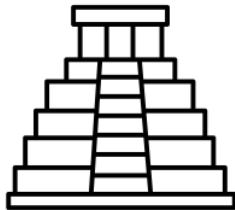
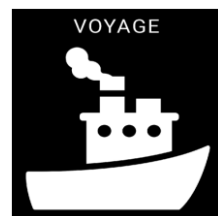


SUBJECT: History  
 THEME: Ancient Civilisations  
 TERM: Summer 1  
 EXPEDITION: The Maya  
 KEY QUESTION: What similarities and differences are there between the Maya civilisation and England from the 8<sup>th</sup> to 10<sup>th</sup> century?



EXPEDITION OVERVIEW:  
 Discover the mysterious Maya of Mesoamerica. Investigate the timeline as you discover when and where the Maya built this magnificent civilisation. Explore different kinds of historical sources and evaluate their usefulness. Marvel at how the Maya lived, study buildings, trade and the importance of food and farming. Learn about Maya beliefs, Gods, temples and one of the most dangerous and deadly ball games of all time . Discover the Maya legacy.













Supporting Texts:  
 The Curse of the Maya – Johnny Pearce & Andy Loneragan  
  
 Maya Legends: Rainplayer, The Hero Twins









**HISTORY KEY CONCEPTS:** These are areas of substantive knowledge within our curriculum which are repeated during their Voyage through the school.

Key Concepts and Substantive Knowledge: (text in bold are key areas of focus in this expedition)



-  Hierarchy & power -  **EMPIRE** , equality, government,  **MONARCHY**, oppression, peasantry, privilege,  **REBELLION**, slavery)
-  Society, community & culture (architecture, art,  **CIVILISATION** , communication,  **INDUSTRY** ,  **MIGRATION** , myth, nation, religion,  **SETTLEMENT** , story,  **TRADE** )
-  Conflict & disaster (**conquest, surrender**)
-  Exploration & invention (**NONE**)

<p><b>Skills:</b></p>      	<p><b>Skills:</b></p> <p><u>Order/Chronology:</u> Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <p><u>Similarity &amp; Difference:</u> Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <p><u>Change &amp; Continuity:</u> Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <p><u>Cause and Consequence:</u> Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <p><u>Historical Significance:</u> Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <p><u>Evidence &amp; Interpretation:</u> (sources): Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements</p> <ul style="list-style-type: none"> <li>● Know that a historical source can provide evidence relating to the events of the past (retrieval)</li> <li>● Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person of historical interest (retrieval)</li> <li>● Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)</li> <li>● Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion</li> <li>● Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people</li> </ul>
<p><b>Knowledge:</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:</p> <p>a non-European society that provides contrasts with British history – one study chosen could be, Mayan civilisation c. AD 900.</p>	<p><b>Previous Learning</b></p> <p><b>KS2 –</b></p> <ul style="list-style-type: none"> <li>-Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.</li> <li>– Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.</li> <li>– Children will have studied the Anglo-Saxons so that they are able to make a comparison.</li> </ul> <p><b>Future Learning:</b></p> <p><b>KS3 –</b> Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.</p> <p><b>Misconceptions:</b></p> <p>Children may think that the Ancient Maya civilisation was at a much early point in history as it has the word ancient in the title. They may not fully grasp the idea that the Maya people and the Anglo Saxons were around at the same time- just in different parts of the world and will need to see this on a timeline. Maya refers to the people, culture and people without a distinction between singular and plural whereas 'Mayan' refers to the language(s) spoken by the Maya.</p>



**Key Vocab:**

historian, archaeologist, artefacts, **region**, drought, irrigate, crops, porous, limestone, jadeite, **settlement**, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, **hostile**, invade, trade, port

