






















Brough Primary School – Curriculum Intention Plan 2023 - 2024



| | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|-------------------------------|-----------------------|-------------------------|---|---|---|---|---|---|---|
| Subject: History Year Group: Year 3/4 - Cycle B | | Area of learning: Ancient Maya Civilisation Historical Enquiry Question: <i>Who were the Mayans and what can we learn from them?</i> | | | | | | | | | | | | | | |
| Links to previous work/remember when | <u>Year 4 Children (From Year 2022-2023)</u> <ul style="list-style-type: none">NC- Changes in Britain from the Stone Age to the Iron Age- <i>When do you think would be best to live? The Stone Age, Bronze Age or Iron Age?</i>NC- The Roman Empire and its impact on Britain- <i>What did the Romans do for us? ('Romanisation' of Britain)</i> <u>Historical Skills (taken from the History Progression of Skills Y3/4):</u> <p><u>Chronology-</u> Order events using a timeline. Begin to compare different time periods. Develop increasingly secure chronological knowledge and understanding of history- local, British and world. Use correct terminology to describe events in the past.</p> <p><u>Similarities and Differences-</u> Identify and explain similarities and differences across periods studied. Make valid statements about the main changes occurring in the units studied.</p> <p><u>Historical Enquiry-</u> Ask and answer questions about the past. Begin to note connections, contrasts and trends over time.</p> <p><u>Analyse and Evaluate the Past-</u> Understand how and why life was different during different historical periods.</p> <p><u>Cause and Consequence-</u> Address and devise historically valid questions about cause.</p> <p><u>Historical Significance-</u> Make observations about the influence of a particular period of history on Britain today. Begin to explain why some aspects of historical accounts or themes of periods are significant.</p> | | | | | | | | | | | | | | | |
| | Term | Year | Key Skills to be taught | | | | | | | | | | | | | |
| Autumn 2023 What the children should know at the end of this series of lessons | 3/4 | <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. <u>Historical Skills (taken from the History Progression of Skills Y3/4):</u> <table><tr><td>Chronology</td><td>Sources of Evidence</td><td>Similarities and Differences</td><td>Historical Enquiry</td><td>Analyse and Evaluate the Past</td><td>Cause and Consequence</td><td>Historical Significance</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><u>Chronology-</u> Order events using a timeline. Begin to compare different time periods- British and world. Use correct terminology to describe events in the past.<u>Historical Sources-</u> Use a variety of sources to find out about aspects of life in the past.<u>Similarities and Differences-</u> Identify and explain similarities and differences across periods studied (Maya and the Stone Age).<u>Historical Enquiry-</u> Ask and answer questions about the past.<u>Historical Significance-</u> Make observations about the influence of a particular period of history on Britain today. <p><i>*Cross-curricular link to Geography (Rainforests & Endangered Animals) & Art (Drawing & Sculpture – Focus on Mayan sculpture)</i></p> | Chronology | Sources of Evidence | Similarities and Differences | Historical Enquiry | Analyse and Evaluate the Past | Cause and Consequence | Historical Significance |  |  |  |  |  |  |  |
| Chronology | Sources of Evidence | Similarities and Differences | Historical Enquiry | Analyse and Evaluate the Past | Cause and Consequence | Historical Significance | | | | | | | | | | |
|  |  |  |  |  |  |  | | | | | | | | | | |

Vocabulary

Civilisation, Ancient Maya, settlement, rainforest, climate, Mesoamerica, BC/AD, ruler, temple, Chichen Itza, Pok-a-Tok, maize, tortilla, cocoa, cacao, chocolate, sculpture (stelae), glyphs, codices.

Brough Primary School – Curriculum Intention Plan 2023 - 2024



See 'Possible Resources' in the MTP folder to support lesson ideas.

| Sequence of learning | Objectives and suggested details provided by the subject leader. |
|----------------------|---|
| 1 | <p><u>Pre-assessment Activity</u> (recording not essential) <i>Do we know anything about the Ancient Maya already?</i> <i>What do you want to know about the Maya people?</i></p> <p>i). Chronology- Begin to compare different time periods- British and world. Use correct terminology to describe events in the past.</p> <p>Key Learning Question- Where and when did the Maya people live?</p> <p>Knowledge: The Maya- an ancient civilisation based in Mesoamerica (modern-day Mexico and Central America). From approximately 1000 BC - 1700 AD. The Ancient Maya people lived in different city-states.</p> <p>Suggested Outcomes: World map study to identify where the ancient civilisation was. Timeline of the Maya period (try to include a comparison with British history- reference to Stone - Iron Age and linking back to Anglo-Saxons, Scots and Vikings for the Year 4 children- 2022/23 learning).</p> |
| 2 | <p>i). Historical Enquiry- Ask and answer questions about the past. Historical Sources- Use a variety of sources to find out about aspects of life in the past.</p> <p>Key Learning Question- How did the Ancient Maya people live?</p> <p>Knowledge: Each city-state had its own ruler and grand temples that towered above the jungle trees (Maya people were skilled architects- refer to Chichen Itza and the El Castillo pyramid). 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.</p> <p>Suggested Outcomes: Use sources of evidence (photographs of artefacts) to understand what life was like and how objects might have been used including- living in the rainforest climate (farming and foods) and the building of / use of grand temples.</p> |
| 3 | <p>i). Historical Enquiry- Ask and answer questions about the past. Historical Sources- Use a variety of sources to find out about aspects of life in the past.</p> <p>Key Learning Question- How did the Ancient Maya people live? (continued)</p> <p>Knowledge: 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!</p> <p>Suggested Outcomes: Use sources of evidence (photographs of artefacts) to understand what life was like- including religion and entertainment.</p> |
| 4 | <p>i). Historical Sources- Use a variety of sources to find out about aspects of life in the past. Similarities and Difference: Identify and explain some similarities and differences across periods studied- The Maya (World history) and the Stone Age (British history).</p> <p>Key Learning Question- How did the Ancient Maya communicate with each other? Do these methods of communication link to anything we use today?</p> |

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



| | |
|------------------------|---|
| | <p>Knowledge: The Mayas had their own form of writing (glyphs / codices- one text is called a codex), number system (base 20) and they also developed a complex calendar.</p> <p>Suggested Outcomes: Use sources of evidence (photographs of artefacts) to understand what communication was like and link this to communication within the Stone Age (cave paintings).</p> |
| 5 (Assessment task) | <p>i) Historical Significance: Make observations about the influence of a particular period of history on Britain today.</p> <p>Key Learning Question- If you could represent the Ancient Maya using 3 objects, which objects would you use that represent their accomplishments?</p> <p>Knowledge: Knowledge to be taken from learning across the unit. Examples could include: Maya food items, ball games, architecture, forms of writing, number (including use of zero), calendar systems, skilled farmers etc.</p> <p>Suggested Outcomes: See learning outcome/product below.</p> |

Learning Outcome/product

Children represent their learning about the Ancient Maya by selecting three objects that showcase accomplishments from this particular civilisation.
 Children could draw / label or use given images and explain their choices with a short written explanation.
 This task could be presented in any form (written or using ICT).

| 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 can we learn from them?