

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	5	<b>Ancient Maya</b>	
Term	Spring		
National Curriculum	A non-European society that provides contrasts with British history- Mayan Civilization c AD900		
Prior knowledge	<p>The stone age and pre-history</p> <p>Geography unit- South America</p> <p>Links to today's problems of overpopulation, deforestation and drought.</p> <p>People have different ways to communicate in order to pass on knowledge/history/culture – Ancient Egypt Hieroglyphics.</p> <p>There are different ways to govern a society e.g. the democracy of Ancient Greece.</p> <p>There are different sources of information.</p> <p>City states- Ancient Greece</p>		
Links to other subjects	Art – Henri Rousseau, English – The Rain Player		
Enrichment	Maya experience day- Historic workshops		
Skills progression	<u>Chronological Understanding</u>  Use timelines to place and sequence local, national and international events. Sequence historical periods? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same.	<u>Historical knowledge of events of people and changes in the past</u>  Make comparisons with social and cultural diversities in societies studied in Britain and the wider world. Identify changes and links within and across the time periods studied (Link Anglo Saxons to Roman Britain) Describe some causes and consequences of the main events, people and changes in the periods studied.	<u>Historical enquiry</u>  Ask a range of questions about the past and choose reliable sources of evidence to answer questions. Explain why it is a reliable source. Suggest historically valid questions about change, cause, similarity, difference and significance.
	<u>Interpretations of History</u>  Look at different versions of the same event and identify similarities and differences in the accounts. Give clear and more than one reason why there may be different accounts of history.	<u>Organisation and communication</u>  Present structured and organised findings about the past using speaking, writing, ICT and drawing skills. Can I use dates and terms accurately.	

	Recognise that people (now and in the past) can represent events or ideas in ways to persuade others (propaganda etc)	Can I choose the most appropriate way to present information thinking about the audience.
Topic specific (Sticky) vocabulary	Mesoamerica, Maya, Civilisation, Society, Beliefs, Conquistadors	
End points	<p>Children can place the Maya period on a timeline.</p> <p>Children can sequence the Mayan period to other times studied e.g. The Mayans were after the Romans.</p> <p>Children use a variety of sources to gain information.</p> <p>Children know the Maya lived in Mesoamerica and can show where this is on a modern map.</p> <p>Children know that Maya society was organised into city states.</p> <p>Children know there was no democracy – states were ruled by kings who had complete control.</p> <p>Children know these city states often fought in order to increase their size and power.</p> <p>Children know the Maya created their own writing system- a hieroglyphic system and made great achievements in architecture, maths and astronomy.</p> <p>The Maya had their own Calendar.</p> <p>Children know the Maya worshiped Gods and that religion affected everything they did. During ceremonies Maya often wore headdresses made with exotic bird feathers.</p> <p>Children know that most Maya were farmers</p> <p>Children know the Maya wore colourful fabrics woven into patterns.</p> <p>Children understand there are many theories why the Maya civilisation declined and can state why they think the Maya declined.</p> <p>Children know and can see similarities between the theory of Maya decline and modern day problems.</p> <p>Children know that although the Maya civilisation declined there are Maya ancestors still alive today and many of the languages are still spoken.</p> <p>Children can present findings and show their knowledge using a variety of different formats.</p>	
Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p><b>What can we learn from the decline of the Maya?</b></p> <p>Possible follow up questions. What should we do?</p>	

