

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: History Year Group: Y3/4		Area of learning: Ancient Mayan Civilisation Historical Enquiry Question: <i>Who were the Mayans and what have we learnt from them?</i>	
Links to previous work/remember when	<u>Autumn term 2021 Anglo-Saxons, Scots and the Vikings</u> <ul style="list-style-type: none"> ● NC: Britain's settlement by Anglo-Saxons and Scots. ● NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 		
	<u>Historical Knowledge</u> <ul style="list-style-type: none"> ● Who came to Britain after the Romans and where did they come from? ● Why did the Anglo-Saxons come to Britain? ● Where did the Anglo-Saxons come from? <i>Where the 'Water warriors' came from (Germany, Denmark and North Holland)- Geography link.</i> ● What did Anglo-Saxon houses look like and what were they made of? ● What was Anglo-Saxon society like? - settlements, war chiefs / kings, thanes / churls / slaves, craftsmen ● What did the Anglo-Saxons like to eat? What did the Anglo-Saxons wear? ● What were the clothes made from? (materials) ● How do we know that the Anglo-Saxons wore jewellery? - Archaeologists have found examples of glass beads, gemstones, gold / silver / metal on brooches etc. ● Where did the Vikings come from and when? ● What were the Vikings good at? (successful raiders, seamen and traders) ● How did Viking ships look? ● What happened during the Lindisfarne invasion of AD793? Were all Vikings raiders? ● When was Alfred the Great King and what did he want to achieve as King? (making peace in Britain between the English and Vikings) ● Was Alfred a 'great' King and if so, why? What happened after Alfred the Great? ● Who was the last Anglo-Saxon King? (Edward the Confessor) Why was Edward known as the Confessor? ● Would you have preferred to live in a Viking or Saxon society? ● How did the Anglo-Saxons / Vikings come to an end? (William of Normandy became King of England in 1066). 		
<u>Historical Concepts:</u> <ul style="list-style-type: none"> ● Chronology- <i>Order events, artefacts and historical figures on a timeline.</i> ● Range and depth of historical knowledge- <i>Find out about everyday lives of people in time studied. Identify reasons for and results of peoples' actions. Y4- Offer a reasonable explanation for some events.</i> ● Historical Enquiry Y3- <i>Use a variety of sources to find out about aspects of life in the past. Y4- Begin to evaluate the usefulness of different sources. Y3/4- Ask and answer questions.</i> ● Knowledge and understanding: <i>Describe how some past events and the actions of people affect life today.</i> ● Investigating and Interpreting- <i>Explore main events and changes in the period, giving causes and consequences.</i> 			
Term	Year 3/4	Key Skills to be taught	
Summer term 2022 What the children should		<u>National Curriculum</u> <ul style="list-style-type: none"> ● NC- 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	

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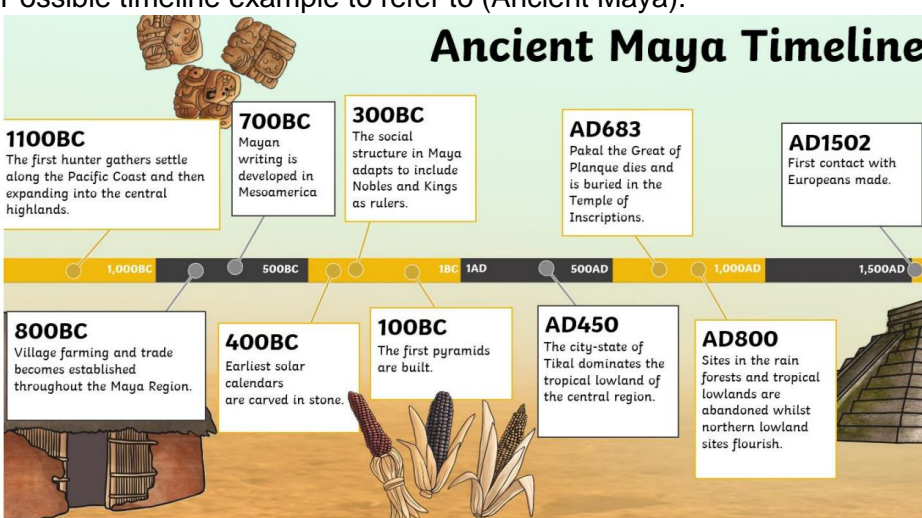
<p>know at the end of this series of lessons</p>		<p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> • The Maya- an ancient civilization. • Based in Mesoamerica (modern-day Mexico and Central America). • From approximately 1000 BC - 1700 AD. • The Ancient Maya people lived in different city-states. Each city-state had its own ruler and grand temples that towered above the jungle trees (skilled architects- refer to Chichen Itza, most powerful city). • They had their own form of writing (glyphs), number system (base 20) and they also developed a complex calendar. • The Maya were deeply religious (over 150 Gods were worshipped). • Pok-a-Tok- The Maya were probably the first civilization to play a team sport (using a ball court) as they were the first to make a rubber ball! • To survive in Ancient Maya, food had to be produced by farms. They used the rainforest effectively, mainly growing maize and grinding it into flour to make tortilla-type bread. They gave the world chocolate, which they drank flavoured with chilis. They also used cocoa beans as a form of currency. • The Maya produced a wide variety of art which ranged from relief work and sculptures to painted ceramics, vases and murals (including the carving of huge stone slabs called stelae that depicted Maya kings). • City-states in the uplands continued to flourish until the Spanish arrived (conquest). By 1540, the Spanish controlled almost all of the Maya territory. Other theories for the decline in the Maya include: epidemic disease, climate change, deforestation or famine. • Today there are over seven million Maya people, most of whom live in Central America and southern Mexico. <p><u>Historical Concepts</u></p> <p><u>Historical Significance:</u> Why this period of time may be considered historically significant to us today.</p> <p><u>Similarities and Difference:</u> Identify and explain similarities and differences across periods studied- The Maya and the Stone Age (British society).</p> <p><u>Handling Evidence:</u> Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p><u>Historical Enquiry-</u> Ask and answer questions about the past.</p>
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Vocabulary