What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?								
How did the Maya rule in the Classic period?				How was the Maya region like England leading up to the 10th century?			How do the shifting powers compare between the Maya region and Anglo-Saxon England?	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
<b>Key question:</b> Where and when did the Maya live?	<b>Key question:</b> What made the Maya civilisation so successful?	<b>Key question:</b> How do we know about the Maya?	<b>Key question:</b> How were the Maya ruled?	<b>Key question:</b> How was Anglo-Saxon England ruled?	<b>Key question:</b> What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	<b>Key question:</b> How do the leaders of the Maya and the Anglo-Saxons compare?	<b>Key question:</b> How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?	<b>Key question:</b> Who was involved in the struggle for power in England from the 8th to the 10th century?
<b>Historical Skill:</b> Chronology	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Evidence and Interpretation	<b>Historical Skill:</b> Similarity and Difference	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Evidence and Interpretation	<b>Historical Skill:</b> Similarity and Difference	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Cause and Consequence
Substantive concepts build on: civilisation, settlement, empire				Substantive concepts build on: empire, monarchy			Substantive concepts build on: civilisation, trade, settlement, empire	
<b>Cumulative Quiz:</b> Q1 – Q4	<b>Cumulative Quiz:</b> Q5 – Q7	<b>Cumulative Quiz:</b> Q8 – Q10	<b>Cumulative Quiz:</b> Q11 – Q13	<b>Cumulative Quiz:</b> Q14 – Q16	<b>Cumulative Quiz:</b> Q17 – Q19	<b>Cumulative Quiz:</b> Q20 – Q22	<b>Cumulative Quiz:</b> Q23 – Q25	<b>Cumulative Quiz:</b> Q26 – Q28

**The Ancient Maya Civilisation**

People have lived in this region for over **12,000 years**, and when they settled here first, **they were hunter-gatherers**. This means they migrated across the land, **searching for food and places to settle**. Over time, these people learned to farm and settled in small villages. Eventually, these grew into **large city-states** spread across what would one day become **Mexico, Guatemala, Belize, El Salvador and Honduras**. These people were called the **Maya**, and their power and might reached their height in the **10th century**.

**How do we know about the Ancient Maya?**

We know about the Maya because **archaeologists have found evidence of their existence**. The Maya were famous for their **wall art and beautiful writing**. Many examples have been discovered over the years, and these two records give us an idea of what life was like for the different people in Maya society. There have also been many other archaeological discoveries of **Maya tombs, funeral masks, architectural remains of the large city-states, and the famous stone pyramids** that still stand today. There is one mystery that still puzzles archaeologists today. Something strange began to happen in the **10th century – the Maya people of the central Maya Lowlands began to abandon their cities**. There is **no real evidence** to tell us why just **multiple theories**.

**How did the Maya civilisation become successful?**

Farming was important for the Maya people. It was one of the main reasons that the civilisation grew and **became so powerful**. They developed many specialist **farming techniques** to help grow crops and invented a way of **collection and storing water** to irrigate their crops.

The Maya lowlands were also filled with **limestone – a perfect building material**. They also had access to plenty of **obsidian – a volcanic glass the Maya could sharpen to use as a tool**.

The Maya civilisation grew with a plentiful supply of **water, specialist farming techniques, and abundant natural limestone and obsidian** for building materials and tools.

Over time, the city's population grew, and **the Maya built temples, ballcourts and plazas**. These were **attractive places to live and work** and provided a place for the Maya people to **worship their gods**.

**Who ruled the Maya people?**

The Maya **were not a united empire** of people with a capital city like **Ancient Egypt**.

Instead, **each city was a state with its own ruler** and council of high priests.

The city-states of the Maya often **went to war with each other** to prove that they were the **strongest in the region**.

**Artefacts** show historians and archaeologists that life was **very different for the rich and poor in Maya society**.

## Other Learning

### English

We will begin our half term by focusing on atmosphere and suspense in narrative.

Later in the term, we shall utilise our scientific knowledge to write an explanation text of the circulatory system.

### Science

In Science we will be learning how the circulatory system works and its key components: the heart, bloody vessels and blood. We will explore how to keep healthy and conduct investigations around heart rate during exercise.

### Geography

In geography we will be improving our locational knowledge by investigating Central America and its physical features.

### PSHE

In PSHE we will be learning how to be safe online.

### PE

Lens: Health and Fitness

Fundamental Movement Skills: Coordination -Sending and Receiving Agility - Ball Chasing

### RE

Why do some people believe in God and some people do not?

### DT

In DT we will be experimenting with Central American food. Corn played a significant part of the lives of the Maya people and will be used to create corn tortillas.