wider city. They will locate four key buildings on a map and label each one. |
| **5** | **What did the ancient Maya develop?** | **•Ancient Maya developed a number system and developed the concept of zero**  **•[Mathematics]: Number system over time has developed to include zero**  **•The Ancient Maya developed hieroglyphics, like the Egyptians** | Pupils will practise converting between Maya and Hindu-Arabic (today’s) numerals and consider why zero is so important in maths today. They will also review hieroglyphics and can write their own sentence using hieroglyphs. |
| **6** | **How was the Ancient Maya civilisation similar and different to other ancient civilisations?** | **•Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past**  **Year 5 Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics** | Pupils will consolidate and review knowledge of the topic and will be supported to write a response to the historical question. The writing frame should be adapted to meet the needs of your class. |