

Year 5 – The Maya

What it looked like last unit



The Shang Dynasty

You had a prior knowledge of ancient civilisations including both the Egyptians and the Greeks and then you studied the Shang in detail, using and assessing the suitability of sources and making comparisons.

Vocabulary (definitions)

- Ahau or Ahaw** - The main king or lord of a Maya city-state.
Batab - A lesser lord, usually ruling over a small town.
Cacao - Seeds that the Maya used to make chocolate.
Cenote - A sinkhole or pit filled with water, cenotes were sources of water for the Maya and were also used as places of sacrifice.
Chichen Itza - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.
City-state - An independent government where a large city rules the surrounding area.
Classic Period - The golden age of the Maya civilization running from 250 AD to 900 AD.
Codex - A type of book written by the Maya
Glyph - A symbol used in writing.
Haab' - The Maya solar calendar that was used to measure time and had 365 days.
Huipil - A traditional garment worn by Maya women.
Itzamna - The main god of the Maya,
Kin - Word representing a day in the Maya calendar.

What it looks like next unit



Crime & Punishment

You will explore where our laws come from and how they compare to laws and punishments of the past. You will be able to link these to British history, but also other civilisations that you have studied.

- Pre-classic Period** - The period of Maya history running from the start of the Maya civilization around 2000 BC to the start of the Classic Period in 250 AD. **Post-classic Period** - The period of Maya history running from the end of the Classic Period in 900 AD to the end of the Maya civilization in 1500 AD.
Quetzal - A type of jungle bird with feathers that the Maya used in their feathered clothing and headdresses.
Stela - A tall monumental sculpture made from stone with relief carvings.
Tikal - One of the most powerful city-states during the Classic Period.
Tzolk'in - The Maya religious calendar used to track religious days and ceremonies. It had 260 days.
Uinal - Word for a month in the Maya calendar. It was 20 days long.
Yucatan Peninsula - An area in south-eastern Mexico where some of the Maya civilization developed.

Sequence of Learning

1. Explore where and when the remains of the Mayan civilisation were discovered
2. Find out about how the Mayans civilisation developed over time.

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Kukulcan - The serpent god of the Maya. One of the primary gods.
Nacom - A high ranking military leader in the Maya army.
Obsidian - A hard rock that was used to make sharp edges and tools.
Popol Vuh - A book or codex that described Maya religion and mythology.

3. Find out about the city states of the Maya and how society was organised.
4. To find out about Mayan religion and beliefs
5. To find out about everyday life for the Mayan people. explore Mayan writing and calendars
6. Find out about the decline of the Mayan civilisation.

Cultural Capital

You have already learnt about the ancient Egyptians and the ancient Greeks and the Shang Dynasty so you have some knowledge on religious rituals and beliefs of other civilizations beyond the British throughout history. Now you will find out about an American civilisation and compare it.

What is the name of the region where the Mayan civilisation existed?

In what century were the Mayan ruins discovered?

Why did Mayan city states war with each other?

Who were the most important people in Mayan society?

Which important food sources were sacred to the Maya?

What gods did the Maya believe in and how did they honour them?

What did the Maya believe would happen at the end of each cycle of their 'Long Count' calendar?

How did the Maya civilization come to an end?

How does it compare to other civilisations studied?

Other Links

Year 3 Prehistoric Britain, Year 3 Ancient Egypt, Year 3 Early Civilisations, Year 4 The Ancient Greeks and Year 5 The Shang

Skills

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Can place current study on time line, in relation to other studies. Knows and sequences key events of time studied. Can use relevant terms and period labels. Can relate current studies to previous studies.	Can study different aspects of life of different people – differences between men and women. Can examine causes and results of great events and the impact had on people.	Can compare accounts of events from different sources. Fact or fiction. Can offer some reasons for different versions of events.	Is confident at identifying primary and secondary sources. Can use evidence to build up a picture of life in time studied. Can select relevant sections of information. Can confidently use library, e-learning,	Can fit events into a display sorted by a theme time. Can use appropriate terms, matching dates to people and events. Can record and communicate knowledge in different forms. Can work independently and in groups, showing initiative.

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<p>Makes comparisons between different times on history. Can use words and phrases: vocabulary relating to specific periods.</p>	<p>Can compare life in early and late times studied. Can compare an aspect in another period. Can study an ancient civilisation in detail – Shang Dynasty</p>		<p>research. Independent project</p>	
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Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology

