

History

Knowledge, Skills and Progression



UKS2: Mayan Civilisation

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Place the Mayan civilisation on a timeline including other great civilisations and European and world events</p> <p>Know that the Mayan civilisation existed in Mesoamerica at the same time as the Saxons existed in Britain</p> <p>Know that by comparison with British society in Saxon times the Maya were in many ways more advanced.</p> <p>Compare this with earlier ancient civilizations such as Egypt</p>	<p>Pupils are able to speculate and make deductions from a range of visual clues</p> <p>They appreciate the range of Mayan achievements: they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>They work out/ know that they must have been accomplished scientists and understand that the Maya developed their own mathematics.</p> <p>Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>Pupils are able to detect patterns in images of everyday life. They understand that society was hierarchical and can distinguish between palaces of the luxurious royal court and everyday life for common people.</p> <p>Pupils understand that lives of common people are very poorly recorded.</p> <p>Pupils learn how to raise valid historical questions and to make inferences beyond the literal. Pupils grasp that we learn from present day Maya peoples as well as: archaeological remains; Spanish Conquest sources; artefacts and hieroglyphs; oral tradition</p> <p>Pupils are able to explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice. Pupils are able to accord this ancient civilization dignity and respect. Pupils appreciate that over 1,000 years ago moral values were different in England too.</p> <p>Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain. Y6 pupils understand that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</p> <p>Pupils make an informed judgement for one or more reason from the evidence available.</p> <p>Understand that it was probably a combination of factors, rather than one factor alone.</p> <p>They learn to write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</p>	<p>Why do you think we study the Mayan empire in school?</p> <p>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</p> <p>What was life like at the height of the Mayan civilization?</p> <p>How can we possibly know what it was like there 1,000 years ago?</p> <p>If the Maya were so civilized, why then did they believe in human sacrifice?</p> <p>How can we solve the riddle of why the Mayan empire ended so quickly?</p>	<p>Maya, Mayan civilisation, glyphs, codices.</p> <p>Chichen Itza</p> <p>Cacao, ahau or ahaw, Batab, itzamma, huipil, kin, kukulcan, uinal</p> <p>Mesoamerica</p> <p>Mexico</p>
<p>Learning outcomes</p> <p>Children should be able to</p> <ul style="list-style-type: none"> • Appreciate the range of Mayan achievements • Suggest at least 2 valid reasons for the growth of the Maya e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade. • Know what life was like at the height of the Mayan civilization • Explain that we know what it was like there 1,000 years ago because of the range of evidence left behind • Use their contextual knowledge of Mayan life to make informed judgements as to possible uses of mystery objects; learn how to make deductions about the purpose of an object from its physical clues. • Explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice. 		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.. • Pupils generate valid lines of enquiry for a topic of their choice. They carry out independent research providing answers to their questions. They learn to present their findings in a creative way. 	

	<ul style="list-style-type: none">• Y6 give competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) about why the empire ended so quickly and know that it is difficult to be certain as to the reason, without written records.• Y6 make informed judgements and reach a conclusion for one or more reason from the evidence available	<p>How those with SEND are Supported:</p> <ul style="list-style-type: none">• Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers• Collaborative activities to support peer-learning and inclusion• Use of visuals, film, drama to support contextual understanding• Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design• TA support used to question and develop children’s conceptual understanding of concepts and encourage independence• Use of low threshold-high ceiling tasks to support inclusion
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