



## Year 5 History Maya\_Civilization

### A non-European society that provides contrasts with British history

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p>To include: when was the Maya civilization and how does it fit in with other known periods in history</p> <p>To know that the Maya people lived across many areas of central America</p> <p>To know that there were 5 classes within Maya culture and to understand the differences between them</p> <p>Maya religion; to include:</p> <ul style="list-style-type: none"> <li>• The Maya calendar- to know that they predicted the world would end in 2012</li> <li>• The central role of religion to the Maya</li> <li>• Understanding the importance of maize and the maize god The role of Maya priests in understanding and reading the rituals cycles</li> <li>• To understand the importance of Maya temples (through the study of El Castillo- Chichen Itza)</li> <li>• The role of sacrifice (inc human) sacrifice to Gods</li> </ul>	<p><u>Chronology</u> Create their own timeline of events within the period studied Create their own timeline using events from other periods of study - use a timeline with centuries</p> <p><u>Historical questioning and answers</u> Devise historically valid questions about change and cause of change within an event and across the period studied</p> <p><u>Changes over time</u> To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes</p>	<p><u>Mayan</u> Of, relating to, or characteristic of the Maya or any of their languages</p> <p><u>Ancient</u> Belonging to the very distant past and no longer in existence.</p> <p><u>Modern</u> The present time <u>BC</u> Before Christ</p> <p><u>Source</u> a book or document used to provide evidence in research.</p> <p>Exploration</p> <p><u>Era</u> a long and distinct period of history</p> <p><u>Culture</u> Activities such as the arts and philosophy, which are considered to Mayan Society be important for the development of civilisation</p> <p><u>Astronomy</u> The branch of science which deals with stars, planets, space, and the physical universe as a whole</p> <p><u>Artefact</u> An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.</p> <p><u>Civilisation</u> Human society which is organised.</p>	<ul style="list-style-type: none"> <li>• When was the Maya civilization?</li> <li>• Where did the Maya live?</li> <li>• What were the 5 classes within Maya culture?</li> <li>• What did they farm?</li> <li>• Why was religion so important in the Maya culture and how did it impact on daily life?</li> <li>• What Gods were important to Maya society?</li> <li>• Why were Maya temples important?</li> <li>• What happened at Chichen Itza?</li> <li>• What other civilizations had pyramids?</li> <li>• Did the Maya civilization collapse? Why/ When?</li> </ul>



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To know that Mayan's had a complex writing system based upon their spoken language and that it was the most complex of any writing system known from the same period

To understand the importance of farming in Maya society

To know the importance of astronomy to the Mayan's and how they used maths to plot the movement of planets (Venus, sun and moon)

To explore Maya numbers to 20

To suggest what happened to end the Maya rule?

What followed?

To know that there are still Maya people now

How we know about the Mayan's to include archaeological finds with a focus on Mayan symbols and to include exploration by Christopher Columbus (links to year 2)

Dynasty A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.

Empire A group of countries ruled by a single person, government or country.

Hieroglyphics A system of writing using pictures not words.

Kingdom A place ruled by a king, queen or important person.

Maize Also known as corn, is a cereal grain.

Temple A building used for the worship of a god or gods in some religions.

Tomb A large stone structure or underground room where someone, especially an important person, is buried.



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#### Outcome.

NC statement : a non-European society that provides contrasts with British history

Children will use historical skills to learn when and where the Ancient Maya lived. They will have an understanding of what was happening in British during this time.

They will be able to identify the main features of the Maya culture, religion and calendar. They will know how we have an understanding of the Maya culture through the exploration of sources inc artefacts (not physically) and inc Maya writing. They will question these sources.

They will know that there continue to be Maya

#### Links

Dr Diane Davies

<https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-timeline/>

inc resources from Dr Diane

<https://maya.lqfl.org.uk/index.php>

The Smithsonian institute- whilst also providing information about Ancient Maya it also shares information about the Maya culture now

<https://maya.nmai.si.edu/maya>

BBC bitesize

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

plus on BBC bitezise- for an easy access overview (had been created for lockdown/ remote learning)

<https://www.bbc.co.uk/bitesize/articles/zrygf82>