



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Summer 1
Class:	Year 6
Subject:	History
Key Unit Question:	Evidence suggest that the Vikings were clearly more advanced than the Maya – Agree or Disagree?
Memorable Experience:	Dr Diane Davies

Vocabulary that will be taught:

Dynasty – the continuation of powerful leaders within the same family over a period of time

Hieroglyphics – a system of writing that used pictures and symbols instead of letters and numbers

Scribe – a person who is able to read and write. They were important people in Maya culture.

Haab – the 365-day calendar used by farmers to time the planting and harvesting of crops.

Sacrifice – to offer or give something up to please a God or Goddess.

City-states – an independent city that had its own form of government, laws and rules.

Peasant – a class of people who had little money or possessions.

Bloodletting – cutting a part of the body so that blood would come out to communicate with the gods.

Cenote – a natural pit or sinkhole where groundwater can be found.

Popol Vuh – the Maya book that featured their Creation story about the hero twins.

Tzolk'in – the Maya religious calendar which contained 260 days instead of 365.

Pyramid – a structure similar to those of the Egyptians, but Maya pyramids were generally stepped and had flat roofs.

National Curriculum Objectives:

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Rationale:

This unit supports student development of coherent knowledge and understanding of Britain's past and that of the wider world. It supports progression in understanding of the similarity and difference of experience in the past and provides an important example of the experiences of a wider group of people in the past. Studying the Maya creates an opportunity to revisit units on the Vikings and Vikings that children have previously studied. Although the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. They can use previous learning to help contextualise their learning about the Maya whilst also providing a comparison to a non-European society that contrasts with their own experiences. Pupils may develop their knowledge both by asking questions, supporting their ideas with evidence and communicating their findings as well as via directed teaching.

Prior Knowledge:

Children have learnt about a variety of civilisations and individuals and how they have impacted Britain and the world.

In previous years children have learned about the cultures of the Romans, Anglo- Saxons and Vikings and their impact on Britain. They learnt about their legacies, their beliefs, their housing and settlements and even structures within the different societies.

Children learned about bias within primary sources and how we should consider the viewpoints of the written sources. Children have learnt how to use sources as evidence for an enquiry

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What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know when the Maya civilization existed
- I know about behaviour and beliefs in Maya culture
- I know what the Maya civilization achieved

Disciplinary knowledge:

- I can place the current time of study on a time line in relation to other studies
- I can compare beliefs and behaviours with other time periods studied
- I can consider the accuracy of interpretations of sources