Civilization, Ancient Maya, environment, settlement, rainforest, climate, Mesoamerica, BC/AD, ruler, temple, glyphs, Chichen Itza, Pok-a-Tok, maize, tortilla, cocoa, cacao, chocolate, sculpture (stelae), conquest, decline, epidemic disease, climate change, deforestation, famine.

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<p>Sequence of learning</p>	<p>Objectives and suggested details provided by the subject leader.</p>
<p>1</p>	<p>i). Chronology- <i>Order events on a timeline. Compare different time periods (World and British history).</i></p> <p>*Could include a trip to the York Chocolate Story during this unit of work*</p> <p>Unit of work hook (possible idea): Foods the Mayans gave us- Children are given a selection of foods (see below) to name / look at. They need to guess the time period they are from and why they think this (clues to the wider world and somewhere with a warmer climate for these foods to grow effectively).</p> <p>Foods the Mayans gave us:</p> <ul style="list-style-type: none"> •Maize •Chocolate •Vanilla •Chillies •Sweet potato •Squash •Papaya •Avocado •Tomato •Black beans  <p>Key Question: Where and when did the Maya live?</p> <p>Timeline of the Maya period (try to include a comparison with British history- reference to Stone Age to make later comparisons and link back to Anglo-Saxons, Scots and Vikings).</p> <p>*Geography link*: Location Study- <i>Focus on South America and rainforests- Fundraising for endangered animals.</i> Place knowledge - <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</i></p> <p>Possible timeline example to refer to (Ancient Maya):</p>  <p>Ancient Maya Timeline</p> <ul style="list-style-type: none"> 1100BC The first hunter gathers settle along the Pacific Coast and then expanding into the central highlands. 800BC Village farming and trade becomes established throughout the Maya Region. 700BC Mayan writing is developed in Mesoamerica. 400BC Earliest solar calendars are carved in stone. 300BC The social structure in Maya adapts to include Nobles and Kings as rulers. 100BC The first pyramids are built. AD683 Pakal the Great of Palenque dies and is buried in the Temple of Inscriptions. AD450 The city-state of Tikal dominates the tropical lowland of the central region. AD800 Sites in the rain forests and tropical lowlands are abandoned whilst northern lowland sites flourish. AD1502 First contact with Europeans made.

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2	<p>i). Handling Evidence (Y3)- <i>Use a variety of sources to find out about aspects of life in the past.</i> Handling Evidence (Y4)- <i>Begin to evaluate the usefulness of different sources.</i> Historical Enquiry- <i>Ask and answer questions about the past.</i></p> <p>Key Question- What was life like in Maya civilization?</p> <p>Use sources of evidence (photographs) to understand what life was like and how objects might have been used including- individual city-states and rulers, living in the rainforest climate (including farming and foods), use of grand temples and the skilled construction of these, religion, entertainment (including Pok-A-Tok- ancient ball game) and the high quality artwork produced.</p>																																										
3 & 4 (to possibly include art unit of work)	<p>i). Similarities and Difference: <i>Identify and explain some similarities and differences across periods studied- The Maya (World history) and the Stone Age (British history).</i></p> <p>Key Question- How did the Maya write (glyphs), use numbers (base 20 system) and tell the time (calendar)? Link to communication in the Stone Age (British history)- Cave Paintings. How do the Maya methods relate to how we write, use numbers and tell the time today?</p> <div data-bbox="287 851 829 1187"> <p>MAYA MATHS</p> <p>The Ancient Maya used the following symbols to count and write down dates and numbers.</p> <table border="0"> <tr> <td></td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> <td>—</td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> <td>==</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table> <table border="0"> <tr> <td>••</td> <td>•••</td> <td>••••</td> <td>==</td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> <td>•</td> <td></td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> </table> </div> <div data-bbox="837 851 1340 1198"> </div> <p>*Art link*: Drawing & Sculpture – Focus on Mayan sculpture and in particular the event or death mask.</p> <div data-bbox="279 1355 510 1657"> </div>		•	••	•••	••••	—	•	••	•••	••••	==	0	1	2	3	4	5	6	7	8	9	10	••	•••	••••	==	•	••	•••	••••	•		11	12	13	14	15	16	17	18	19	20
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5 (Assessment task)	<p>i) Historical Significance: <i>Why this period of time may be considered historically significant to us today.</i></p>																																										

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Key Question- If you could represent the Ancient Maya by 3 objects, what objects would you use that represent their accomplishments?

Examples could include: food items, ball games, architecture (without metal tools), writing, number (including use of zero), calendar systems, skilled farmers, astronomy etc.

Learning Outcome/product

Children represent their learning about the Ancient Maya by selecting three objects that showcase accomplishments from this particular civilization.

Children could draw or print images off the Internet and then label and explain their choices with a short written explanation giving reasons why.

This task could be presented in any form from each child (a possible idea could be a 'Wanted from Ancient Maya' poster).

Assessment records	List only those children who <u>have not achieved</u> the expected outcomes.

End of unit assessment question

Who were the Mayans and what have we learnt from them?