

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>As the children delve into the history of America, they will uncover the mysteries of the Mayan civilisation as they explore Mayan ruins and embark on a journey that will help them to uncover the life, society and civilisation of both ancient and modern Mayans. Through a comparison of the main developments of the Mayan era, children will be able to explain what Britain may have learnt from this civilization today. Whilst an exploration through archaeology will lead children to discover and enquire about the sources of evidence used in the past, and today, to interpret this ancient civilization, before reasoning how the Mayan civilization declined so quickly.</p>	<p>The children will be able to chronologically locate other ancient civilisations on a timeline. They will be able to know and understand the Roman empire’s impact on Britain as well as the achievements of earliest civilisations and their influences on Britain today. In Year 3, they will have achieved this by looking at Ancient Egypt and in Year 4 by undertaking a study of Ancient Greece.</p>	<p>Children will go on in future learning to look at and understand the expansion and dissolution of empires (Germany in WW2). They will continue to broaden their knowledge to how Britain has influenced and been influenced by the wider world. They will also look at the role difference people have in society and how this affects them when looking at Black History in Britain.</p>	<p>Cacao beans Temple Ahau Astrology Astronomy Atatl Bacabs City-state Batab Hieroglyph Huipil</p>	<p>Izamna Pok-a-tok Pyramid Mesoamerica Deforestation</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p><b>Chronology</b> Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>Pupils should be able to establish clear narratives within and across periods studied.</p> <p>Pupils should be able to note connections, contrasts and trends over time.</p> <p><b>Historical enquiry</b> Pupils should be able to describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Pupils should be able to identify, give reasons and results of a for historical event.</p>	<p><b>When and where was the Mayan civilisation?</b> Be able to locate the ancient Mayan Cities on a map using 6-figure grid references and be able to explain the Mayan civilisation today covers more than one country.</p> <p>Develop a chronologically secure knowledge and understanding of the Mayan civilisation period, revisiting previous learning of other ancient civilisations Establish clear narratives within and across periods studied. Identify historically significant people and events.</p> <p><b>What was the terrain like in Mesoamerica?</b> Know and describe the terrain in Mesoamerica at the time of the Maya.</p> <p><b>Why did the Maya empire grow?</b> Identify and compare some of the key factors in the successful growth of the Mayan empire. Identify historically significant events.</p> <p><b>What was everyday life like for the Maya?</b> Know that the Maya society was hierarchical. Identify the roles of importance of different people, such as hunter gatherers, farmers, royalty and gods and compare this to previous civilisations studied. Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Describe and make links between main events, situations and changes within and across different periods/societies.</p> <p><b>What were Mayan settlements like?</b></p>		<p>11,000 BC – First hunter-gathers settle in the Maya region.</p> <p>2,600 BC – The Maya civilisation begins.</p> <p>700 BC - Mayan writing first starts to develop.</p> <p>400 BC – the first Mayan calendars are carved into stone.</p> <p>300 BC - Cities, such as El Mirador, become large and powerful.</p> <p>100 BC – first pyramids are built.</p> <p>500 AD – Tikal becomes the first great Mayan city.</p> <p>900 AD - Cities in the rainforest are abandoned due to an extensive drought. People move north to the highlands of Guatemala and the Yucatán.</p>	

<p>Pupils should understand how knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be able to construct informed responses by selecting and using relevant historical sources.</p> <p>Pupils should be able to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Pupils should be able to identify historically significant people and events.</p> <p><b>Historical interpretation</b> Pupils should be able to understand that different versions of the past may exist, giving some reasons for this.</p> <p>Pupils should begin to evaluate and discuss how useful and reliable a historical source is.</p> <p><b>Vocabulary</b> Pupils should be able to use key vocabulary linked to their specific topic.</p>	<p>Understand the hierarchy of the Mayan people within the settlements and how the role people played in society effected where they lived. Identify and describe some of the different living conditions. <i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</i> <i>Note connections, contrasts and trends over time.</i></p> <p><b>What were some of the beliefs of the Mayan people?</b> Know and explain the religious beliefs, worshipping rituals and the characteristics of the main gods of the Mayan people. <i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p> <p>Identify and compare ancient religions and different religions today, considering the reliability of sources and begin to devise historically valid questions about the change and significance of the beliefs of Mayan people, <i>Understand how knowledge of the past is constructed from a range of sources.</i> <i>Describe and make links between main events, situations and changes within and across different periods/societies</i> <i>Construct informed responses by selecting and using relevant historical sources.</i></p> <p><b>What happened to the Maya?</b> Research and give multiple, supported reasons using evidence for how events in Mayan history led to the quick decline of this civilisation. <i>Understand that different versions of the past may exist, giving some reasons for this.</i> <i>Evaluate and discuss how useful and reliable a historical source is.</i></p> <p><b>What legacy did they leave behind?</b> Explain and compare the Mayan calendar to explain what Britain may have learnt from other countries and civilisations through time and how they have impacted life today. <i>Identify historically significant people and events.</i></p>	<p>925 AD - The city-state of Chichen Itza becomes the most powerful city-state in the region. It will rule for the next two hundred years.</p> <p>1250 AD – The city of Chichén Itza is abandoned.</p> <p>1500s AD - The Spanish arrive in South America and set out to destroy the remaining elements of Mayan civilisation as part of their conquest.</p>
<p><b>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</b></p>	<p><b>BY THE END OF THIS UNIT...</b></p>	
<p>English - Middleworld Wi Art – Printing, Glen Alps Mayan Patterns DT- Food, Corn Pancakes</p>	<p>By the end of this unit, most children will be able to locate where the Mayan civilisation covered and know when the Mayans lived using a timeline. They will be able to describe what life was like in the settlements at the time e.g. Social structure. They will know and be able to explain the rituals and beliefs of the Mayans, including Mayan Gods, understanding how artefacts help us build a picture of how people lived in the past. The children will know the importance of some of the achievements of the Mayan era including the creation of the Mayan calendar. Most children will be able to enquire and give reasons by selecting sources of evidence to explain how events in Mayan history may have led to this civilisations quick decline.</p>	