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Key lesson questions		Activities/Key points											
Lesson 1	Who was making history around the world in the year 1000? - I can place the current study on a timeline in relation to other studies - I can identify key dates and events - I can use relevant dates and terms	Show pupils a short video giving the history of the world’s civilisations on a map (see YouTube for example History of the World’s Civilisations in 2 mins) discuss with pupils where and when these different civilisations appear and grow/ disappear. Summarise very quickly in exercise books - include what was happening in Britain in the year 1000. (Teacher notes: Britain around the year 1000 – Britain was a temperate country. England was now a country with one king, for example Alfred the Great. Scotland, Wales and Ireland were divided into small areas and run by leaders of tribes. Britain was mainly a Christian country. Most people lived on small farms, working on the land and had basic diets of vegetables and grains. Houses were mainly one storey buildings made of mud and straw. Most people only lived about 45 years. There were attacks from raiders from Europe - the Danes and the Vikings.) Set pupils the challenge to discover what else was happening around the year 1000 in different parts of the world. Some of these suggested events are a couple of hundred years either side of AD 1000 but they help enrich the sense of the time period and give an international coverage. This can be done in groups so that each group develops an overview of what was happening at the time. Six possible areas to research – The Viking discovery of North America (1000), The Voyages of Marco Polo, The invention of printing in China, the foundation of the kingdom of Benin around 1250, the work of the great Moslem scientists of Baghdad, the foundation of the Inca Empire from around 1220. Discuss anything the class have found that is similar/ different to the key features of life in Britain at the time.											
Lesson 2	Who were the Mayas? - I can find out about beliefs, behaviours and characteristics of people in the time period studied - I can use a range of sources to find out about an aspect of the time - I can consider the accuracy of interpretations of sources	Show a series of photographs or short clip to show the geographical location, climate and environment. Explain you are not going to tell them any more at this stage about the Maya – it is going to be all about making deductions from the sources. Use a range of photographs of Maya artefacts/ primary sources. (There are many examples easily available via the internet). If pupils can have a set per table, some useful collaborative talk can help set up inferential discussions. Provide a simple recording table so that pupils can record the type of source, what they can see in the source, what they can work out about the Maya from the source. Pupils can then choose the source they found the most helpful to use for the final task. Pupils will use the source they found the most helpful in the last task and answer the following question – How useful was your chosen source for finding out about the life of the Maya? What else would you like to know? What types of primary sources might we be able to use about the Mayas to find out more about them?											
Lesson 3	How similar were the Maya and the Vikings? - I can find out about beliefs, behaviours and characteristics of people in the time period studied - I can compare beliefs and behaviours with another time studied - I can recall, select and organize historical information	Today we will be comparing the Maya with the Vikings as they existed at similar times and had some interesting links. Show pupils some examples of artefacts from Viking England as a starter activity – can they recall any of them or suggest what they were about. [suggestions reconstruction of Viking farm, Lindisfarne Gospels page, typical Viking food, Sutton Hoo jewels]. Use a timeline on a PP slide – add the Viking images to the timeline and check that pupils know where Maya images would go. This needs to be a very structured lesson so that pupils do not get the two societies confused. Provide a simple comparison grid for pupils to complete and information cards for pupils to sort and use on Maya and Viking e.g., beliefs, art, food, environment. Pupils will use the comparison grid to complete a Venn diagram to show similarities and differences Mayas and Vikings. This could be done as a collaborative exercise so that pupils can learn from each other and add additional ideas – e.g. buildings, leaders etc. Discuss what pupils notice about the two societies.											
Lesson 4	Who achieved more – the Maya or the Vikings? - I can find out about beliefs, behaviours and characteristics of people in the time period studied - I can compare beliefs and behaviours with another time studied - I can select and organise information to produce structured work, making appropriate use of dates and terms.	Now that we know when and where the Maya existed, explain that we’re going to take a look at what they managed to achieve. Ask children to recap on what the Vikings achieved – longboats, trade around the world, longhouses, impact of language, combs etc. Ask children what they THINK the Maya managed to achieve – jot down what they think the Maya were capable of – what did they build with? Did they write? Could they count? Did they know about medicine? Etc. Watch the video: https://www.youtube.com/watch?v=Q6eBJdca14 Show children the list of some of the achievements of the Maya: <table><tr><td>Maths and a number system</td><td>Written language system (glyphs)</td><td>Huge stone architecture</td></tr><tr><td>Elevated roads</td><td>Aqueducts</td><td>Developed rubber</td></tr><tr><td>Harvested cocoa and developed chocolate drinks</td><td></td><td></td></tr></table>			Maths and a number system	Written language system (glyphs)	Huge stone architecture	Elevated roads	Aqueducts	Developed rubber	Harvested cocoa and developed chocolate drinks		
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		Children to then discuss what they think about these achievements – do they notice anything? Who else had aqueducts? Do they think that the Maya and the Romans had contact with each other or did the Maya create aqueducts by themselves? <u>Task</u> Children to have the list of achievements of the Maya and the Vikings and decide who they think was more advanced. They should give examples for their choices – <i>'I think that the Maya were more advanced as they built with stone, used writing and maths more often than the Vikings and were great architects building roads and aqueducts. The Vikings used wood and didn't try to get fresh water into their towns. The Vikings did manage to sail around all across the world and make links though, which would help spread ideas and leave their influence in more places than the Maya.'</i> <i>'I think the Vikings were more advanced because they travelled all around the world and made trade links with other countries. We still use a lot of things that the Vikings invented like ship designs, combs and place names. Although they mainly built using wood, they were excellent craftsmen and also made strong weapons out of metal.'</i>
Lesson 5	Why did the Mayas vanish? • I can link sources and work out how conclusions were arrived at • I can bring knowledge gathered from several sources together in a fluent account • I can write an explanation of a past event in terms of cause and effect using evidence to support	Recall that all historical developments had a range of causes and that civilisations have emerged and then faded away or changed into something new. Why is hard to be sure what happened? Why are there different ideas (interpretations) Show pupils photographs of the ruins of Maya buildings - what do they think might have happened. Divide pupils into groups - each group becomes a team of archaeologists. They should be given three interpretations of what happened to the Mayas. Explain that an historian has come up with each interpretation after looking at historical evidence. They need to decide the positive and negatives of each interpretation/ how convincing they are. Each group then prepares a presentation for Indiana Jones to explain to him what their group believes happened to the Mayas. Use a world map to recall location of South America and relationship to UK. Revise the length of time that has passed since height of Maya civilisation. Teacher explanation that the Maya peoples still live in parts of South America today. Look at a modern map and note areas, compare with the map used in lesson about the ancient Maya peoples. What has changed/stayed the same? Watch the BBC class zones clip about life for the modern Maya. http://www.bbc.co.uk/education/clips/z2pfgk7. In groups discuss the features of life of the Maya family and the contrast of life for the modern Maya and the Ancient Maya. Revisit similarity and difference over time Maya peoples now and around 1000 – are pupils able to make several points of comparison?
Lesson 6	Evidence suggest that the Vikings were clearly more advanced than the Maya – Agree or Disagree? End of Unit Assessment / Knowledge Harvest	